

# Undergraduate Catalog : 2020-2021

[Connecticut State Colleges and Universities](#)

[Accreditation and Policy](#)

[Message from the President](#)

[Academic Calendar](#)

[Introduction to Western](#)

[Admission to Western](#)

[Student Expenses](#)

[Office of Student Aid & Student Employment](#)

[Student Affairs](#)

[Academic Services and Procedures](#)

[Academic Programs and Degrees](#)

[Graduation](#)

[Academic Program Descriptions](#)

[Academic Departments, Programs, and Courses](#)

[Ansell School of Business](#)

[Macricostas School of Arts & Sciences](#)

[School of Professional Studies](#)

[School of Visual and Performing Arts](#)

[Division of Graduate Studies](#)

[Directory Administration](#)

[Faculty/Staff](#)

[Faculty Emeriti](#)

# Connecticut State Colleges & Universities

The 17 Connecticut State Colleges & Universities (ConnSCU) provide affordable, innovative and rigorous programs that permit students to achieve their personal and career goals, as well as contribute to the economic growth of Connecticut. The ConnSCU System encompasses four state universities – Western Connecticut State University in Danbury, Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic and Southern Connecticut State University in New Haven – as well as 12 community colleges and the online institution Charter Oak State College.

Until the state's higher education reorganization of 2011, Western was a member of the former Connecticut State University System that also encompassed Central, Eastern and Southern Connecticut state universities. With origins in normal schools for teacher education founded in the 19th and early 20th centuries, these institutions evolved into diversified state universities whose graduates have pursued careers in the professions, business, education, public service, the arts and other fields. Graduates of Western and other state universities contribute to all aspects of Connecticut economic, social and cultural life.

In April 2011, Gov. Dannel P. Malloy and the Connecticut legislature unveiled a plan to consolidate the management of higher education. Specifically, they created a Board of Regents for Higher Education which replaced the governance structures for the Connecticut State University System (CSUS), the Connecticut Community Colleges, Charter Oak State College and the Board of Governors for Higher Education. The transition from the CSUS Board of Trustees to the Board of Regents occurred between July 1 and December 31, 2011.

Governance of the CSCU System is the responsibility of the Board of Regents for Higher Education, which comprises 20 appointments: nine by the governor (including the selection of one of his appointees as the chair), four by legislative leaders, two student representatives, and five ex-officio, non-voting members (commissioners of the departments of Economic and Community Development, Public Health, Education and Labor and the chair of the Faculty Advisory Committee).

CSCU leadership team works with the campus leaders, faculty and staff to help increase the educational attainment of Connecticut's adult population. All 17 college and university presidents report directly to the Board of Regents president, who reports to the Board of Regents for Higher Education. CSCU senior staff provide additional support and guidance for both the board and member institutions.

## Connecticut Board of Regents for Higher Education

Matt Fleury, Hartford, Chair

Richard J. Balducci, Deep River

Aviva D. Budd, Stamford

Naomi K. Cohen, Bloomfield

Felice Gray-Kemp, Hamden

Merle W. Harris, West Hartford, Vice Chair

Holly Howery, Bristol

David R. Jimenez, West Simsbury

Peter M. Rosa, Avon

JoAnn Ryan, Torrington

Elise E. Wright, Hartford

Monica Maldonado, Student Regent, Gateway Community College  
Elena Ruiz, Student Regent, Willimantic  
David Blitz (ex-officio), Professor of Philosophy, CCSU  
Miguel A. Cardona (ex-officio), Commissioner of the Department of Education  
Renee Coleman-Mitchell (ex-officio), Commissioner of Department of Public Health  
David Lehman ( ex-officio), Commissioner of Department of Public Health  
Colena Sesanker (ex-officio), Assistant Professor of Philosophy, Gateway CC  
Kurt Westby, Commissioner of Labor

Kurt Westby, Commissioner of Labor

#### CSCU Leadership

Mark E. Ojakian, President of the Board of Regents  
Jane Gates, Provost and Senior Vice President for Academic and Student Affairs  
David L. Levinson, Vice President for Community Colleges  
Elsa Núñez, Vice President for State Universities  
Leigh Appleby, Director of Communications  
Benjamin Barnes, Chief Financial Officer  
Erin Fitzgerald, Associate Director for Board Affairs  
William J. Gammell, Director of Research & System Effectiveness  
Alexandria Pilon, Director of Government Relations  
Alice Pritchard, Chief of Staff  
Joseph Tolisano, Chief Information Officer  
Ernestine Y. Weaver, Counsel

Connecticut Board of Regents for Higher Education  
39 Woodland Street • Hartford, Connecticut 06105

# Accreditation and Policy

## ACCREDITATION

Western Connecticut State University is accredited by the New England Commission of Higher Education.

Inquiries regarding the accreditation status by the New England Commission should be directed to the university's administrative staff. Individuals may also contact the New England Commission of Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4531. Call (781) 425-7785, Fax (781) 425-1001 or email [info@neche.org](mailto:info@neche.org).

Accreditation by the New England Commission has reference to the institution as a whole. In addition, the university is accredited by the Connecticut Board of Regents for Higher Education.

Individual programs at the university are accredited by:

- The American Chemical Society
- The Association to Advance Collegiate Schools of Business
- The Behavior Analyst Certification Board, Inc.
- The Commission on Collegiate Nursing Education
- The Connecticut State Department of Education
- The Council for Accreditation of Counseling and Related Educational Programs
- The Council for Accreditation of Educator Preparation
- The Council for Health Education Programs
- The Council on Social Work Education
- The National Association of Schools of Music
- The National Association of Schools of Theatre

## RIGHTS RESERVED STATEMENT

Students attending Western Connecticut State University are required to familiarize themselves with this catalog. Primary responsibility for knowing and fulfilling all requirements rests with the individual student. The catalog in effect at the time of the student's admission or readmission to a degree program governs degree requirements.

The Western Connecticut State University administration reserves the right, whenever advisable: (1) to change or modify its schedule of tuition and fees; (2) to withdraw, cancel, reschedule or modify any course, program of study, or degree or any requirement in connection with any of the foregoing.

# State Authorization Reciprocity Agreement

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. The [Connecticut Office of Higher Education became a member of SARA](#) in 2017, thus allowing Western Connecticut State University to apply to be a member of SARA. This allows Western Connecticut State University to accept students from all SARA approved states.

# Student Complaints

Pursuant to federal regulations and the terms of SARA, the Office of Higher Education is responsible for the investigation and resolution of out-of-state students' complaints against institutions of higher education based in Connecticut and offering distance education via SARA. Note that issues regarding student life, such as discipline, grading, etc., fall solely within the purview of the institution and are not generally investigated. Additionally, the Office of Higher Education does not investigate anonymous complaints or provide legal advice. Currently, SARA institutions are to:

- Apply the tuition refund policies of their home state to students located in other SARA states; and
- For students located in non-SARA states, follow any relevant tuition refund policies of those states.

Within two years of the incident complained of, out-of-state students enrolled in a Connecticut institution via SARA may file a complaint in accordance with the following steps:

1. The student must attempt to resolve the complaint by exhausting the institution's established internal grievance procedures. These are usually published in the institution's catalog, student handbook and/or posted on the institution's website. Absent extenuating circumstances, the Office of Higher Education will not investigate complaints filed by students who have not first sought a resolution with the institution.
2. If all remedies at the institutional level have been exhausted and the complaint is not resolved, the student may file a complaint with the Office of Higher Education. To file a complaint, please follow [these procedures](#). All documentation for review related to the complaint must be provided by the student as part of the filing.
3. The Office of Higher Education will process the complaint and provide copies of all documents filed with the complaint to the institution. The institution has 20 days to respond. After receiving a response and conducting an investigation, the Office of Higher Education will issue a findings report to all parties. The findings report is final.

If a Connecticut student is enrolled in a distance education program offered by a SARA institution based in another state, the student should contact the portal agency in that state to pursue the complaint process. Connecticut students enrolled in Connecticut institutions must first exhaust an institution's established internal grievance procedures, and then should contact the [Office of Higher Education](#) prior to filing a complaint.

All correspondence, including institutional applications and student complaints, should be sent via email to: [sean.seepersad@ct.gov](mailto:sean.seepersad@ct.gov) or post to:

## **Dr. Sean Seepersad**

SARA Coordinator  
Division Director, Academic Affairs  
Office of Higher Education  
State of Connecticut  
450 Columbus Boulevard, Suite 707  
Hartford, CT 06103-1841

## **NONDISCRIMINATION POLICY/AFFIRMATIVE ACTION and MULTICULTURALISM STATEMENT**

Western Connecticut State University is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities and employment without discrimination because of race, color, religious beliefs or association, sex, age, national origin, marital status, sexual orientation, physical disability, including but not limited to blindness, learning disability or mental retardation, past or present history of mental disorder, or prior

conviction of a crime, in accordance with state and federal laws. To that end, this statement of policy has been put forth to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the university.

To file a discrimination complaint, or for inquiries concerning Western Connecticut State University's Nondiscrimination Policy, Title IX and the Rehabilitation Act of 1973, and the Americans with Disabilities Act, contact Jesenia Minier-Delgado, Chief Diversity Officer, University Hall, Room 217, (203) 837-8277 or TTY (203) 837-8284.

### ***Protection from Adverse Action***

All individuals shall be free from all restraint, interference, coercion or reprisal on the part of their associates, supervisors and all others in making any complaint or appeal, in serving as a representative for a complaint, in appearing as a witness, or in seeking information. The above principles apply with equal force after a complaint has been resolved. Should these principles be violated, the facts shall be brought to the attention of the Chief Diversity Officer by the aggrieved party, his/her representative or any person affected. The Chief Diversity Officer shall bring all such situations to the attention of the President for confidential discussion, review, the potential for early proactive intervention and appropriate action.

Individuals are advised of their legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities, U.S. Equal Employment Opportunity Commission, U.S. Department of Labor, Wage and Hour Division, and any other agencies, state, federal or local, that enforce laws concerning discrimination.

### **Office of Intercultural Student Affairs**

The Office of InterCultural Affairs is committed to preparing students for lifelong learning and leadership as ethical, responsible citizens in a diverse global community. We create learning spaces where students explore, discuss and reflect on issues of identity, diversity and justice. We facilitate programs and events that raise awareness of social justice issues. We help to develop student-centered support communities, and we cultivate and encourage campus allies and advocates who support the success of all WCSU students

### **SEXUAL HARASSMENT POLICY**

It is the policy of Western Connecticut State University, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of students and employees at Western Connecticut State University is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex when that behavior falls within the definition outlined.

#### ***Definition***

Sexual harassment of employees and students at Western Connecticut State University is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment;
- B. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting the employee or student; or
- C. Such conduct has the purpose or effect of substantially interfering with an employee's or student's work performance or educational experience, or creates an intimidating, hostile or offensive work or educational environment. In an academic setting, sexual harassment would also include any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when submission to or rejection of such conduct by an individual might affect academic or personal decisions that are subject to the influence of the person making the proposal.

Sexual harassment is discrimination on the basis of sex and a violation of the Connecticut General Statutes, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. Additionally, unwanted physical contact with another person is a violation of the Connecticut General Statutes and may result in criminal prosecution.

### ***Report Sexual Harassment***

Jesenia Minier-Delgado, Chief Diversity Officer, is responsible for overseeing sexual harassment matters and investigating complaints. To request a copy of the sexual harassment policy, obtain a complaint procedure and form, discuss a sexual harassment concern, or to file a sexual harassment complaint, contact Jesenia Minier-Delgado at (203) 837-8277.

### ***Protection from Adverse Actions***

All individuals shall be free from restraint, interference, coercion or reprisal on the part of their associates, supervisors and all others in making any complaint or appeal, in serving as a representative for a complaint, or in appearing as a witness or in seeking information. The above principles apply with equal force after a complaint has been resolved. Should these principles be violated, the facts shall be brought to the attention of the Chief Diversity Officer by the aggrieved party, his/her representative, or any person affected. The Chief Diversity Officer shall bring all such situations to the attention of the President for confidential discussion, review, the potential for early proactive intervention and appropriate action.

Individuals are advised of their legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities, U.S. Equal Employment Opportunity Commission, U.S. Department of Labor, Wage and Hour Division and any other agencies, state, federal or local, that enforce laws concerning discrimination.

Confidential counseling is also available; contact at (203).

### **Interpersonal Violence Policy**

Western Connecticut State University (WCSU) asserts that all students have the right to be free from interpersonal violence such as stalking, intimate partner violence, and sexual harassment or assault. To treat all violence with the utmost seriousness, all non-confidential WCSU employees (including faculty) are required to submit an Anonymous Report Form when aware of any interpersonal violence; although student information will remain secure, it may be shared with the appropriate WCSU officials. Confidential, on-campus locations not required to report include the Counseling Center, Women's Center, and Health Services. *More information is available at [www.wcsu.edu/stuaffairs/CaRT.asp](http://www.wcsu.edu/stuaffairs/CaRT.asp).*

### **ANNUAL SECURITY REPORT**

Western Connecticut State University is committed to assisting all members of the WCSU community in providing for their own safety and security. In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the university compiles an [Annual Campus Security Report](#). The report may be requested from the [Western Connecticut State University Police Department](#) on Roberts Avenue at any time, day or night. A copy will be mailed upon request by calling (203) 837-9301.

Both the website and annual reports provide information about campus security and topics such as crime prevention, university police law enforcement authority and crime reporting procedures. Information also is provided about crime statistics for the previous three calendar years of reported crimes that occurred in both on-and off-campus facilities. This information is required by federal and state law and is provided by the university's police department.

The Annual Fire Safety Report is available at [www.wcsu.edu/efs/EHS/fireprevention.asp](http://www.wcsu.edu/efs/EHS/fireprevention.asp).

# President's Message

At Western Connecticut State University our mission is to help students explore areas of study and learn to adapt in an ever-changing world. By introducing students to a variety of disciplines and teaching methods, we help you find the path that is the best for you. We also offer a campus life that is rich with opportunities to learn outside the classroom, which prepares you for a lifetime of personal and professional growth.

Our campus represents the diversity that characterizes public higher education today. Some students are traditional college age and live on campus; others are balancing their studies while caring for families and working. We provide the resources to encourage every student, from organized clubs to career counseling and tutoring.

Our goal is to make a lasting impact, one that will lead to success after graduation.

Western Connecticut State University also participates with the community in campus and community events and has expanded the physical structure of our campus. Last year, we renovated Higgins Hall with a new television production studio, graphics lab and enhanced classrooms. This year we are refurbishing Berkshire Hall with a state-of-the-art dining hall and other updates. We take every opportunity to provide our students with the very best support so that they can focus on their goals.

Our students' futures are our mission and passion. We look forward to helping you shape yours.

Welcome to WCSU!

Sincerely,

Dr. John B. Clark



# Academic Calendar

## Fall 2020

August 17	Cross Registration and Senior Citizen registration begins
August 24	First year/Transfer student move in Academic Year Begins For Faculty
August 25	Residence Halls open for returning students Last day for full-time student to withdraw with no financial penalty
August 26	First Day of Classes. Enrollment reporting begins Last day for full-time students to withdraw from WCSU and receive a 90% refund
September 1	Last day for part-time students to withdraw with 100% refund
September 2	Add/Drop period ends for Full Semester Day classes
September 7	Labor Day – No classes – University closed
September 9	Last day for students to withdraw from WCSU and receive a 60% refund
September 14	Independent Study forms and Faculty Development forms due in Registrar's Office
September 16	Enrollment Reporting Census Date
September 18	WCSU Day of Service. No morning classes. Afternoon classes resume at 1pm Last day for students to withdraw from WCSU and receive a 40% refund. Last day to submit Pass/Fail Option forms and Audit forms to the Registrar's office.
September 23	
October 9	Undergraduate Incomplete submission deadline for Spring/Summer
October 12	Columbus Day – Classes in session. Non-essential Univ. offices closed
October 21	Midterm grades due. May report Stopped Attending (SA)
October 26	Second eight week classes begin
November 1	Undergraduate Graduation Application Deadline for Spring Commencement
November 4 – November 23	Tentative registration begins for Spring 2021 Semester– See Registrar's webpage for detailed information
November 11	Veteran's Day Observed – University open. Classes in session
November 21	Withdrawal deadline without academic penalty
November 25	Thanksgiving Recess Begins – No Classes – University open
November 26- November 29	Thanksgiving Recess Cont. – No Classes – University closed
November 30	Non-matriculated student registration begins
December 7	Last day of Classes
December 8	Reading Day. Graduate Incomplete submission deadline for Spring/Summer
December 9-15	Final Exams
December 18	Fall final grades due

## Winter Intersession

December 21	Intersession Begins
December 25	Christmas Holiday – No classes – University closed
January 1	New Year’s Holiday – No classes – University closed
January 16	Intersession Ends
January 20	Intersession Final grades due

## Spring 2021

January 15	Cross registration and Senior Citizen registration begins
January 18	Martin Luther King Day – No Classes – University closed
January 25	Last day for full-time students to withdraw from WCSU with no financial penalty
January 26	Semester Begins First Day of Classes
February 1	Last day for full-time students to withdraw from WCSU and receive a 90% refund Last day for part-time students to withdraw from WCSU and receive 100% refund
February 2	Last day for students to withdraw from WCSU and receive a 60% refund
February 8	Last day to Add/Drop day courses
February 12-15	President’s holiday – No classes, University closed
February 16	Enrollment Reporting Census Date
February 19	Student Independent Study forms are due to the Registrar’s Office Last day for students to withdraw from WCSU and receive a 40% refund
February 22	Last day to submit Pass/Fail Option forms and audit forms to the Registrar’s Office
March 16	Undergraduate Incomplete submission deadline for Fall/Intersession
March 23	Midterm grades due. May report Stopped Attending (SA)
April 2	Day of Reflection – No classes, University closed
April 3	No classes, University closed
April 7- 23	Tentative Undergraduate registration begins – See Registrar’s office webpage for detailed information
April 16	Withdrawal deadline without academic penalty
April 26	Non-matriculated undergraduate students registration
May 7	Last Day of Classes Graduate Incomplete submission deadline for Fall/Intersession
May 10 – 16	Final Exam Week
May 16	Undergraduate and Graduate Commencement (tentative)

May 19

Spring Final grades due

### **Summer Session 2021**

May 24

Summer Session I Begins

May 31

Memorial Day – No classes, University closed

June 26

Summer Session I Ends

June 28

Summer Session II Begins

July 1

Summer Session I Final grades due

July 4

Independence Day – No classes, University closed

July 31

Summer Session II Ends

August 2

Summer Session III Begins

August 4

Summer Session II Final grades due

August 21

Summer Session III Ends

August 25

Summer Session III Final grades due

# Introduction to Western Connecticut State University

## History

Western Connecticut State University, founded in 1903, is located in Danbury, a city in Fairfield County in the foothills of the Berkshire Mountains, 65 miles north of Manhattan and 50 miles west of Hartford.

WCSU's rural 364-acre Westside campus complements its 34-acre, 15-building Midtown campus in the heart of downtown Danbury.

The university continuously updates its academic offerings to ensure that students have access to courses that will not only provide a basis in the liberal arts but also employment opportunities after graduation.

## Mission

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals and leaders in a global society.

To achieve this, we:

1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.
2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.
3. Attract student-centered faculty who are passionate teachers and accomplished scholars.
4. Establish partnerships that create opportunities for internships, research and experiential learning.

## Fulfilling the Mission

WCSU offers a variety of opportunities and support systems to ensure every student can succeed and thrive.

The Kathwari Honors Program coordinates the highest level of challenging academic courses across all disciplines. Honors students also gain face-to-face access to noted figures in the arts, sciences, business and world affairs such as the Dalai Lama, scientist Dr. Jane Goodall and Nobel Peace Laureate Leymah Gbowee, who have all spoken on campus.

For four years in a row, the Theatre Arts Department has won top national awards at the Kennedy Center American College Theatre Festival, including Outstanding Production of a Musical twice.

WCSU is a place where you can reach any academic goal. For example six students in recent years, have been awarded prestigious Fulbright scholarships to conduct research or teach overseas. Nursing graduates pass the state licensing exam at a 100 percent rate nearly every year. WCSU students score among the highest pass rates for the CPA exam among Connecticut universities. The Career Success Center is prepared to work with you from your first year at WCSU to offer internships, resume writing advice and career guidance.

## Organization

The WCSU Division of Academic Affairs comprises four academic units: the Ansell School of Business, the Macricostas School of Arts and Sciences, the School of Professional Studies, and the School of Visual and Performing Arts. All undergraduate and graduate programs are offered through the four schools.

The Office of Student Affairs oversees a diverse range of programs and services to meet students' interests and needs. These include AccessAbility Services, athletics, campus ministry, campus police, counseling, drug and alcohol abuse prevention, health service, housing and residence life, judicial affairs, pre-collegiate programs, recreation, intramurals and club sports, and student life. Through its various offices, the division helps students to become aware of their opportunities, optimize their performance, enrich their college

experience, and ensure protection of their rights and responsibilities.

# Facilities

Here at Western Connecticut State University the Facilities Division's mantra is to build an innovative customer-driven environment which focuses on student satisfaction, high levels of service and efficiencies, and timely responses for deliverables.

**Our mission is simple: deliver a safe, sustainable, and functional campus environment.**

The Facilities Division is made up of Environmental Health & Safety, Facilities Operations, Facilities Planning & Engineering, Facilities Scheduling and Promotion, and the WestConnect Card Office. Each of these diverse areas provide a high level of value to our students, Faculty/Staff, and the University's visitors on a daily basis.

To learn more about Facilities initiatives and services, policies and procedures, university Standards, sustainability efforts, and innovative solutions to everyday questions please feel free to visit us at <http://www.wcsu.edu/facilities/>

## **Educational Records and the Family Educational Rights and Privacy Act (FERPA)**

Western Connecticut State University accords all the rights under the law to students. No one outside the university shall have access to, nor will the university disclose any information from, a student's educational records without his/her written consent except to personnel within the university, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing students financial aid, to accreditation groups, to persons in compliance with a judicial order, to persons in an emergency in order to protect the health or safety of students or other persons, or to parents of a student who is officially documented as their dependent for income tax purposes.

All these exceptions are permitted under the Family Educational Rights and Privacy Act.

The university will maintain a record of all requests for and disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student.

Within the Western Connecticut State University community, only those university officials acting in the student's educational interest are allowed access to education records.

A university official is any person employed by the university in an administrative, supervisory, academic, research or support-staff position; any person appointed to the Board of Regents for the Connecticut State Colleges and Universities or any person employed by or under contract to the university or the State of Connecticut to perform a special task, such as an attorney or auditor.

A university official has a legitimate educational interest if the official is: performing a task that is specified in his/her position description or by contract agreement; performing a task related to a student's education; performing a task relating to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.

The university may disclose directory information without a student's prior written consent. The university designates the following as directory information: student's name; certain university-assigned identifiers (Western ID number); address; telephone number; photo ID; date of birth; major field of study; degree sought; student level (freshman, sophomore, etc.); dates of attendance; full-time or part-time enrollment status; expected date of completion; the previous educational agency or institution attended; degrees and awards received; class rosters; and participation in officially recognized activities and sports, weight and height of athletic team members, and other similar information including performance statistics, photographic

likenesses and video of athletic team members. Students may withhold directory information by notifying the Office of the Dean of Students in writing. Such a request would be honored until such time students requested in writing that their directory information again be made public.

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records and to have a hearing on the matter. The Vice President for Student Affairs or designee at Western Connecticut State University has been designated to coordinate the inspection and review procedures for student educational records, which include admissions, personal, academic, financial, disciplinary, cooperative education and placement records.

Students wishing to review their educational records must make requests to the Registrar, listing the item of interest. Only records covered by the act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of an academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere).

Educational records do not include records of instructional, administrative and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; records of a law enforcement unit; student health records; employment records; or alumni records. Health records, however, may be reviewed by the physician of the student's choosing.

Students may not inspect or review the following as outlined by the act: financial information submitted by their parents: confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student. In this last case, the university will permit access only to that part of the record which pertains to the inquiring student.

The university is not required to permit students to inspect or review confidential letters and recommendations placed in their files prior to January 1, 1975, provided these letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their educational records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Office of Student Affairs.

In the event a student's request either to have access to a record or to amend information in a file has been denied, the student may ask for a formal hearing. The student must submit a written request for the hearing to the Vice President for Academic Affairs. The hearing panel will consist of the Vice President for Academic Affairs, the Associate Vice President for Academic Affairs and the academic dean of his/her school. Decisions of the hearing panel are final.

Any alteration to the student's record will be in accordance with the decision of the hearing panel and will become a permanent part of that record. The student has a right to add a statement to a challenged record if the panel's decision is not to amend the record in accordance with the student's request.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the act may request, in writing, assistance from the Vice President for Student Affairs to aid them in filing complaints with the Family Education Rights and Privacy Act (FERPA), U.S. Department of Education, Washington, D.C. 20202.

#### Alumni Association

The Alumni Association of Western Connecticut State University, founded in 1919, promotes the general welfare of the university. The board of directors comprises 21 directors (includes five officers) and Life members who meet regularly to discuss and plan future activities of the association.

All graduates are members of the Alumni Association for life with borrowing privileges at both the Ruth A. Haas and Robert Young Libraries, use of computers in the Haas Library, and special discounts at local and nationwide businesses. All alumni receive The Cupola magazine, Alumni E-Newsletter, insurance and credit card discount offers, career services through the Career Success Center, alumni locator service, and

invitations to special alumni receptions and events, including Homecoming.

Scholarships are awarded each year by the Alumni Association to students who meet academic requirements and show evidence of extracurricular involvement in the university and the community.

The Alumni Association keeps alumni connected to their alma mater. As a graduate of Danbury Normal School, Danbury State Teachers College, Danbury State College, Western Connecticut State College or Western Connecticut State University, alumni are part of campus history and the future of the university.

# Admission to Western

**Western Connecticut State University seeks to enroll students who will benefit from and contribute to the university. Admission to the four undergraduate schools is competitive. Students are admitted to the university on the basis of predicted success in the specific majors for which they apply.**

## **New England Regional Student Program**

Western Connecticut State University participates in the New England Regional Student Program of the New England Board of Higher Education (NEBHE). This arrangement offers residents of the other New England states the opportunity to enroll at WCSU for the NEBHE rate, which is currently \$14,920 (2020-2021 academic year). Similarly, Connecticut residents may avail themselves of programs offered by schools in other New England states that are not available at Connecticut State Universities.

Starting with the Fall 2021 semester, WCSU will offer the NEBHE Flexible option. This means that any undergraduate student from New England who enrolls full-time at WCSU will be eligible for the NEBHE rate. Detailed information about the Regional Program can be obtained through the Office of University Admissions at Western, from any secondary school guidance office, or from the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111 or by calling (617) 357-9620.

## **State Rehabilitation Programs**

State Rehabilitation Commissions frequently offer generous educational services to persons with a disability or a handicap. A student with a disability or handicap should contact a commission office to determine eligibility.

## **Campus Visit, Interview, Open House**

Visitors to campus are encouraged to take student-conducted tours and to meet informally with students and faculty. This will give a more personal view of Western Connecticut State University. Group presentations and guided tours are available on select Saturdays in the fall and spring, as well as weekday tours when the university is in session. The Office of University Admissions hosts an open house each fall.

Another way the prospective student and the university can learn more about each other is through an on-campus interview. This is not required, but is encouraged. The interview provides applicants with an opportunity to exchange information, ask questions, explain and clarify admission credentials and receive a tentative evaluation of their status.

Arrangements for a campus visit or requests to meet with a faculty member as part of a visit should be made well in advance. Please call the Office of Admissions at (203) 837-9000 for more information or visit [www.wcsu.edu/admissions/tours/](http://www.wcsu.edu/admissions/tours/)

## **Application Procedures (Fall and Spring)**

As of July 1, 2014, Western Connecticut State University is a member of The Common Application and students are encouraged to apply online at [www.commonapp.org/Login](http://www.commonapp.org/Login). Students may also apply online using Western's online application at [www.wcsu.edu/admissions/application](http://www.wcsu.edu/admissions/application). Official transcripts must be sent to the Office of Admissions. Additional information such as senior year grades, standardized test scores or final semester grades may be required.

Application dates for undergraduate students:

*Fall Semester:* Rolling admissions begin December 1, with class spaces filled on a first-come, first-served basis. The priority deadline for first-time first-year applicants is April 1.

*Spring Semester:* Rolling admissions begin October 1, with class spaces filled on a first-come, first-served basis.



A \$50 nonrefundable application fee must accompany the completed application. No application will be processed without payment of this fee. Waivers of this fee may be made if requested by a recognized educational or social welfare agency.

If admission is offered, a **nonrefundable tuition deposit** of \$200 must be submitted by May 1 for fall semester entry.

### **First-year Application Guidelines**

Academic preparation is the most important factor in determining admission. Class rank, grades of “B-” or better, and SAT/ACT results are recommended, but a sincere effort is made to judge achievement in relation to the quality and depth of the secondary school program.

Candidates for admission must have a high school diploma from an accredited secondary school or an equivalency diploma. General Educational Development (GED) test scores must be converted into a State of Connecticut Equivalency Diploma. Homeschooled students also may be considered for admission. All students must submit a personal essay and at least one letter of recommendation.

Applicants must show evidence of successful completion of the following academic units in high school with a cumulative grade point average of “B-” or higher:

- a. Four years of English, including writing skills and literature.
- b. Three years of mathematics, including Algebra I, geometry and Algebra II.
- c. Three years of social sciences, including U.S. History.
- d. Two years of laboratory sciences.
- e. Academic course work may be substituted for one of the areas above.

### **Standardized Test Optional Policy**

Beginning with the class entering in fall 2013, the submission of standardized tests (SAT I and ACT) is optional for admission to Western Connecticut State University. While we recognize that standardized tests accurately measure aptitude for many students, there are many others whose talents are not measured by such tests. The test results can serve as an artificial barrier to many highly qualified students, preventing them from even considering degree completion at Western.

We are proud to join with the more than 850 colleges nationwide who have made the decision to move to test-optional admission. Research has shown that the best predictor of academic success in college is the grades students achieve in high school (grade point average of 3.0 or above).

*\* If Accepted, students who choose to enroll, are required to submit standardized test scores for academic placement and advising or a placement exam. **Please note that students who wish to be considered for the pre-nursing program, Kathwari Honors Program, or merit-scholarships are required to submit standardized test scores for admission.***

Admission criteria for students who do not submit standardized test scores are as follows:

- Un-weighted B or 3.0 recalculated to university standards grade point average
- Top 35% of class
- Resume of activities/letters of recommendation (required)
- Official high school transcript (required)
- Personal essay (required)
- Senior Year Report Card and/or Midyear Grades ( upon availability)
- March 1st deadline
- The application fee is \$50.

### **Additional Application Materials:**

1 If English is not the applicant’s native language, a 79 (Internet-based exam), 213 (computer-based exam),

550 (paper-based exam) score or higher on the Test of English as a Foreign Language (TOEFL) must be submitted in lieu of, or in addition to, the SAT scores. We will also accept a score of 77 or higher on the Michigan English Language Assessment Battery (MELAB) and 6 or higher on the International English Language testing system (IELTS), (Band).

2. Scholarship and financial aid candidates must be accepted to the university and complete the Free Application for Federal Student Aid (FAFSA) by March 1, to be considered on time.

### **Prior to Registration:**

1. All entering students are required to present evidence to the Health Service Office of a tuberculin test and proof of immunizations (measles, rubella, mumps and varicella). A recent physical examination is also required before the first class of the semester. Cost of this examination is the responsibility of the student. Please contact the Health Service Office for further information.

2. The residence status of each student is defined by Public Act 474 passed by the 1973 General Assembly. A standard reclassification form will be used by students seeking to change their residence classification. This form is available from the Office of Admissions. Tuition and fees are determined for each student on the basis of Connecticut (and other qualifying locations) or out-of-state residency. The failure of a student to disclose all facts relating to residence status shall be grounds for suspension or expulsion.

# Admission Criteria for Nursing Applicants

## **Mission**

The Department of Nursing strives to provide a nursing education that is aimed at preparing beginning and advanced practice nurses to meet the ever-changing health care needs of Connecticut and the surrounding region. This is achieved through:

- A dynamic curriculum that is responsive to students and community needs;
- Clinical competence, scholarship and research;
- Service to the university, the public and the profession;
- Accommodation of diverse values and interests;
- A commitment to a caring culture. The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, (202)-887-6791 x268.  
<http://www.ccneaccreditation.org>.
- For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog. Completion of all general education requirements, including exercise science, and requirements in nursing and foundational sciences specified in the program outlined below, to total a minimum of 120 semester hours.
- All courses identified in the following eight-semester sequence are requirements in this major. Completion of the program within four academic years requires that the biology and chemistry courses be completed in the semesters shown. The remaining credits to meet general education requirements and additional free electives for a minimum of 120 SH, including exercise science, may be scheduled at the student's discretion with approval of the departmental adviser.
- **Requirements for the Bachelor of Science in Nursing**
- **Course Restrictions**
- **Program Information**

## Admission

Students interested in majoring in nursing at Western Connecticut State University (WCSU) must complete a dual admission process. Initially, students must be accepted into the University as pre-nursing. Once accepted into the University, application for admission to the Department of Nursing (DON) is made at the beginning of the spring semester of the Freshman year. Applications are available on-line or in the nursing department at the end of December and due to the Nursing Office the first Monday of February.

- Incomplete or late applications will not be reviewed by the Department of Nursing.
- All students must be admitted to the university prior to applying for admission to the nursing major. The applicant pool is not limited to pre-nursing students. The decision to admit an applicant to the Nursing major is made by the Department of Nursing.
- Admission to nursing is competitive with a grade point average (GPA) of 3.0 being the minimum considered for acceptance. Students are ranked according to GPA and successful completion of all prerequisites. Qualified students may not be accepted because of a limited number of clinical placements and limited Department of Nursing resources. Admission is limited to 60-85 students.
- In evaluating students for acceptance into the nursing program the following criteria are used: GPA, evaluation of overall academic record including number of course withdrawals, prerequisite course failures, and academic success at other colleges and universities. Students must earn at least a C in the four science prerequisite courses (BIO 105, 106, and CHE 120, 121). **Sciences cannot be more than 5 years old.** Consistent with WCSU admission requirements, preference is given to those candidates who, in the judgment of the DON, have academic and personal qualifications with the greatest potential for program success.
- Applicants must have successfully completed or be enrolled in the following courses:  
Writing Intensive Course (W)  
COM 162 Interpersonal Communication  
PSY 100 Introduction to Psychology  
SOC 100 Introduction to Sociology  
BIO 105 and BIO 106 or equivalent with a grade of "C" or better  
CHE 120 and CHE 121 or equivalent with a grade of "C" or better
- Students are ineligible to apply for admission to the WCSU nursing program if they have been dismissed for either academic or clinical reasons from another nursing program.
- Students newly accepted into the program must adhere to the Health Policies of the DON. The following information must be submitted on or before June 1 prior to starting nursing classes: Current health form Results of either PPD skin test or chest x-ray or quantiferon blood test Evidence of rubella, rubeola, mumps and varicella vaccinations or antibody titers Evidence of measles vaccination Evidence of Hepatitis B vaccination, Hepatitis B titre or signed declination to receive vaccine Tdap vaccine completed within the last 10 years CPR certification for professional rescuers.
- *Students without documentation of health requirements and/or CPR certification will not be allowed to participate in clinical experiences.*
- Transfer students coming into the University must first apply to the admissions department and must meet the same standards listed above. Western students wishing to change their major to Nursing must apply to the department for admission to the Nursing major and must meet the same requirements as pre-nursing students. Please refer to the above criteria.1. In order to remain in the Nursing program, students must earn at least a "C" grade in all courses with a NUR 200 or NUR 300 designation and BIO 215. ***\*\*Please be reminded that sophomore nursing students who are transitioning between the fall and spring semester are required to complete a Medication Math Test and must pass with > 85\*\*. This is administered during the Fall exam for NUR 105.3.*** A student who

receives a grade of “C-” or lower in a NUR 200 or NUR 300 level Nursing course, whose cumulative grade point average has dropped below 2.50, who has withdrawn from a NUR 200 or NUR 300 level nursing course, who has taken a leave of absence from the Nursing program (whether medical or otherwise), or who has withdrawn from the Nursing program must apply for readmission to the Nursing program. The student may be readmitted to the program provided that, in the judgment of the nursing faculty, the student meets the criteria for readmission. Students who demonstrate an unsafe level of patient care will not be permitted to continue in the clinical area.

#### **Graduation:**

- The student must have at least a “C” grade in all 200- and 300-level Nursing courses.

#### **Learning Outcomes:**

- The student must have sustained evidence of academic and behavioral characteristics acceptable for professional nursing as set forth in the philosophy and objectives of the Department of Nursing.
- The student must have earned a minimum cumulative grade point average of 2.5 based on at least 120 credits earned.
- Under provisions of Public Act 86-365, students whose ability to function is impaired or who have engaged in unethical or illegal acts, or whose behavior does not conform to accepted standards of the Nursing profession may jeopardize their eligibility for obtaining or retaining professional nurse licensure in the State of Connecticut. (A copy of the act with explanatory material is available for review in the department office.) Such conduct or behavior may also be grounds for disciplinary action, including suspension or dismissal from the program, by the Nursing faculty or departmental administrator.
- Any student who receives more than one course grade below “C” in any of the NUR courses will not be readmitted to the Nursing program. In addition, any student who has for any reason reapplied and been admitted and then subsequently withdrawn or fails, will not be allowed to reapply a second time.
- In order to remain in the Nursing program, nursing students must fulfill academic requirements and must also show evidence of meeting the behavioral objectives (cognitive, psychomotor and affective) of preparation for professional nursing as described and distributed in each nursing course with a NUR 200 and NUR 300 designation.

#### *Retention*

1. Synthesize knowledge from the arts, sciences, and humanities with nursing theory as the basis for making nursing practice decisions.
2. Exercise critical thinking in using the nursing process to assess, diagnose, plan, implement, and evaluate the care provided to individuals, families and communities.
3. Apply the nursing process to design, implement, and evaluate therapeutic nursing interventions to provide preventive, curative, supportive, and restorative care for individuals, families, and communities in both structured and unstructured settings, using a variety of techniques.
4. Use a variety of communication techniques, including written documentation, in the process of assessment, counseling, and therapeutic interventions with individual clients, families, groups and communities.
5. Develop and implement a variety of teaching-learning strategies in the provision of health teaching for individuals, families, and groups in a variety of settings.
6. Use the process of scientific inquiry and research findings to improve nursing care delivery.
7. Manage information, human resources, and material resources to achieve optimum client outcomes in a cost-effective manner.
8. Use leadership, management, and collaborative skills as a member of a multi-disciplinary team within

- the health care delivery system to develop, implement, and evaluate health care provided to clients.
9. Exercise independent judgment and ethical decision-making, and act as an advocate for consumers of health care services.
  10. Demonstrate accountability in learning and in nursing actions, based on accepted standards of nursing care and in accordance of professional nursing practice.

### **Professional Nurse Licensure**

Upon successful completion of the program, graduates are eligible to apply to the State Board of Examiners for Nursing in Connecticut, or in any other state of their choice, for examination for Professional Nurse licensure. Each state board may have additional criteria for eligibility according to the laws of the state. In Connecticut, the limitations to eligibility for licensure are delineated in Public Act 86-365. A copy of this act is available for review in the department office.

### **Health Policies and Other Requirements**

Because of the nature of the clinical experiences and regulations of various clinical agencies utilized in the nursing program, all Nursing students are required to adhere to departmental policies in addition to the immunizations required of all university students. This information may be obtained directly from the department.

In addition to the above stated health requirements, students must meet any additional requirements identified by a clinical affiliating agency, including a criminal background check. Clinical agencies reserve the right to refuse clinical placement to students who do not pass the background check.

Students may also be required to submit fingerprinting as part of their clearance for community/pediatric rotations. If students are flagged in background check or fingerprinting, they may or may not be able to complete the nursing program.

If a student's physical or emotional health status is deemed unsafe for clinical laboratory experiences by the Nursing faculty, the student may not attend clinical laboratories. Appropriate clearance may be required prior to the student returning to the clinical laboratory.

### **Additional Requirements**

Students are required to furnish their own uniforms and to provide their own transportation to clinical facilities. Students may also be required to have health insurance and are responsible for any medical care administered as a result of clinical assignment.

All students must be certified in cardiopulmonary resuscitation (CPR) as a healthcare provider prior to entering sophomore year, and must maintain current certification to be eligible to attend clinical experience. It is recommended that students obtain their CPR certification from the American Heart Association and/or the American Red Cross. In addition to liability protection under the Statutes of Connecticut [Chapter 170, Section 10-235(a)], the university carries professional liability insurance coverage for nursing students.

### **Western at Waterbury**

The Nursing Department also offers courses for the RN-BS degree completion program at Western's Waterbury program located on the grounds of Naugatuck Valley Community College in Waterbury. This program is available only to students who hold a current RN license. A current RN license is required from the state in which clinical affiliations are scheduled.

Some courses offered at Waterbury are also open to students taking classes at Danbury. For more information on this program, contact WCSU at Waterbury, Founders Hall 129, (203) 596-8777.

Registered nurse graduates of associate degree and hospital diploma nursing programs who hold a current RN license in Connecticut or another state are encouraged to apply to this program. A current RN license is required from the state in which clinical affiliations are scheduled. These students must complete all college and department course requirements satisfactorily to be eligible for the B.S. degree with a major in Nursing.

Western Connecticut State University is a participant in the Connecticut Articulation Model for Nurse Educational Mobility.

### **Admission Auditions for All Music Degree Programs**

Applicants for degrees in Music Education, Bachelor of Music programs and Musical Theatre must complete the application for admission to the university and audition for the department as well. Students must meet the admission criteria of both the university and the music department. In addition, applicants will be tested on (1) knowledge of basic theory; (2) pitch discrimination; (3) basic piano techniques; (4) voice quality and ability to sing in tune.

Students wishing to pursue degree programs in the Department of Music must adhere to the following criteria for admission:

1. Fulfill general admission guidelines found in this catalog for the university, school and department.
2. Perform and pass an audition, in person or through electronic media, for members of the faculty. The student, through this audition, must exhibit the standards and skill sets required for entry into the Department of Music, including:

The ability to read and interpret standard musical notation.

- The ability to produce an acceptable tone quality on an instrument or voice commensurate with entrance into the liberal arts program, the Bachelor of Arts (B.A.), or one of two professional degree programs, the Bachelor of Music (B.M.), or the Bachelor of Science (B.S.), at the collegiate level.
- The ability to accurately perform basic fundamentals associated with an instrument or voice, such as major scales and percussion rudiments.
- The ability to accurately perform repertoire on an instrument or voice commensurate with entrance into a liberal arts (B.A.) or professional degree (B.M. or B.S.) program at the collegiate level.

3. Take and receive a passing score on a sight singing/ear training examination. (This examination will be used for entrance.)

Information regarding audition dates and specific audition requirements for all performance areas may be obtained on the website at [www.wcsu.edu/music](http://www.wcsu.edu/music) or by contacting the Department of Music at (203) 837-8350.

## **Admission Auditions for Musical Theatre Degree Program**

Applicants for degrees in Music Education, Bachelor of Music programs and Musical Theatre must complete the application for admission to the university and audition for the department as well. Students must meet the admission criteria of both the university and the music department. In addition, applicants will be tested on (1) knowledge of basic theory; (2) pitch discrimination; (3) basic piano techniques; (4) voice quality and ability to sing in tune.

Students wishing to pursue degree programs in the Department of Music must adhere to the following criteria for admission:

1. Fulfill general admission guidelines found in this catalog for the university, school and department.
2. Perform and pass an audition in person for members of the faculty. The student, through this audition, must exhibit the standards and skill sets required for entry into the Musical Theatre program, including:
  - The ability to accurately perform with accompaniment 16 bars of an up-tempo vocal selection and 16 bars of a ballad.

The ability to perform a half- to one-minute monologue portraying a character close to the age of the individual auditioning.

- The ability to learn and perform a short dance phrase that demonstrates movement skills.

3. Take and receive a passing score on a sight singing/ear training examination. (This examination will be used for entrance.)

Information regarding audition dates and specific audition requirements can be found on the website at [www.wcsu.edu/theatrearts](http://www.wcsu.edu/theatrearts) or by contacting the Department of Theatre Arts at (203) 837-8250.

### **Transfer Admission for Music Students**

All students wishing to transfer into any degree program in Music at WCSU must meet the criteria listed above, including those currently attending institutions holding articulation agreements with WCSU. All transfer applicants will be assessed in the areas of applied music, keyboard competency, music history, music theory and sight-singing/ear-training to determine eligibility for matriculation as well as for transfer credits that may be accepted in individual coursework.

### **Placement Examinations in Mathematics and Writing**

It is the academic policy of the Connecticut State Colleges and Universities System and of Western Connecticut State University to have students begin their education with course work at the appropriate skill level in mathematics and writing.

To ensure that students are taking the correct courses, the university administers a placement examination for mathematics and writing before registration. Students who have been admitted to the university receive an acceptance packet from the Admissions Office informing them of requirements regarding these placement exams.

Some students are required to take mathematics only, writing only, or both examinations. Some students are exempt from both placement exams.

Exemption criteria are as follows:

An English/Reading SAT score of 440-590 permits a student to register for WRT 101, Composition I: The Habit of Writing. An English/Reading SAT score of 600 or greater permits a student to register for a writing-intensive course. The writing placement exam is required for a verbal score of 430 or less.

Math placement is based on a student's SAT or ACT score. A student may place into a higher-level math class by taking the mathematics placement exam and achieving the appropriate score if they wish:

- SAT math score 520 and below or ACT math score 1–17 = MAT 100P, Elementary Algebra.
- SAT math score 530-560 or ACT math score 18–21 = MAT 100, Intermediate Math.
- SAT math score 570-610 or ACT math score 22-23 = General Education Math placement.
- SAT math score 620 and higher or ACT math score 24–36 = Calculus placement (or any General Education math course).

An equivalent course taken at an accredited institution with a grade of "C" or better in mathematics and/or writing may also exempt a student. Official transcripts must be on file in the Admissions Office for the exemption to take effect.

Advancement placement exam scores in both these areas may also exempt a student. Please contact the Admissions Office for more information.

Placement information must be on file in the Admissions Office before a student can register for the appropriate courses.

The university requires that all remedial course work be completed within one academic year. A student who fails to meet this requirement will not be allowed to continue as a matriculated student. Please note: Some majors also require a chemistry placement examination.

## Early Admission/Transition to College Program

This program permits selected secondary school seniors to enroll in a maximum of two courses a semester (six hours a week) while completing their secondary school curriculum. Students earn college credit and are graded upon completion of course(s). The university considers applications from students who have three years of secondary school preparation. A “B” average in all college preparatory courses and a rank-in-class in the top 30th percentile are the minimum academic requirements. Standardized test results are necessary and should be well above the national average. Motivation and maturity should be clearly evident. Consent of the guidance counselor and legal guardians is necessary as well as an interview with a member of the admissions board.

### Admission requirements for this program:

1. At least junior standing (11th grade) in HS with a ranking in the top 1/2 class
2. Letter of recommendation from guidance counselor
3. College Prep course load
4. Test scores of at least 1080 on the SAT or 22 on the ACT
5. Interview with Director of Admissions

## First-Year Admission with Advanced Standing

### Advanced Placement

A student may enter Western as a freshman, but with advanced standing toward a degree. Advanced standing may be achieved by taking Advanced Placement Examinations in which a score of three or higher will earn college credits in each subject area. Additionally, students can earn college credit through the College Level Examination Program (CLEP) or by taking courses for college credit while in secondary school.

### College Level Examination Program (CLEP)

The Campus and Student Centers administer several graduate and undergraduate tests.

At the undergraduate level, the centers administer the College Level Examination Program (CLEP). These examinations recognize that through work experience, reading or other activities, a student may have acquired knowledge equivalent to that taught in introductory college courses. By demonstrating this knowledge on a CLEP test, a student may qualify for college credit without attending class.

Western administers all CLEP examinations for the award of college credit. Each examination covers material equivalent to that taught in one or more courses at the university. To earn credit, the student must demonstrate knowledge equivalent to that of a student who has taken the course and received a grade of at least a “C”. Advance permission from an academic department may be required for some CLEP exams.

At the graduate level, the university administers the Miller Analogies Test (MAT), a graduate admissions test.

For more information about examinations and their requirements, call the Testing Hotline at (203) 837-9977, or check the website <https://www.wcsu.edu/testing/>

### Educational Achievement & Access Program (EAP)

The Educational Achievement & Access Program (EAP) provides a select group of under-prepared students with the opportunity and support they need to obtain a college education. EAP provides a challenging introductory five-week summer program that assists students in developing their academic and study skills.

This five-week experience includes courses in mathematics, writing, an HPX/Great Hollow Wilderness experience, and study skills sessions that assist students with their first steps towards achieving academic success at Western.

Through EAP, students have the opportunity to become familiar with campus and residential life, make new friends and meet Western’s faculty and staff. Academic courses are combined with review/study hall



sessions that provide students a more in-depth understanding of the materials presented in their classes. Students also receive daily tutoring in their academic subjects during assigned study hall sessions.

All EAP students are provided with the following year-round academic/university services:

- Writing Lab
- Math Lab
- Tutoring Resource Lab
- Individual academic counseling/advisement sessions
- Special social/cultural events

The EAP admissions application deadline is **March 1**. Enrollment in the program is limited and admission is based on high school grade point average, SAT scores, high-school rank, letters of reference, personal interview and a written essay. EAP students are required to take the same writing and mathematics placement tests as non-EAP students. EAP students are admitted into a degree program or as “undeclared” students in the School of Arts and Sciences.

For more information about the EAP program, please call the Admissions Office at (203) 837–9000 or the EAP Office at (203) 837–8801.

## **Transfer Admission**

### **Guidelines**

A transfer applicant is a student who has earned 12 or more college credits (with no more than three credits by examination) after graduating high school.

Every official transcript bears a school seal. Students must contact the Registrar’s Office of each college or university previously attended to arrange forwarding of an official transcript to Western’s Office of University Admissions via mail.

Transfer students are not required, under ordinary circumstances, to submit SAT I results.

A 2.0 cumulative grade point average (GPA) for all previous college-level study is required for consideration for admission to the university; specific academic programs may require higher GPAs for admission. Education and Pre-Nursing require a 3.0 GPA.

Courses with a “C-” or higher grade are generally transferable to Western. However, only credits are accepted in transfer, not grades.

A “T” symbol is used to designate transfer credits on Western’s student transcripts. Courses taken at other institutions which are vocational or technical in nature may not be accepted at WCSU. Note: Any academic courses with a passing grade will transfer from Central, Eastern or Southern Connecticut State universities.

Students may transfer no more than 90 semester hour credits from a four-year college or university and no more than 75 credits from a two-year college. Note: At least 30 credits, and at least half the total credits required in a student’s major, must be completed at Western.

A new academic program or course submitted by an applicant for transfer consideration may be reviewed by the Admissions Board. A secondary school record is not required of transfer students under normal circumstances.

### **Evaluation of Transfer Credits**

Transfer applicants may normally expect that their transfer credits will be evaluated at the time a decision is made to admit the applicant. Evaluations may be passed along to academic departments for review in acceptance to a degree program. Transfer applicants dissatisfied with their credit evaluation may appeal the decision to the Registrar, who is charged with managing the appeal process in coordination with the appropriate academic representatives. Students may request an appeal to adjust their transfer credit evaluation at any point up to their graduation from the university.

## **Transfer Arrangement for Associate Degree Recipients**

It is the policy of the Board of Regents for Connecticut State Colleges and Universities that all students who graduate from two-year associate degree programs at the State Community Colleges are admissible to the Connecticut State Universities system. These students are admitted to the third year of study on the same basis as continuing students are admitted to junior standing. This policy also applies to the transfer applicants holding associate degrees from the Connecticut Board of State Academic Awards. Courses with grades of "D+", "D" and "D-" are transferable only if the student has an associates degree.

Applicants who hold an associate degree are normally not admitted to a program if their cumulative grade point average is lower than departmental or school standards for admission. A student in this situation should contact the Associate Director of Transfer Admissions.

A policy set by both Connecticut State Universities and Connecticut Community Colleges in the CSCU system requires that mathematics courses taken at a community college must have had a prerequisite of intermediate algebra in order to be transferred to Western and meet general education requirements.

## **Special Student Categories**

### **Veterans**

The university welcomes applications from Veterans. A veteran is encouraged to meet with a veterans affairs education benefit adviser through the Office of Enrollment Services located in Old Main 101, who will provide information about veteran's benefits.

The university accepts the results of the College Level Examination Program (CLEP) which is administered at no charge to military personnel on active duty through Defense Activity for Non-Traditional Education Support (DANTES). Armed Forces personnel desiring further information about the examinations should contact their education officer or write to DANTES, Madison, WI 53713 if taken before 1974. After 1974, contact DANTES, Box 2819, Princeton, NJ 08540.

A veteran who has been accepted into a degree program may, upon presentation of the DD Form 214, Report of Transfer or Discharge, receive exemption from the university's exercise science requirement. The university also may accept college-level credits earned through the United States Armed Forces Institute and for service schools completed, as recommended by the American Council on Education, providing that credit is applicable to the individual's degree program.

### **OFFICE OF VETERAN AFFAIRS**

The Veterans Affairs Coordinator assists Veterans, members of the Selected Reserve and military-connected families in transitioning to higher education and is responsible for certifying the enrollment and changes in enrollment for students eligible for Veteran education benefits. The Office of Veterans Affairs is located on the Midtown campus in Old Main, Room 101 with office hours Monday through Friday, 8:30 a.m. to 4:30 p.m. All current/former service members and family members are encouraged to contact the Office of Veteran Affairs in order to ease the transition into WCSU.

### **Credit for Military Service**

Upon receipt of a qualifying DD214, WCSU will award 2 credits for HPX 177: Fitness for Life! In addition, you may be eligible to receive college credit(s) by providing WCSU with your official Joint Service Transcript (JST) or Community College of the Air Force (CCAF) Transcript. Further information can be viewed on our website at [www.wcsu.edu/veterans](http://www.wcsu.edu/veterans).

### **VA Education Benefits & Important Student Policies/Guidelines**

The U.S. Department of Veteran Affairs offers many benefits to advance the education and skills of Veterans and service members. Spouses and family members may also be eligible for education and training assistance. To learn more about each program listed below, apply for education benefits, restore your

education benefits, change your GI Bill School or GI Bill Program of Study, please visit <https://www.va.gov>.

- [Chapters 30: Montgomery GI Bill](#)
- [Chapter 31: Vocational Rehabilitation and Employment](#)
- [Chapter 33: Post 9/11 GI Bill \(Veteran\)](#)
- [Chapter 33: Post 9/11 GI Bill \(Dependent\)](#)
- [Chapter 33: Post 9/11 GI Bill \(Yellow Ribbon Program\)](#)
- [Chapter 35: Dependents' Educational Assistance](#)
- [Chapter 1606: Selected Reserve Educational Assistance](#)
- [Chapter 1607: Reserve Educational Assistance](#)

**Matriculation:** A student can be certified, for VA purposes, as a non-matriculated student for up to two semesters. The student can be certified beyond two semesters only if they are admitted to WCSU as a degree seeking student. The two semester limit does not apply to a “guest student” taking courses at WCSU that will be applied their program of study at another school.

**Course Applicability:** Only courses that satisfy degree requirements may be certified for VA purposes. If a student takes a course that does not fulfill a program requirement, including audited courses & repeating courses successfully completed, it cannot be certified.

**Academic Standing:** When a student using VA education benefits has been on probation for two consecutive semesters or has been suspended, the VA will be notified and benefit payments will be discontinued in accordance with the law. Benefits will only be reinstated when a student is in good academic standing at the institution.

**Enrollment Status:** An undergraduate student must register for a minimum of 12 credit hours of degree seeking courses, whereas a graduate student must register for a minimum of 9 credit hours of degree seeking courses in order to qualify for full time housing allowance benefits with the VA during the fall and spring semesters.

### Tuition Waivers

In addition to the federal benefits offered by the U.S. Department of Veteran Affairs, Veterans and Air/Army National Guard members who meet certain criteria may be eligible to receive a tuition waiver at WCSU after any federal tuition benefit received. The tuition waiver does not apply to other college costs such as books, fees, parking, and room and board and eligibility is not retroactive. For more information regarding eligibility requirements and how to apply, please visit <https://www.wcsu.edu/veterans>.

In order to begin using Veteran education benefits and/or a tuition waiver, the following documents must be submitted to WCSU's Office of Veteran Affairs (Criteria depends on the benefit(s) for which you are applying):

### Veteran Education Benefit: Required Documents Needed:

Chapter 30: Montgomery GI Bill	DD-214 (Member 4 Copy) & COE
Chapter 31: Vocational Rehabilitation and Employment	DD-214 (Member 4 Copy) & VA Form 22-1905
Chapter 33: Post 9/11 GI Bill (Veterans)	DD-214 (Member 4 Copy) & COE
Chapter 33: Post 9/11 GI Bill (Dependents)	COE
Chapter 33: Post 9/11 GI Bill (Yellow Ribbon Program)	DD-214 (Member 4 Copy & COE)
Chapter 35: Dependents' Educational Assistance	COE
Chapter 1607: Reserve Educational Assistance	NOBE or COE
Chapter 1606: Selected Reserve Educational Assistance	NOBE or COE
Connecticut State Veterans Tuition Waiver	DD-214 (Member 4 Copy)
Connecticut Army and Air National Guard Tuition Waiver	COE (provided by your Unit/Orderly Office)

\*In addition to the required documents needed, as noted above, students should also go to [www.wcsu.edu/veterans/forms](http://www.wcsu.edu/veterans/forms) to complete any internal office forms that may be required.

## VA Pending Payment Compliance

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

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

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

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

## Military Tuition Assistance (TA)

What is Military Tuition Assistance (TA)? Military Tuition Assistance (TA) is a benefit paid to eligible members of the Army, Navy, Marines and Air Force and Coast Guard and can only be used while the student is in the service. TA is not the same as the GI Bill. The GI Bill is for Veterans and their dependents and is administered from the Veterans Administration.

What Will Military Tuition Assistance Cover? Congress has given each service the ability to pay the cost of the tuition expense, up to \$250 per semester hour, not to exceed \$4,500 per fiscal year (October 1 – September 30th). Please note: The total amount of student TA cannot exceed the total amount of tuition. This money is usually paid directly to the institution by the individual services. TA may be used for fall and spring semesters only. You may not use TA at WCSU for summer or winter sessions. This policy only applies to this type of educational benefit and does not apply to Veterans or those using Veteran benefits under the Post 9/11 GI Bill ®.

How Do I Use My Military Tuition Assistance? Prior to registering for classes at WCSU, you should consult with your unit or base Educational Services Office (ESO) in order to receive firsthand guidance and information regarding your service's TA requirements. TA is administered and paid from each service's own funds. The eligibility requirements, application steps, and processing procedures vary from branch to branch. Your unit or ESO will confirm that you meet the eligibility requirements and will review your branch's application procedures. You must have the required authorization from your branch before you can use your TA education benefit. Please note: It is the service member's responsibility to complete and submit TA applications no later than 14 days prior to the start of the semester. Once you have arranged for your TA with your unit or ESO, you may enroll in a course.

For your information and convenience, please find below each service's TA website:

- Army: [Go Army Ed](#)

- Navy: [Navy Tuition Assistance](#)
- Air Force: [Air Force Portal](#)
- Marines: [Marines Portal](#)
- Coast Guard: [Coast Guard Education](#)

Return of Unearned Military Tuition Assistance (TA): Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, they may no longer be eligible for the full amount of TA funds originally approved. To comply with the Department of Defense (DoD) policy, Western Connecticut State University will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were approved. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. All unearned TA funds will be returned directly to the Military Agency of the DoD and not the service member. After 60% of the semester has passed, TA will not be evaluated for a return to the DoD.

The return of TA funds may result in a balance due on the student account. However, in instances where a Service member stops attending due to a verifiable military service obligation, Western Connecticut State University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

**Institution’s Schedule for Return of Unearned TA  
60% completion point is shown in bold print:**

**16-Week Course Withdraw Submitted:**

Before or during Week 1-2	100% Return
During Week 3-4	75% Return
During Week 5-8	60% Return
During Week 9-10	<b>40% Return(60% of Course Completed</b>
During Week 11-16	0% Return

**8-Week Course Withdraw Submitted:**

Before or During Week 1	100% Return
During Week 2	75% Return
During Week 3-4	50% Return
<b>During Week 5</b>	<b>40% Return (60% of Course Completed)</b>
During Week 6-8	0% Return

For courses that have durations differing from those listed above: Unearned TA funds will be returned on a prorated basis, depending on the length of the course. To determine the amount of TA that needs to be returned, the institution will determine the date the withdrawal was submitted, and then divide that by the number of days in the term to determine the percentage of TA that was earned by the student.

- Example: The student enrolled in a course that’s duration is 30 days. The withdrawal was submitted on the 14th day. The institution would perform the calculation to determine how much TA was earned by the student’s attendance (14 divided by 30 equals 46.6%. 47% of the TA authorized was earned by the student, which means 53% of what was authorized will be returned to the DoD).

**Air Force ROTC**

Students at Western Connecticut State University (WCSU) are able to take Air Force Reserve Officer

Training Corps (AFROTC) classes at Yale University's main campus in New Haven, CT and earn a commission as second lieutenant.

Through the AFROTC program, WCSU students, without paying extra tuition, can pursue a commission as an officer in the United States Air Force. The freshman and sophomore courses carry no military obligation and are open to all students. Scholarships are also available for qualified students. These scholarships pay up to full tuition and fees, as well as money for books and a monthly tax-free stipend. For more information on AFROTC scholarships, please visit <https://www.afrotc.com/scholarships>.

Students enroll in a four-year or three-year (if joining in their sophomore year) AFROTC sequence. Students commute to New Haven on the days listed below for AFROTC-specific classes and events.

For more information, please visit their website at <https://afrotc.yalecollege.yale.edu/>. You may also contact the AFROTC Office at (203) 432-9431 or via email at [airforce.yale.edu](mailto:airforce.yale.edu) with any questions you may have regarding available classes, including the meeting schedule as listed below:

#### Planned Course Schedule at Yale University, New Haven

##### **Tuesdays:**

All Cadets	6:00am – 7:00am	Physical Training
AS101/USAF 101	7:40am – 8:30am	Academic Class
AS202/USAF 202	8:40am – 10:00am	Academic Class
AS301/USAF 301	7:40am – 9:00am	Academic Class
AS401/USAF 401	7:40am – 9:00am	Academic Class

##### **Thursdays:**

All Cadets	6:00am – 7:00am	Physical Training
All Cadets	7:30am – 9:10am	Leadership Lab
AS301/USAF 301	9:30am- 11:00am	Academic Class
AS401/USAF 401	9:30am – 11:00am	Academic Class

**Still Have Questions?** Feel free to email WCSU's Office of Veteran Affairs Coordinator at [visokayk@wcsu.edu](mailto:visokayk@wcsu.edu) or call (203) 837-8840 for more information and/or for any additional questions you may have.

#### **International Students**

International student applications are accepted by Western Connecticut State University, though scholarship and loan fund limitations prohibit offering financial assistance to any students who do not hold U.S. citizenship.

International students residing outside the United States should contact the Office of University Admissions for admission information.

Applicants must earn a 79 (Internet-based exam), 213 (computer-based exam), 550 (paper-based exam) score or higher on the Test of English as a Foreign Language (TOEFL) must be submitted in lieu of, or in addition to, the SAT scores. The university will also accept a score of 77 or higher on the Michigan English Language Assessment Battery (MELAB) and 6 or higher on the International English Language testing System (IELTS, Band).

Students also are required to indicate ability to finance their education.

Application materials will be sent if language ability and economic support are determined to be sufficient. If

a request for application materials is approved, appropriate academic transcripts must be sent to the university as soon as possible.

Applicants are required to provide an official evaluation of their high school diploma and college level courses that has been conducted by an international educational service. A high school diploma or its equivalent may be a document-to-document evaluation. College and university courses must be evaluated on a course-by-course basis.

All new students planning to enter the university in the fall semester must submit all application materials before March 1. Students desiring to enroll in the spring semester must submit all completed materials before October 1. Students already studying in the United States should submit admission materials as outlined in the admissions procedure.

This university is authorized under federal law to enroll nonimmigrant alien students.

For more information about international student advisement, call the International Services Coordinator at (203) 837-3270.

### **Guest Students**

The university may admit non-matriculated status individuals from other colleges and universities who meet Western's admissions criteria and application deadlines for undergraduate study. Such applicants normally intend to return to their original collegiate institutions after attending Western for one year or less.

As a non-matriculated student at Western, the guest student must be approved in advance each semester by the Director of University Admissions, who also serves as the student's academic adviser. A maximum of 30 credits may be earned at Western in this manner.

### **Readmission Guidelines**

A readmit applicant is one who has previously been matriculated as an undergraduate at Western and is now seeking to return after one or more semesters without an approved leave of absence.

Readmission guidelines are as follows:

- An applicant must have a 2.0 cumulative grade point average.
- An applicant with 45 or more credits completed must also meet any special department/school admissions requirements.
- An applicant should familiarize himself/herself with the university Fresh Start Policy to determine if it applies.
- The Board of Admission will review any cases with unusual circumstances worthy of consideration.

### **Fresh Start Readmission**

Western's Fresh Start Policy allows an applicant who was a previously enrolled, matriculated student with a cumulative grade point average of less than 2.0 to be eligible for readmission under certain conditions. The purpose of the program is to allow students who initially struggled academically to have a second chance at graduating with a GPA unaffected by the below-average grades of their initial enrollment.

1. The period of withdrawal or suspension and readmission must include at least one year in which no college courses were taken at WCSU. Remedial non-credit college courses in English/writing and mathematics are accepted. The Director of University Admissions may waive this condition, provided that during the period of withdraw or suspension and readmissions, the applicant has: (1) taken at least 12 credit hours of courses at another institution which are transferable to WCSU, and (2) earned a grade of "B" or better with respect to each such course taken. Nothing herein shall be interpreted in a manner that would require the Director of University Admissions to waive the condition.
2. Completion of no more than 60 credits at WCSU with a "C-" or higher average, when applying for admission.

3. Satisfactory completion of WRT 098: Written Communication and/or MAT 098: Elementary Algebra or MAT 100P: Intermediate Algebra Plus, and/or WRT 101P: Composition I Plus prior to admission, if appropriate.
4. Significant evidence of personal growth since withdrawal, in the form of two letters of recommendation. A student may be conditionally admitted to the university under this policy, resulting in restrictions in the number and nature of courses taken during the first semester of enrollment.
5. A personal interview may be required.
6. The Fresh Start Program may be exercised only once. The student's cumulative GPA at Western becomes 0.0. Grades of "F", "D-", "D", and "D+" are forgiven. Grades of "C-" or better count toward graduation. Students are admitted on probation under this option.
7. Students must meet all criteria for the academic program they wish to be enrolled in. Please see specific program requirements in the catalog.



# Student Expenses

As part of the Connecticut State Colleges and Universities System, Western Connecticut State University offers high-quality degree programs at a reasonable cost. Details of expenses for full-time and part-time, in-state and out-of-state students appear below.

A full-time student is defined as one who has been accepted as a degree candidate by the Admission Office and enrolled for 12 or more semester hours. A part-time student is one who is enrolled for fewer than 12 semester hours of course load credit. All students, when they register, must inform the registration clerk that they are either full-time or part-time.

The schedules of fees, tuition, methods of payment and refund policies provided below are valid at the time of publication of this catalog and are subject to change.

## 2020-2021 Full-Time Undergraduate Annual Expenses

	In-State	Out-of-State
Tuition *	\$6,162	\$18,436
Fees **	5,619	6,749
Housing (dorm double) ***	8,020	8,020
Meal Plan (required for Middtown dorm students)	5,856	5,856
Sub-total	<b>25,657</b>	<b>39,061</b>
Books	750	750
<b>Total</b>	<b>\$26,407</b>	<b>\$39,811</b>

In addition to textbooks, students must furnish their own materials and supplies as required by the registered courses. Students should also be prepared to pay for field trips and regional study tours since these activities are an integral part of the education program.

\* Full-time students will be charged \$560 per credit hour for each credit hour over 18 credits at the course fee rate. This fee is non-refundable.

\*\* Students are charged a \$50 lab fee for each astronomy, biology, chemistry, earth science, meteorology and physics course registration. Students are charged a \$50 art studio fee for each art studio class registration and new incoming students charged a one-time \$30 transcript fee.

Full-time students enrolled in the following programs are assessed an additional program fee per semester:

- Nursing program \$396
- Music program \$500
- Music Theatre program \$450
- Theatre program \$350
- Art program \$300

All students taking applied music lessons pay \$150–\$600 per course, per semester.

\*\*\* See Office of Residence Life for a complete list of room rates.

## Nonrefundable Binder and Housing Deposit

- **Admissions Binder:** \$200 due May 1, or within 15 days of billing. Payment will be applied to state university tuition. The admissions binder may be transferred from Western Connecticut State University to other constituent units of the Connecticut State Colleges and Universities System

(CCSU, ECSU, SCSU). The transfer request must be made within no more than 60 days after the semester's official start date. Students requesting transfer should notify the Admissions Office of the institution they will be attending.

- **Housing Deposit:** \$250 due within 15 days of billing

### **Payment of Tuition and Fees**

Returning and new students for the fall semester must make the fall tuition and fee payment no later than July 15.

Returning and new students for the spring semester must make the spring tuition and fee payment by December 15.

Failure to pay tuition and fees by the required dates may result in cancellation of classes.

Students may pay tuition and fees by cash, check, money order or credit card. MasterCard, Visa Discover and American Express are accepted. Students who choose to pay with a credit card are subject to a 2.85%/\$3 minimum convenience fee.

### **Re-registration Fee**

Any student who is dropped for non-payment and wishes to re-register will be subject to a \$100 nonrefundable re-registration fee and re-registration into classes is not guaranteed.

### **Late Fee**

A \$50 late fee will be assessed to accounts that fail to pay the balance due or make payment arrangements (such as enrolling in a payment plan or arranging a full financial aid coverage) by the payment deadline.

## **Refund Policy**

### **Full Time Students:**

Nonrefundable fees include the Application fee, Admissions binder, Housing deposit, Registration fee, Online Pfee and Payment plan fee. In order to be eligible for a refund, a full-time student must formally withdraw from the university with the Registrar's Office. **NON ATTENDANCE OF CLASSES DOES NOT ENTITLE STUDENTS TO A CREDIT ON THEIR TUITION AND FEE BILL.** A refund of tuition, university and student activity fees, and the balance of the housing fee, excluding binder and deposit, will be issued according to the schedule below. The refund amount is determined by the official date of withdrawal. **The University is not allowed to make exceptions to the refund policy.**

- Prior to the first day of classes: 100% refund
- Within the first week of the semester: 90% refund
- Within the second week of the semester: 60% refund
- Within the third and fourth weeks of the semester: 40% refund

No refund will be made after the fourth week of university-wide classes.

### **Housing Refund Policy (for students who withdraw from the University)**

- 100% of the balance, less the housing deposit, will be refunded upon withdrawal from the university prior to the first day of university-wide classes.
- 90% of the balance, less the housing deposit, will be refunded during the first week of university-wide classes.

- 60% of the balance, less the housing deposit, will be refunded during the second week of university-wide classes.
- 40% of the balance, less the housing deposit, will be refunded during the third and fourth weeks of university-wide classes,
- No refunds will be made after the fourth week of university-wide classes.

### **Housing Refund Policy for students who withdraw from housing but remain enrolled in the university**

Upon withdrawal from university housing and up to and including May 31<sup>st</sup>, 100% of the housing charges, less the housing deposit, will be removed from the student's account.

No refunds will be made for students who withdraw from housing on or after June 1 (Academic Year) or December 1 (Spring term for those students who plan to enter housing for the first time in spring), unless otherwise approved through the Housing Office Appeal Committee.

### **Meal Plan Refund**

This fee is refundable on a pro-rated basis upon withdrawal from the university.

### **Refund policy for students receiving Title IV (Federal Financial Aid) Assistance**

Both full-time and part-time students who formally withdraw from the university and are recipients of Title IV funds need to contact the Office of Financial Aid & Student Employment at [wcsufinancialaid@wcsu.edu](mailto:wcsufinancialaid@wcsu.edu) or at 203- 837.8580 to discuss the impact withdrawing will have on their financial aid award. For students who are non-attendance, who stopped attending or who are withdrawing from classes may have an impact on a student's financial aid award which may result in a balance due to the university.

### **2020-2021 Part-Time Undergraduate Tuition On-Campus and Online**

<b>Tuition (In-state/out of state/Ne Regional)</b>	\$257 per credit hour
<b>General Fee ( In-state/out of state/NE Regional)</b>	\$303 per credit hour
<b>Total per credit hour</b>	\$560 per credit hour
<b>Registration Fee ( Non-Refundable)</b>	\$60 (per semester)
<b>Student Activity Fee (per credit hour)</b>	\$3 per credit hour
<b>Online Fee</b>	\$50 per online course (non-refundable)

Students may pay for part-time tuition and fees by cash, check, money order or credit card (MasterCard, Visa, Discover and American Express). Students who choose to pay with a credit card are subject to a 2.5%/\$3 minimum convenience fee. There is no fee to pay via e-check using your checking or savings account.

### **Refund Policy for Part-time Students Fall and Spring Semesters – Courses greater than eight weeks in length**

*In order to receive a credit on your tuition and fee bill, part-time students must formally withdraw from class(es) through the Registrar's Office. Non- attendance of classes does not automatically entitle students to a credit on their bill.*

A tuition refund for part-time students withdrawing from classes will be issued on the following basis:

Withdrawal during first week of the semester:	100% refund
Withdrawal during second week of the semester:	60% refund
Withdrawal during the third and fourth week of the semester:	40% refund
No refunds are issued after the fourth week of the semester.	

The \$60 registration fee is non-refundable. ***The university is not allowed to make exceptions to the refund policy.***

### **Connecticut Resident Senior Citizen Waiver**

Any Connecticut resident 62 or over who is a full-time student is exempted from the state tuition charge and the state university fee. All other fees are not waived.

Senior citizens attending the university as part-time students pay a \$60 nonrefundable Registration Fee, Student Activity Fee, Lab Fee and Transcript Fee when taking any Continuing Education Courses. Senior citizens must be Connecticut residents and show proof of residency. Acceptable forms of identification needed to verify residency are:

- Connecticut driver's license *or*
- Current automobile registration *or*
- Federal and state income tax return

### **Foreign Exchange Policy**

Western Connecticut State University settles all accounts in U.S. dollars and assumes no liability for losses that may result from foreign exchange rate differences under any circumstances. In the event of an error to a student's account, Western Connecticut State University's liability is limited to the correction of the error in U.S. dollars.

### **Student Insurance Requirements**

*Accident Insurance:* As part of the general fee, all full-time students are covered under an accident insurance plan, from August 1 to July 31 or until full-time enrollment is terminated during this period. Benefits under the accident plan are paid on an excess basis. This means no expense is covered if it would be covered by another health care plan in the absence of this insurance. This insurance supplements, but does not replace, other health care coverage. For more information, please visit this link: <https://www.wcsu.edu/cashiers/aetna-accident-plan/>

### **New England Regional Student Program**

Western participates in the New England Regional Student Program of the New England Board of Higher Education. This arrangement offers residents of the other New England states the opportunity to enroll at Western for Connecticut resident tuition rates (plus \$2,400 per year) in courses not available in their home states. Similarly, Connecticut residents may avail themselves of programs offered by schools in other New England states that are not available at Connecticut State Universities.

Detailed information about the Regional Program can be obtained through the Office of University Admissions at Western, from any secondary school guidance office, or from the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111 or by calling (617) 357-9620.

#### **New England Regional Program at Western**

Starting for Fall 2021 applicants, the New England Regional Program has been expanded to offer New England residents this reduced rate for enrollment in any of our 50 undergraduate degree programs as a full-time student. We are excited to expand this program and provide students access to WCSU's high-quality education that fosters growth as individuals, scholars, professionals, and leaders in a global society.

# Office of Financial Aid and Student Employment

Western Connecticut State University offers financial aid to help eligible students meet their educational expenses. The staff of the Office of Financial Aid & Student Employment assists students in determining their eligibility for the various sources of available aid.

Students should never assume they are ineligible without first applying. A wide spectrum of variables affects the application process and many possible options exist that may pertain to a student's particular circumstances.

The evaluation of financial need is based on an analysis of several factors such as student and family income, family size, assets and liabilities, and the number of family members enrolled in post-secondary education.

In addition, Western's total allocation of funds for an academic year is a factor that determines the amount of aid a student may receive. Meeting and assessing the student's financial need are important factors in the financial aid process. All financial aid recipients must apply annually for financial aid to qualify for assistance.

How to Apply

## **First-Time Applicants and Transfer Students**

The Free Application for Federal Student Aid (FAFSA) becomes available on **October 1**. To be considered for financial aid, you must be accepted to the university and have a processed and valid FAFSA on file by **March 1**. It is recommended that you submit your FAFSA as early as possible in order to meet the deadline and use a non-high school affiliated email address on your application. Be advised that it takes 3-5 business days for your FAFSA to be processed and received by WCSU.

Create an FSA ID for the student and parent (as applicable) at [fsaid.ed.gov](https://fsaid.ed.gov) – the FSA ID serves as your electronic signature and provides access to all financial aid related websites. Complete the Free Application for Federal Student Aid (FAFSA) at [studentaid.gov](https://studentaid.gov) and include the university's school code, 001380.

Applicants should make every attempt to utilize the IRS Data Retrieval Tool when completing the FAFSA. If at the time of completing the FAFSA form you are unable to use the IRS Data Retrieval Tool because your taxes were recently filed or were not filed yet, you must update your FAFSA using the IRS Data Retrieval Tool once you have filed your taxes. *Some individuals may not be able to use the IRS Data Retrieval due to other circumstances.*

## **Verification Process**

If your FAFSA form is selected for Verification by the U.S. Department of Education, you will be required to create an account and complete the Verification process via the Verification Gateway online portal. Financial Aid has partnered with Inceptia, a non-profit organization, to complete the verification process. The Verification completion deadline is **April 1**.

Dependent students who provide parental information on the FAFSA are required to have one parent also authenticate and create an account.

If you did not utilize the IRS Data Retrieval Tool, you may be asked to update your FAFSA using this tool. In certain circumstances where this is not possible, you will be required to provide a signed IRS Tax Return or IRS Tax Return Transcript for the student and/or parents. An IRS Tax Return Transcript may be obtained by visiting [irs.gov/Individuals/Get-Transcript](https://irs.gov/Individuals/Get-Transcript) or calling the IRS at 1-800-908-9946.

If you and/or your parent(s) did not and will not file a Federal income tax return, you will be prompted to answer specific questions in the Verification Gateway online portal.

**Verification information that may be requested includes:**

- Proof of high school completion or its equivalent
- Proof of identity and Statement of Educational Purpose

Students and the Office of Financial Aid & Student Employment are notified by Inceptia once the verification process is completed. Financial Aid is then able to complete the processing of your Financial Aid Award Package. Students receive an email notification, including instructions on how to take action on your award.

### **Returning Applicants**

To be eligible for financial aid at WCSU, the following conditions must be met:

1. You must be a matriculated student registered at least half-time for the upcoming semester.
2. You must maintain Satisfactory Academic Progress (SAP) according to the standards and practices of the institution. ([wcsu.edu/financialaid/policies/progress.asp](http://wcsu.edu/financialaid/policies/progress.asp))
3. You should make every attempt to complete the FAFSA by the **March 1** deadline.

If your FAFSA form is selected for Verification, please refer to the Verification section above.

Financial aid awards are given on a first-come, first-served basis based on available funding. Please submit your paperwork by the required deadlines.

### **Important Deadlines**

- **Oct 1**            Apply for Financial Aid
- **March 1**        WCSU Financial Aid Deadline
- **April 1**        WCSU Financial Aid Verification Deadline (if selected)
- **July 15**        Fall Semester Tuition Payment Due
- **Dec 15**        Spring Semester Tuition Payment Due

### **Scholarships**

Western offers university and WCSU Foundation scholarships and academic awards to undergraduate and graduate students. For information about the scholarship selection process, please go to [www.wcsu.edu/scholarships](http://www.wcsu.edu/scholarships).

### **State scholarship recipients**

If you are a recipient of a state scholarship and are subject to specific deadlines, it is suggested that you complete a FAFSA as outlined (See “First-Time Applicants and Transfer Students”). Be sure to meet the necessary deadlines.

Note: When you complete the FAFSA, you are applying for all federal, state, university grants and loans offered at WCSU.

### **Grants**

#### **Federal Pell Grants (PELL)**

The Pell Grant was established as a basic access program for students who come from low- and middle-income families. To qualify for a Pell Grant, the student must:

1. Be matriculated (degree-seeking)
2. Be registered at least half-time.
3. Be enrolled, or accepted for enrollment, in an eligible program as an undergraduate student at the institution.
4. Meet one of the following citizen criteria:
  - a. Be a U.S. citizen;
  - b. Be a permanent resident of the United States;

c. Provide evidence from the Immigration and Naturalization Service that he/she is in the United States for other than a temporary purpose, with the intention of becoming a citizen or permanent resident; or

d. Be a permanent resident of the Trust Territory of the Pacific Islands or the Northern Mariana Islands.

5. Maintain Satisfactory Academic Progress (SAP) according to the standards and practices of the institution. (<http://www.wcsu.edu/finaid/policies/progress.asp> )

6. Not owe a refund on a Pell Grant, supplement grant or state student incentive intended to meet the cost of attending the institution.

7. Not be in default on any National Defense/Direct Student Loan (also known as Perkins Loan), Stafford Student Loan, or Parent Loan for Undergraduate Students (PLUS) received to meet the cost of attending the institution.

8. Not engage in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance during the period covered by this grant.

### **Federal Supplemental Educational Opportunity Grant (SEOG)**

Supplemental Educational Opportunity Grants are awarded to students pursuing a first baccalaureate degree. Awards range from \$100 to \$4,000 per academic year. The conditions to be met in order to qualify for a supplemental grant are the same as those listed under Federal Pell Grants above.

### **Roberta B. Willis Scholarship (GOVS)**

Award recipients must be Connecticut residents with full-time matriculation. Recipients must also demonstrate financial need with a federal Expected Family Contribution (EFC) within the allowable range. The grant cannot exceed financial need. Maximum award is up to \$4,500 annually; full-time students only.

#### **Eligibility formula:**

Tuition & Fees (T&F) + \$1,200 Books/Supplies (B/S) – Pell Grant – Tuition/Fees gift aid = Willis eligibility

### **Connecticut State University Grant Aid (CSUG)**

Public Act 76-181 authorizes the Board of Regents for the State Universities to allocate funds to be given as grants to undergraduate students who demonstrate financial need and are enrolled as matriculated students in a degree-granting program.

WCSU limits the awarding of these funds to students pursuing their first undergraduate degree. Students pursuing a second undergraduate or second graduate degree are ineligible.

**Note:** *This fund, in combination with other grants, scholarships, and educational assistance awarded to you, may not exceed direct university billed cost(s) of Tuition & Fees and Room & Board (if you are living on-campus).*

### **CHESLA Need-Based Scholarship Program**

Recipients must be Connecticut Residents enrolled full time in an undergraduate program. A student must demonstrate financial need, as determined by Western's review of the FAFSA. Recipients must maintain [Satisfactory Academic Progress](#), and must not be in default on any CHESLA Loan.

**Note:** *This fund, in combination with other grants, scholarships, and educational assistance awarded to you, may not exceed direct university billed cost(s) of Tuition & Fees and Room & Board (if you are living on-campus).*

### **Available Academic Scholarships**

The following merit scholarships are available to incoming freshmen upon admission to WCSU. Incoming students who have been accepted by **February 1st** and meet the below criteria will be considered.

Students accepted as SAT optional are not eligible for the scholarships described below.

### **Presidential Merit Scholarship**

The Presidential Merit Scholarship is awarded to students who achieved the highest standard of scholastic achievement. The scholarship covers in-state tuition and fees which is renewable each semester for up to eight semesters.

#### **Conditions:**

- 1340 minimum SAT (math and reading) or 29 ACT composite
- 92 minimum high school GPA
- Recipients must maintain 3.2 GPA at Western with full-time course load
- Must remain active in Kathwari Honors Program

Students who fail to maintain eligibility requirements will be notified by email to their university email account, and will be given 10 days to appeal their ineligible status using the Scholarship Appeal Request Form. Students may receive the Presidential Merit Scholarship for no longer than eight semesters.

**Note:** *This fund, in combination with other grants, scholarships, and educational assistance awarded to you, may not exceed direct university billed cost(s) of Tuition & Fees and Room & Board (if you are living on-campus).*

### **Connecticut State University (CSU) Trustee Scholarship**

The Trustee Scholarship distinguishes students for their outstanding scholastic achievement. Students are awarded up to \$4,000 annually. It is renewable each year for up to eight semesters.

#### **Conditions:**

- 1290 SAT (math and reading) or 27 ACT composite
- 90 minimum high school GPA
- Recipients must maintain 3.0 GPA at Western with full-time course load
- Must accept preliminary semester in Kathwari Honors Program

Students who fail to maintain eligibility requirements will be notified by email to their university email account, and will be given 10 days to appeal their ineligible status using the Scholarship Appeal Request Form.

**Note:** *This fund, in combination with other grants, scholarships, and educational assistance awarded to you, may not exceed direct university billed cost(s) of Tuition & Fees and Room & Board (if you are living on-campus).*

### **Honors Scholarship**

The Honors Scholarship awards students for their strong grade point average, test scores, and references. Students are awarded up to \$2,000 annually. It is renewable each year for up to eight semesters.

#### **Conditions:**

- 1200 minimum SAT(math and reading) or 25 ACT composite
- 88 minimum high school GPA
- Recipients must maintain 3.0 GPA at Western with full-time course load
- Must accept preliminary semester in Kathwari Honors Program

Students who fail to maintain eligibility requirements will be notified by email to their university email account, and will be given 10 days to appeal their ineligible status using the Scholarship Appeal Request Form.

**Note:** *This fund, in combination with other grants, scholarships, and educational assistance awarded to you, may not exceed direct university billed cost(s) of Tuition & Fees and Room & Board (if you are living on-campus).*



## **Educational Loans**

### **Federal Direct Loans**

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's post secondary education.

The lender is the U.S. Department of Education rather than a bank or other financial institution.

### **Direct Subsidized Loans**

Direct Subsidized Loans are for undergraduate students with demonstrated financial need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods. For more information on Direct Subsidized Loans including current interest rates, please visit [studentaid.ed.gov](http://studentaid.ed.gov)

### **Direct Unsubsidized Loans**

Direct Unsubsidized Loans are not based on financial need; interest is charged during all periods, even during the time a student is in school and during grace and deferment periods. For more information on Direct Unsubsidized Loans including current interest rates, please visit [studentaid.ed.gov](http://studentaid.ed.gov)

#### **Borrowing Limits for Direct Subsidized and Direct Unsubsidized Student Loans**

Loan limits are determined by a student's status or the number of completed credit hours:

First-year student (0-29 credit hours completed)

Second-year student (30-59 credit hours completed)

Other undergraduate (60+ credit hours completed)

Graduate and professional (undergraduate degree requirements completed)

#### **Loan limits are as follows:**

##### **For DEPENDENT students**

\$ 5,500: First year (\$3,500 of this amount may be subsidized)

\$ 6,500: Second year (\$4,500 of this amount may be subsidized)

\$ 7,500: Other undergraduate (\$5,500 of this amount may be subsidized)

\$ 20,500: Graduate and professional

##### **For INDEPENDENT students:**

\$ 9,500: First year (\$3,500 of this amount may be subsidized)

\$ 10,500: Second year (\$4,500 of this amount may be subsidized)

\$ 12,500: Other undergraduate (\$5,500 of this amount may be subsidized)

\$ 20,500: Graduate and professional

#### **Aggregate Limits for Federal Direct Loans**

\$31,000 as a dependent undergraduate student

\$57,500 as an independent undergraduate student (\$23,000 of this amount may be in subsidized loans)

\$138,500 as a graduate or professional student (\$65,500 of this amount may be in subsidized loans)

#### **Direct PLUS Loan**

The Direct PLUS Loans are unsubsidized loans for the parents of dependent students and for graduate/professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods. For more information on Direct PLUS Loans including current interest rates, please visit [studentaid.gov](http://studentaid.gov).

### **Direct Consolidation Loans**

Eligible federal student loans can be combined into one Direct Consolidation Loan. These loans are designed to help student and parent borrowers simplify loan repayment by allowing the borrower to consolidate several types of federal student loans with various repayment schedules into one loan. For more information on Direct Consolidation Loans, please visit [studentaid.gov](http://studentaid.gov).

### **Loan Repayment**

Generally, you will have 10 to 25 years to repay your loan, depending on which repayment plan you choose. The Direct Loan Servicing Center will notify you of the date your first payment is due.

If you do not choose a repayment plan, you will be placed on the Standard Repayment Plan, with fixed monthly payments for up to 10 years. Most Direct Loan borrowers choose to stay with the Standard Repayment Plan, but there are other options for borrowers who may need more time to repay or who need to make lower payments at the beginning of the repayment period. For more information on the different repayment plans, please visit [studentaid.ed.gov](http://studentaid.ed.gov).

### **Borrower Defenses Against Repayment**

The department will specify in regulations what acts or omissions of a school a borrower may assert as a defense against repaying a student loan. However, a borrower may not recover from the department an amount that exceeds what he/she has repaid on the loan.

### **Deferments**

During deferment periods, payment of principal will be postponed. Deferments may be granted for:

- At least half-time study at a post-secondary institution;
- Study in an approved graduate fellowship program or in a rehabilitation training program for the disabled;
- Unemployment (up to three years) or;
- Economic hardship (up to three years).

### **Bankruptcy**

The limits that exist in Section 532(a)(6) of the Bankruptcy Code to prevent the discharge of student loans in bankruptcy specify that student loans will not be discharged except in cases where the loans first became due more than seven years before the date the borrower and his or her dependents incurred hardship. These provisions apply to both Chapter 7 and Chapter 13 bankruptcy cases.

### **Federal Tax Information**

Any funds received from scholarships, benefits, fellowships, Western or any other sources that, when combined, exceed the cost of tuition, fees, books, required equipment and supplies are considered taxable income. These include federal Pell Grants but not federal loans. The borrower is required to report taxable awards to the IRS as income and therefore should keep a detailed record of all expenditures. Housing and food are considered nonexempt, so money spent on these items is subject to income tax.

## **Maintaining Eligibility**

### **What is Satisfactory Academic Progress (SAP)?**

Students receiving financial assistance under the federally supported Title IV Programs must comply with the following set of standards to be eligible for such assistance. Such standards are referred to as Satisfactory

Academic Progress (SAP), and are measured on a per-term basis. SAP is an assessment of your cumulative academic record at Western Connecticut State University. This policy is separate and apart from other academic policies at the university.

There are three components measured and weighed in determining SAP to ensure successful completion of a degree within a timeframe consistent with federal regulations.

Students applying for financial aid must maintain status as a matriculated graduate or undergraduate. Matriculated students will be evaluated for Satisfactory Academic Progress based upon *qualitative* and *quantitative* standards, as well as a *Maximum Timeframe* standard.

Students who enroll in the Fresh Start program will only have the credits retained and new GPA as calculated by Fresh Start, included in the determination of their SAP status for the re-entry term.

### Financial Aid Programs Affected by Satisfactory Academic Progress

SAP is required for all Title IV funds, state, university and some alternative loan programs including, but not exclusive to the following:

- Federal Pell and Supplemental Educational Opportunity (SEOG) Grants
- Federal Loans: Perkins; Direct Subsidized/Unsubsidized; Direct Parent/Graduate PLUS
- Federal Work Study Program
- Roberta B. Willis Scholarship
- Connecticut State University Grant
- State scholarship and grant programs

### How is SAP Determined?

#### *Qualitative measure*

Grade Point Average (GPA) is the standard used to qualitatively measure Satisfactory Academic Progress. Students must meet and maintain the cumulative GPAs listed below:

Credits Earned	Minimum Cumulative GPA Required
Undergraduate: 0-29 credits	1.7
Undergraduate: 30+ credits	2.0
Graduate	3.0

#### *Quantitative measure*

Pace: Matriculated undergraduate and graduate students must successfully complete two-thirds (**67%**) of all cumulative credits *attempted*. For a summary of how attempted credits are classified for SAP purposes, see the table below:

Counted as <i>Attempted Credits</i>	Not Counted as <i>Attempted Credits</i>
Courses with grades A-F earned	Remedial-courses
Withdrawals- W, WF, WFP	Audited-courses
Repeated courses	Courses never attended
Incompletes- INC, NG	Dropped courses
Transferred credits	Non-transferred credits
Pass/Fail courses- P, FP	Exams (i.e. CLEP)
Courses taken as a non-matriculated student	

Fresh Start courses with grades $\geq$ C-	
Courses assigned RM/RP	
No grade (NG)	

For clarification on abbreviations, view WCSU's [grading system](#).

Below is an example demonstrating how Pace is calculated for SAP purposes:

Previous Transfer Credits	Attempted Fall 2020	Attempted Spring 2021	Total
30	12	15	57

- The student has attempted a total of 57 credits across both semesters, and including transfer credits. In order to find out how many credits the student must have completed in order to meet the Pace standard, multiply:  $57 \times 0.67 = 38.19$

The student must complete and pass 38.19 credits to be in compliance with the Pace requirement of SAP.

### *Maximum Timeframe*

Undergraduate and graduate students may receive financial aid for attempted credits in their program of study that do not exceed 150% of the published credits needed to complete said program.

- Example:* If a bachelor's degree takes a minimum of 120 credits to complete, multiply as follows to find 150%:  $120 \times .50 = 180$

Therefore, a student in a bachelor's degree program may attempt up to 180 credits before s/he is considered noncompliant with the Maximum Timeframe standard.

This 150% credit rule is also applicable to students who have changed majors, or who seek a dual or second degree.

### **When is SAP calculated?**

All financial aid recipients will be reviewed for Satisfactory Academic Progress at the end of each payment period, and once grades are posted. Courses taken during the winter and spring break intersessions will be included in the SAP calculations at the end of the spring semester payment period.

The Office of Financial Aid and Student Employment will review each file in accordance with the qualitative, quantitative and Maximum Timeframe measures described.

If all SAP standards are met, the student will be assigned a satisfactory status code of "SAPOK" and will retain financial aid eligibility for the next term.

### **Failure to Meet Satisfactory Academic Progress**

If a student fails to meet one or more of the Satisfactory Academic Progress standards, an *SAP Warning* notification corresponding to the unmet standard(s) will be sent to the student via WCSU email. At any time, students may also check their SAP status on their [WestConduit account](#).

When an SAP Warning is administered, the student will still be eligible to receive financial aid for the immediate subsequent term, known as the *SAP Warning term*. If, at the end of the SAP Warning term the student is meeting the previously unmet standard(s), then the SAP Warning status is lifted, and the student will maintain financial aid eligibility for the following term.

Students who fail to meet the SAP standard during the SAP Warning term will be ineligible for financial aid in the subsequent term or until such time as they again meet the requirements of SAP.

It is possible for a student to be placed on multiple consecutive *SAP Warning terms* if the SAP Warnings are issued for failing to meet two different standards.

- *Example:* A student does not meet the Pace requirement for fall semester, and is given a *Pace Warning* for spring semester. At the end of spring semester he/she is meeting the Pace requirement, but is not meeting the GPA requirement. The student will then receive a *GPA Warning* for the following fall semester, and will still be eligible for financial aid.

Students who do not meet the Speed/Maximum Timeframe standard of SAP will not be granted a Warning term. These students will automatically lose financial aid eligibility, but may file an appeal to have their aid reinstated.

### **Regaining Eligibility**

Apart from successfully appealing, or enrolling in an academic plan, students who are disqualified due to low GPA or low credit hour completion will regain financial eligibility once they achieve the required GPA or credit completion as long as they have not completed more than 150% of their program requirements.

Undergraduate students who are disqualified due to exceeding the 150% of the required units for their program will regain eligibility after they become a graduate student once the bachelor's degree is posted.

### **SAP Appeal Process**

**SAP Appeals will be accepted within 30 days of the date of SAP status notification, but no later than November 1 (fall) or April 1 (spring), whichever comes first.**

If, after one *SAP Warning term*, the student does not meet the Satisfactory Academic Progress criteria, he/she may submit an appeal for reinstatement of financial aid eligibility. Appeals may be based on death of a relative, injury or illness of the student, or other special circumstances. SAP appeals must be written using the [Satisfactory Academic Progress Appeal form](#), and submitted with supporting documentation and a written explanation of what has changed that will allow the student to complete SAP during the next academic term.

This form should be submitted to the SAP Appeal Committee, C/O Enrollment Services, Old Main 206.

If the appeal is approved by the committee, the student's aid eligibility will be reinstated. Should an appeal be denied, financial aid will be cancelled for the next term.

### **Appeal Outcome and Academic Plan**

If a student appeals successfully, financial aid eligibility will be reinstated for the following term. By the end of term, the student must be meeting the previously unmet SAP standard in order for financial aid to continue to be reinstated for future terms. Students who fail to meet the standard will be ineligible for financial aid in the subsequent term or until such time as they again meet the requirements of SAP.

Some appeal approvals may be based upon a student's enrollment/completion of an *Academic Plan* as developed by the SAP Appeal Committee. The Academic Plan will outline specific academic conditions that must be met in order to maintain financial aid eligibility.

### **Financial Aid Withdrawal Policy**

#### **What is a Return of Title IV Funds (R2T4)?**

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

#### **When is a Return of Title IV Funds Required?**

If a student's enrollment status changes for an entire term (i.e. official withdrawals and administrative withdrawals), the school must recalculate the student's awards to determine the amount of aid he/she will have earned based on the date of withdrawal.

If a student does not begin attendance in all of his/her classes, the school must recalculate the student's awards based on the lower enrollment status. For instance, a student registers for a full-time course load (15 credits) but only begins attendance in three classes (9 credits); in this case, the student's awards must be recalculated based on the lower enrollment status (9 credits).

### **Timeline for a Return of Title IV Funds**

The Office of Financial Aid and Student Employment must determine the amount of aid that was earned and how much was unearned; the unearned aid is returned to the U.S. Department of Education by WCSU on the student's behalf. WCSU is required to recalculate Title IV Funds within 30 days from the date of withdrawal. In the event that funds need to be returned, WCSU is required to return funds within 45 days from the date of withdrawal.

The amount of unearned aid will be returned to the U.S. Department of Education. Due to the fact that the institutional refund policy is different from the Financial Aid Return of Title IV Funds policy, any return of funds may result in a balance due to WCSU. This is posted as a charge to the student's WCSU account and must be repaid immediately.

### **Post-withdrawal Disbursement**

If the student did not receive all of the funds earned prior to the date of withdrawal, he/she may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, WCSU must get permission before it can disburse them by collecting a post-withdrawal Disbursement Permission form. The student may choose to decline some or all of the loan funds so as not to incur any additional debt. WCSU may automatically use all or a portion of the post-withdrawal disbursement grant funds for tuition, fees and room and board charges (as contracted with the school). WCSU needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If this permission is not given, the student will be offered the funds. However, it may be in the student's best interest to allow WCSU to keep the funds to reduce overall debt at the school.

### **When is a Return of Title IV Funds Not Required?**

If a student withdraws from one or more courses during a semester but remains enrolled in classes, a Return of Title IV Funds is not required. Withdrawing from one or more courses, however may affect [Satisfactory Academic Progress](#) and in turn financial aid eligibility for future semesters.

### **WCSU Summer Withdrawal/R2T4 Policy**

Western Connecticut State University has been determined as a Non-Attendance Taking institution during summer sessions.

WCSU does not initiate Administrative Withdrawals during summer sessions as they are elective sessions and not required terms as are the fall and spring terms.

Consistent with the academic year Withdrawal/R2T4 (Return of Title IV Aid) policies in place at WCSU, students must initiate attendance (initiated attendance is defined as "attended class sessions or participated in on-line class assignments or other instructional activities") in their courses for which financial aid was calculated and awarded prior to disbursements. To ensure such and in the absence of attendance taking during the summer sessions, WCSU will not disburse Title IV funds until all final grades are posted for all courses for which aid was calculated and awarded.

Should a student be assigned a grade of "W," "WF" or "F" for one or all of the courses for which aid was calculated and disbursed, aid will not be disbursed until the respective faculty confirms that the student initiated attendance with the Office of Financial Aid & Student Employment. Confirmation by faculty of initiated attendance will need to be made within seven (7) business days of the request. If faculty fail to

confirm initiated attendance, the Title IV aid will be prorated or cancelled prior to disbursement for the affected courses for which aid was calculated and awarded.

## **Student Employment**

Student employment is an integral part of the university and of university life for many students. Student labor benefits the institution in almost every academic and administrative department on campus. The student's employment can be related to his/her program of study and/or interests and work schedules can be arranged around the student's academic schedule.

WCSU employs approximately 900 students during the academic year. The types of positions available are as diverse as the students themselves.

A list of position announcements can be found on the Student Employment section of the Financial Aid website – [wcsu.edu/finaid/student-employment](http://wcsu.edu/finaid/student-employment).

To be eligible, students must be matriculated in a minimum of 6 credit hours at the university. Students are paid biweekly with an hourly rate of pay contingent on the difficulty of the position and the experience of the student.

There are two major funding sources for the student labor force at Western Connecticut State University: the Federal Work Study Program and Institutional Payroll.

The Federal Work Study Program is a federally funded program based on demonstrated financial need; work experience is not the qualifying factor. A Federal Work Study award is based on available funding and are not guaranteed year to year.

The Institutional Payroll is state funded and is available to all students; it is not based on a student's financial need. Students are employed based on the needs of the department, the availability of funds, and the student's experience in specific areas.

All federal and state funds are subject to federal and state regulations as mandated.

## **Office of Veterans Affairs at WCSU**

The Connecticut Department of Higher Education has approved WCSU's educational programs for the training of veterans.

Current and former service members, surviving spouses and children of veterans may take advantage of VA Educational Benefits under the following programs : Chapter 30 Montgomery GI Bill, Chapter 31 Vocational Rehabilitation and Employment, Chapter 33 Post 9/11 GI Bill, Chapter 35 Dependents Educational Assistance and Chapter 1606 Selected Reserve Educational Assistance Program. Furthermore, WCSU is able to accept Department of Defense Tuition Assistance from all branches of service, the Connecticut National Guard Tuition Waivers and the Connecticut Veterans Tuition Waiver.

WCSU will accept transfer credit from the Joint Service Transcript and the Community College of the Air Force.

The Office of Veterans Affairs at WCSU can be contacted at (203) 837-8840 or (203) 837-8003 between the hours of 8am and 4pm, Monday through Friday. Information can also be viewed on our website at [www.wcsu.edu/veterans](http://www.wcsu.edu/veterans). To explore available benefit programs, please go to [www.gibill.va.gov/GI\\_Bill\\_Info/benefits.htm](http://www.gibill.va.gov/GI_Bill_Info/benefits.htm).



# Student Affairs

## AccessAbility Services

[wcsu.edu/accessability/](http://wcsu.edu/accessability/)

The mission of the Office of AccessAbility Services is to ensure educational equity for students with documented disabilities by providing reasonable and appropriate accommodations and services. The primary goal of AccessAbility Services is to ensure equal access to programs and activities at Western Connecticut State University. AccessAbility Services calls upon the entire community to facilitate and advocate for the best university environment possible for individuals with disabilities. The AccessAbility Services staff work collaboratively with the university community to accomplish this mission.

Qualified students with documented disabilities who are in need of disability services or reasonable accommodations are encouraged to contact AccessAbility Services immediately. The university respects a student's right to disclose or not to disclose a disability; however, the university is not responsible for providing services or accommodations for students who do not disclose a disability to AccessAbility Services. Students must complete an Accommodation Intake Form and provide appropriate documentation in order to receive services. Communication of a disability to other sources does not serve as a substitute for official notification to AccessAbility Services.

For additional information, contact Elisabeth Werling Morel, AccessAbility Services Director. AccessAbility Services is located in White Hall Room 005 and can be reached at (203) 837-8225 (voice), (203) 837-3235 (TTY) or by email at [aas@wcsu.edu](mailto:aas@wcsu.edu). Students are encouraged to contact the Office of AccessAbility Services with questions or concerns. Additional information about AccessAbility Services is available at [www.wcsu.edu/accessability](http://www.wcsu.edu/accessability).

Discrimination in programs and services due to a disability is prohibited at Western Connecticut State University and is a violation of state and federal law. To file a complaint of discrimination because of a disability, contact Jesenia Minier-Delgado, Chief Diversity Officer, University Hall 214, at (203) 837-8277 or [minierdeladoj@wcsu.edu](mailto:minierdeladoj@wcsu.edu). Please note that the discrimination complaint procedure does not replace and is not a substitute for other established university procedures such as judicial, grade appeal, housing, public safety or other such policies and procedures. Students with disabilities are held to the same standards and must follow established policies and procedures as other students at Western Connecticut State University.

## Athletic

[westconnathletics.com/landing/index](http://westconnathletics.com/landing/index)

## Faculty/Staff

A complete list of the Athletics Department administration and coaches with contact information can be found on the WestConn website at [wcsuathletics.com/information/directory/index](http://wcsuathletics.com/information/directory/index)

## Intercollegiate Athletics

WestConn offers a variety of opportunities for the student-athlete to excel at the regional and national levels of competition. The Department of Intercollegiate Athletics operates within the guidelines of the University's mission and the NCAA Division III philosophy. We are devoted to providing the best possible resources and education to all students along with the faculty and staff for a successful co-curricular and wellness experience. Our programs are built on integrity, sportsmanship and the true spirit of competition. It is our goal to instill the following core values:

- Provide a total education experience to the student body and University community
- Promote the values of responsibility, accountability, commitment, discipline and awareness, preparing students' success in future endeavors
- Encourage the discovery of passion for the sport



- Embrace and celebrate individual differences and commonalities
- Create traditions that instill pride in Western Connecticut State University, leading to a life-long connection
- Impact individual and cultivate relationships through community service and partnerships

Sporting events are scheduled throughout the academic year and opportunities are provided for male and female teams.

Men:

Fall — Soccer, Football, Cross Country, Golf

Winter — Basketball, Swimming and Diving

Spring — Tennis, Baseball, Lacrosse

**Women:**

Fall — Volleyball, Tennis, Soccer, Field Hockey, Cross Country

Winter — Basketball, Swimming and Diving

Spring — Softball, Lacrosse

All programs belong to the National Collegiate Athletic Association (NCAA) Division III. The football program is a member of the Massachusetts State Collegiate Athletic Association (MASCAC). The remaining 15 intercollegiate athletic programs are members of the Little East Conference (LEC) within the NCAA. The university belongs to conferences and associations appropriate to the specific athletic program.

Eligibility to Participate in Varsity Athletics

Eligibility is determined in accordance with policies established by the NCAA, including requirements for satisfactory progress and good academic standing. These can be found in our Student Athlete handbook on our website.

# Recreation, Intramurals, and Club Sports

Amy Shanks, Assistant Director (CSI)

Phone: (203) 837-8609

[http://www.westconnathletics.com/general/RECREATION/Recreation\\_Department](http://www.westconnathletics.com/general/RECREATION/Recreation_Department)

Recreation

The recreation department at WestConn is dedicated to providing the campus community with a multitude of recreational activities to encourage physical fitness and promote a positive well-being. All students are invited to engage in one of the many recreation, fitness and club sports activities taking place on campus. There are fitness facilities and studios available on both the Midtown and Westside campuses. For up-to-date information, please follow us on Instagram, WestConnREC.

## Intramurals

Team and individual events are offered for women, men and coed divisions, and the programs are open to all current WestConn students, faculty and staff. For a current listing of intramural leagues and seasons, please visit one of our information desks.

## Club Sports

The club sports program provides opportunity for individuals who share a common interest in a recreational sport to improve their skill level and overall knowledge of the sport or activity. Club sports can be organized on either a recreational or a competitive level. Instructional activities range from informal play to regular practices in preparation for intercollegiate and tournament competition. Many clubs compete with other schools and are a part of a collegiate league of play. Examples of current active club sports include dance team, cheerleading, ice hockey, ultimate Frisbee, power lifting and both men's and women's rugby.

## Campus and Student Centers

[wcsu.edu/campuscenter](http://wcsu.edu/campuscenter)

**John A. Murphy, Director (203) 837-8343**

**Mark Gegeny, Associate Director (203) 837-8211**

Both the Campus & Student Centers are your “home away from home.” You will find dining locations, lounges, university box office, a theater, conference and meeting rooms.

Additionally, the Midtown Student Center (SC) houses the Colonial Corner containing the MicroMart (snack bar), commuter lounge and event space, bookstore, game room, Counseling Center, the Intercultural Affairs Office, Judicial Affairs, Mail Services, the Center for Student Involvement (CSI), and the Substance Abuse Prevention office. The Student Government Association, student newspaper, radio station, Program Activities Council, Greek Council and Student Veterans Association are also located in this building.

The Westside Campus Center (CC) additionally houses the Campus & Student Centers Administrative Offices and Career Success Center, the testing center, as well as a computer lab. *The Daily Grind*, our late-night dining and entertainment venue, features Starbucks coffee, Tazo teas, Island Oasis, Pepsi products, pastries and snacks all served in a beautiful lounge setting fully equipped with wireless internet.

### Bookstore

Student Center, (203) 837-8464 [wcsubookstore.com](http://wcsubookstore.com)

### Bookstore

Student Center, (203) 837-8464

Our bookstore has everything from required textbooks and ebooks to rent or purchase (don't forget to bring your schedule), to snacks, sweatshirts, school supplies and souvenirs. For more information go to [www.bkstr.com/wcsustor](http://www.bkstr.com/wcsustor)

**Food & Dining** (203) 837-8764 [wcsu.sodexomyway.com](http://wcsu.sodexomyway.com)

Campus Dining Services provide a wide variety of services to all students, faculty, and staff including meal plans, catering and on-campus dining. Please call (203) 837-8764 for all of your on-campus or off-campus foodservice needs or check out the website at [wcsu.sodexomyway.com](http://wcsu.sodexomyway.com).

### Shuttle Service

[wcsu.edu/shuttle](http://wcsu.edu/shuttle)

The shuttle operates seven days a week during the fall and spring semesters, excluding some holidays. For the most current shuttle schedule and holiday schedule, visit the website indicated above. When classes are cancelled for an entire day due to inclement weather, the shuttle does not operate. If classes are delayed, the shuttle will begin one hour before classes begin. If classes are cancelled, the shuttle will operate for one hour after classes are cancelled.

### Campus Ministries

WCSU's campus ministries offer students a variety of activities and programs across several traditions.

The [Catholic Campus Ministry](#) invites students, faculty and staff alike to consider its Newman Center, located across the street from Newbury Hall on the Midtown campus, a home away from home. This hospitable center is the heart of the Catholic Campus Ministry, which brings a range of worship, fellowship, outreach and educational opportunities to university life. All denominations, non-catholic and non-Christians are welcome to be part of Newman Club or participate in any activities here with the Newman Club. The door is open to all.

The WCSU Campus Ministry, located in the Midtown Student Center 207, is a community where students find opportunities to ask questions, to grow, to serve and to belong. Congeniality and a spirit of focused

involvement are key here.

Both the Catholic Campus Ministry and WCSU Campus Ministry run other weekly programs and activities.

Students of other faiths can also find other spiritual counselors, activities and programs on campus.

### **WCSU Career Success Center**

<http://www.wcsu.edu/careersuccess>

The Career Success Center provides an extensive range of in-person and online services to guide and assist WCSU students and alumni on a path toward successful career planning and life design. Offerings include: classes, assessment, applied learning and internships, job search, networking, skill development, resume building, interviewing and other essential career programs and preparations.

Students and alumni can take advantage of Career Success Center offerings through several venues, including 24/7 available resources via online portals into several career-discovery platforms; cloud-based tools assist students in finding and preparing for full time/part time employment and volunteer opportunities, as well as providing access to event sign-up, job advice and even finding mentors. Designing Your Life classes, workshops and on-demand presentations are offered in the new Life Design Laboratory located next to the Career Success Center offices. Specialized co-exploration sessions are conveniently available to all students and alumni on a drop-in basis and through the campus-rotating “Level-up Your Career” booth with Student Career Peer Leaders (CPL) during the academic year. One-on-one coaching with a Career Expert is available by appointment and booked through website directions.

Students seeking experience in their field of study can apply for the Career Success Center’s Career Education Internship Program, which provides pre-professional experience linked to a student’s major or career interest. In addition to experience, participating students receive academic credit and, in most instances, a competitive hourly salary.

Specialized career-support activities include: resume, curriculum vitae, job search, interviewing support and grad school help; live and virtual career fairs/career exploration events; alumni and employer meet-ups; senior on/off campus recruiting; specialized workshops on networking, etiquette, dress for success, personal branding, and LinkedIn; and a variety of other career-focused applied learning opportunities.

The Career Success Center is located on the third floor of the Westside Campus Center in Suite 300 and is open year-round. It is one of the few Centers that provides lifetime use of its services.

Additional and more extensive information is available on the Career Success website, by calling the office at (203) 837-8263, or by emailing [careersuccess@wcsu.edu](mailto:careersuccess@wcsu.edu).

### **THE CENTER FOR STUDENT INVOLVEMENT**

[studentlife@wcsu.edu](mailto:studentlife@wcsu.edu)

Dennis Leszko, Director of the Center for Student Involvement  
(CSI)

Midtown Student Center 227

Phone: (203) 837-8214

[csi@wcsu.edu](mailto:csi@wcsu.edu)

The Center for Student Involvement (CSI) is the main point of contact for students wanting to form a new club or organization and those currently involved with one. CSI is where student organizations register and receive information and support. The CSI staff advises in the operation of more than 80 student organizations, including the Student Government Association, and Program Activities Council, and provides assistance with leadership development, university policies, and event planning. The CSI staff also coordinates programs, events, and activities on campus organized by and for students through the Student Activities Master Calendar.

### **Clubs and Organizations**

**Student Government Association (SGA)** Phone: (203) 837-8711

Student Center, Room 215

The SGA is the official voice of the student body. It appoints student representatives to university committees, allocates the student activities fee to student organizations, and protects student rights. If you are interested in serving your fellow students, stop by the office.

**The Echo** Phone: (203) 837-8707 / (203) 837-8708

Student Center, Room 217

Get the story! WCSU's student-run newspaper is available online at <https://wcsuecho.wordpress.com/> All students, independent of their major, are eligible to write and work for *The Echo*.

**Greek Council** Phone: (203) 837-8217

Student Center, Room 219

[sga.wcsu.edu/greekcouncil](http://sga.wcsu.edu/greekcouncil)

This is the governing body for all social Greek letter organizations. For information concerning any Greek organization, just call or stop by.

**Inter-Residence Hall Association (IRHA)** Phone: (203) 837-8720

Newbury Hall

The IRHA is the governing body for each of the Residence Hall Councils. Representatives are elected from each residence hall.

**Program Activities Council (PAC)** Phone: (203) 837-8421

Student Center, Room 219

PAC is the main programming board for student activities. Throughout the semester, PAC organizes various trips, game shows, comedians, movies, and more for your entertainment pleasure. If you have an interest in advertising or planning campus events, concerts, and shows, then stop by the office to join or attend a meeting – every Wednesday at 4 p.m. in the Student Center.

**Campus and Student Centers Board** Phone: (203) 837-8504

Great resources like our Midtown Student Center and Westside Campus Center need a collective student voice to keep them serving student needs and enriching university life.

**Student Veterans Organization (SVO)**

Student Center, Room 208

The SVO is a club established in 2009 to acknowledge the needs of WCSU's veterans who wish to better integrate into the university community. Officially recognized and endorsed by the Student Government Association, the SVO is comprised of student veterans who wish to support and serve other veterans – at WCSU and abroad – in a number of ways.

**WXCI Campus Radio** Phone: (203) 837-8387

Student Center, Room 213

91.7 WXCI is a student-run college radio station located on the Midtown campus. Since its inception in 1973, WXCI has remained the second largest college station in Connecticut, pumping 3,000 watts of power through its transmitter.

**Other Student Organizations**

For a complete list of student organizations, visit [wcsu.edu/studentlife](http://wcsu.edu/studentlife).

Testing Services (Proctoring Services)

[wcsu.edu/testing](http://wcsu.edu/testing)

**Oni Figueroa, Testing Facilitator**

Midtown Student Center 227

(203) 837-8877

[academicstesting@wcsu.edu](mailto:academicstesting@wcsu.edu)

## CLEP ®

WCSU provides proctoring services for Distance Learning candidates, the Miller Analogies Test (MAT) and College Level Examination Program (CLEP). WCSU administers all CLEP examinations; however, not every exam is accepted by the university for equivalency credit. Visit [wcsu.edu/testing](http://wcsu.edu/testing) to register and to learn about our services.

## Counseling Services

[wcsu.edu/counseling/](http://wcsu.edu/counseling/)

The Counseling Services provide individual and group counseling in a safe, confidential and supportive environment. Counseling is provided to help students address personal, interpersonal and academic concerns. In addition, a wide range of services including outreach, psycho-educational workshops, training and consultation are offered to students, administration, faculty and staff

Services are available to all matriculated undergraduate and graduate students at Western Connecticut State University. Students can call Counseling Services at (203) 837-8690 or stop by the Midtown Student Center, Room 222, to make an appointment. Hours of operation are Monday through Friday between 8:30 a.m. and 4:30 p.m. In case of a mental health crisis outside of regular business hours, call campus police at (203) 837-9300 or dial 911.

## Health Services

[wcsu.edu/healthservices/](http://wcsu.edu/healthservices/)

The Health Service office, located in front of Litchfield Hall, provides full-time students with primary care and health education when classes are in session. It is staffed by a nurse practitioner, registered nurse, and administrative assistant. Office hours are Monday through Friday, 8 a.m. – 4 p.m. Appointments are not required, although you may schedule an appointment if this is more convenient for you. Changes in hours are reported to the Office of the Dean of Students, University Police, and the Office of Housing and Residence Life.

All full time students are eligible for care at Health Service and there is no charge for the office visit. However, there is a cost for radiology, laboratory, diagnostic tests, and/or medications dispensed at the office and that cost is the student's responsibility.

If a written prescription is dispensed, students may use any pharmacy to fill the order. If our medical staff refers a student to a specialist or the local emergency department at Danbury Hospital, the student's health insurance plan would apply, including all applicable co-pays and co-insurances. WCSU Health Service cannot guarantee benefits and eligibility at the time services are rendered.

## Immunizations

All students must complete the Connecticut State University Student Health Service Form found online at [www.wcsu.edu/healthservices/forms/health-form.pdf](http://www.wcsu.edu/healthservices/forms/health-form.pdf). This form includes proof of two measles, two mumps, two rubella, and two varicella (exempt from varicella/chicken pox if born in the U.S. before 1/1/1980 and exempt from all proof of immunization if born prior to 12/31/1956). The actual lab results of positive titers (blood test) may be submitted in lieu of the immunization. All residents living in on-campus housing are required to show proof of having received a dose of meningococcal conjugate vaccine within the past five years or submit a medical or religious exemption against such vaccinations before a room is assigned.

Though not required, the hepatitis B vaccine is strongly recommended for students. Hepatitis B is a serious viral infection that can be prevented through the vaccine. The preventative vaccine is recommended by a number of health associations, including the Center for Disease Control, the National Collegiate Athletic Association, and the American College Health Association. For vaccine availability, please contact your health care provider or local health department.

Some academic programs may require additional immunizations or examinations prior to the student's participation in an internship or other assignment.

## **Housing & Residence Life**

[wcsu.edu/housing/](http://wcsu.edu/housing/)

The Department of Housing and Residence Life offers its residents an integrated program known as CULTURE™, which stands for “Creating Undergraduate Learning Through Unique Residential Experiences.”

The CULTURE™ program is designed to help students excel academically and provides myriad opportunities for community and leadership development. Students who live on campus are expected to participate in and support their living and learning environments.

Once you have decided to live on campus, it is essential to find the residence hall that best suits your needs. There are six halls at WCSU: three on the Midtown campus and three on Westside.

### **Residence Halls**

#### **Midtown**

The three residence halls on the Midtown campus are all traditional-style residence halls. Newbury, Litchfield, and Fairfield halls are coeducational. All buildings are state-owned and staffed with professional resident directors.

Rooms have basic cable, and students may access the Internet (wired and wireless) through the campus program.

Most Midtown rooms accommodate two students. Beds, desks, chairs, and dressers are provided, and roommates may enhance the decor with items such as drapes, bedspreads, rugs, and lamps. Linens are not provided, so students must supply their mattress pads, pillows, sheets, towels, and pillowcases. All beds are regular twin size.

Fairfield Hall will be offline for the 2020-2021 academic year.

#### **Westside**

##### **Centennial Hall**

Centennial Hall is a suite-style hall with furnished suites that typically have a living room, two bedrooms and toilet, shower, and sink rooms. Kitchens are not provided in this residence hall, and residents are required to participate in the Platinum Dining plan.

Typically, five students share a suite. Basic cable and Internet access (wired and wireless) through the campus service is provided. Study lounges are located on each floor, and a large multi-purpose area is located on the ground floor. There is a parking garage at the rear of the building.

##### **Grasso Hall**

Grasso Hall is an apartment-style, upper-class residence hall. Each apartment is furnished and has two bedrooms, a living/dining room, a kitchen, and a bathroom and is provided with basic cable service and access to the Internet (wired and wireless) via the campus provider.

Traditionally, four students live in each apartment — two students per bedroom. While Grasso students are usually very involved in academic and campus life, they still maintain an active hall council, which provides a variety of social and educational events throughout the year.

##### **Pinney Hall**

A 430-person apartment-style building for upper-class students, Pinney Hall has five-person apartments that include three furnished bedrooms, two bathrooms, a furnished living and dining area, a full-sized kitchen, and a balcony. In addition, there are two-story floor lounges spaced throughout the building, as well as a fitness center. All apartments are provided with basic cable service and access to the Internet (wired and wireless) via the campus provider.

### **Meal Plans**

All students living on campus are required to be on a meal plan.



In Fairfield, Litchfield, and Newbury, students are assigned the Ultimate meal plan, the Platinum or Platinum Plus meal plan if they would like, by notifying the Housing & Residence Life office before the start of the semester.

Centennial residents are assigned the Platinum meal plan. Still, they may opt for the Ultimate meal plan if they'd like by notifying the Housing & Residence Life office before the start of the semester.

Grasso and Pinney residents are assigned the Blue meal plan. However, Grasso and Pinney residents may select any other available meal plan (Blue Plus, Gold, Gold Plus, Platinum Plus, or Ultimate) by notifying the Housing & Residence Life office prior to the start of the semester.

### **Application for On-Campus Housing**

When students are accepted to the university, they are mailed an application for on-campus housing with the Admissions acceptance packet. Only full-time, matriculated students are eligible to live in on-campus housing.

Commuter students who have not lived on campus previously may also apply to live on campus for the following semester and will be placed as space allows. Applications are available online at the Housing & Residence Life website, [wcsu.edu/housing/forms-2](http://wcsu.edu/housing/forms-2).

Students who become on-campus residents must maintain a 2.0 cumulative grade point average and meet the guidelines for satisfactory academic progress to remain eligible for on-campus housing. First-year students typically live on the Midtown campus. Returning students usually live on the Westside, their placement determined by room selection and eligibility for a building based on age and credits earned, and Priority Points. Because of the overall demand for on-campus housing, students are encouraged to apply early for housing.

### **Off-Campus Housing**

The Department of Housing & Residence Life no longer provides access to off-campus listings.

### **InterCultural Affairs**

<http://wcsu.edu/intercultural>

The Office of InterCultural Affairs is committed to preparing students for lifelong learning and leadership as ethical, responsible citizens in a diverse global community. We create learning spaces where students explore, discuss and reflect on issues of identity, diversity and justice. We facilitate programs and events that raise awareness of social justice issues. We help to develop student-centered support communities, and we cultivate and encourage campus allies and advocates who support the success of all WCSU students.

### **Judicial Affairs**

[wcsu.edu/judicial-affairs/](http://wcsu.edu/judicial-affairs/)

The Office of Judicial Affairs administers the student discipline process and serves as a liaison to all university departments regarding matters pertaining to student conduct. All WCSU students are expected to adhere to the policies and procedures outlined in the CSCU Student Code of Conduct. Formal complaints, as well as inquiries concerning the student discipline system and student discipline records, should be directed to the Director of Judicial Affairs at (203) 837-8770.

### ***STUDENT CODE OF CONDUCT***

The CSCU Student Code of Conduct is intended to present a clear statement of student rights and responsibilities established by the Board of Regents for Higher Education. The BOR has charged the President of the Board of Regents for Higher Education with developing procedures to protect those rights and to address the abdication of responsibilities in collaboration with the four State Universities, the twelve Community Colleges and Charter Oak State College. The Student Code describes the types of acts that are not acceptable in an academic community.

## **PREAMBLE**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education (“BOR”) in conjunction with the Connecticut State Colleges and Universities (“CSCU”) has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU Community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR’s and CSCU’s commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR’s and CSCU’s fundamental principles and values. It is the BOR’s and CSCU’s responsibility to protect our students’ right to learn by establishing an environment of civility.

The disciplinary process is intended to be part of the educational mission of CSCU. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

The complete “Student Code of Conduct” can be found in the Student Handbook, which is available on the WCSU website.

### **New Student Orientation**

[wcsu.edu/orientation/](https://wcsu.edu/orientation/)

New Student Orientation is designed to meet the needs of newly-admitted students and to answer questions they may have about WCSU and the college experience. For students entering WCSU in the fall semester, orientation consists of two programs — a summer program and LEAP (Learn, Engage, Adapt, Plan) scheduled just before and during the first week of classes.

During summer orientation, students have the opportunity to meet other students, get their ID, and create their WCSU accounts. LEAP is organized around the first week of classes and includes the weekends before and after the semester begins. At this time, resident students move into the residence halls. Both commuter and resident students and their families are officially welcomed during WCSU’s “Entering the Gates” ceremony. Workshops are offered for both parents and students and often include special orientation programs for commuter students, transfer students, and international students. LEAP also includes lectures, movies, concerts, Clubs Carnival and other activities intended to welcome students to campus.

If you would like more information about New Student Orientation, please call the Office of Student Affairs at (203) 837-9700.

### **University Police Department**

[wcsu.edu/police](https://wcsu.edu/police)

The WCSU Police Department is a 24-hour police department. The WCSU police officers can be found around campus either in cars, on foot or on bicycles, and their vehicles and uniforms are highly visible and easily recognizable. They enforce campus rules and regulations, and the laws of the State of Connecticut.

### **The Substance Abuse Prevention Program (CHOICES)**

[wcsu.edu/choices/](https://wcsu.edu/choices/)



The Substance Abuse Prevention Program at WCSU is called CHOICES (Cultivating Healthy Opportunities in College Environments). We believe that all students want to succeed both academically and personally and fulfill their potential during their college years. When substance abuse gets in the way, it can seriously derail those dreams.

The goal of the office is to provide confidential counseling for substance abuse, resources, information, and services that help students make informed and responsible decisions about the use of alcohol and/or drugs; to collaborate with student organizations, faculty, and staff in planning exciting alternative activities that promote healthy lifestyle choices; and to work with students in creating positive changes on campus and to reduce underage and binge drinking.

The CHOICES Office provides accurate, current information on alcohol and other drugs; conducts individual screenings and assessments for students on a voluntary or referral basis; refers students to counseling and support services on and off campus; provides support for any student concerned about someone else's use/abuse by advising ways the student can make a difference; plans educational workshops and presentations for residence halls, clubs, Greek Life, and athletic teams; and runs support groups for students who are trying to make positive changes in their lives.

All services are confidential. We encourage all students to participate in our programs, activities, the Alcohol Task Force, and Choices Peer Educators Program. For more information, please call (203) 837-8899 or stop by the Midtown Student Center, Room 211, Monday through Friday 8:30 a.m. through 4:30 p.m. The website is [www.wcsu.edu/CHOICES](http://www.wcsu.edu/CHOICES).

# Academic Services & Procedures

## Academic Advisement

All undergraduate students who have been formally admitted to the university are responsible for seeking academic advisement and following a program of study to fulfill the requirements for a degree. Program sheets outline degree requirements for all academic majors and are available in the Admissions Office, the Academic Advisement Center, the office of the appropriate school dean, all academic departments and online at [wcsu.edu/academics/programsheets](http://wcsu.edu/academics/programsheets).

Students who have not yet decided on an academic major will be advised in the Academic Advisement Center. Those who have declared a major will be advised within the major department. Students are responsible for arranging to meet with an adviser as soon as possible after admission, and for carrying out the decisions made to ensure their progress toward a degree. Advisers are responsible for communicating accurate and up-to-date academic information. Students and advisers must make a commitment to work together to make the advising process effective.

## Academic Advisement Center

*Advisers:* Allyson Peluso, Thomas LaPorta and AnnMarie Puleo, Jason Rizk, Rachel Blanset

Designed for students who have not yet decided on an academic major, the center provides up-to-date information on all academic programs. Advisers are available to help students select courses and determine a field of study. The center is located in Old Main, room 202, (203) 837-8397. For more information about services available through the Academic Advisement Center, visit [www.wcsu.edu/aac](http://www.wcsu.edu/aac).

## Advisement in the Major

Students who have declared an academic major should make an appointment as soon as possible with a faculty adviser in the major department. Some departments pre-assign students to advisers. Whether or not they receive notice of an assignment, students should visit or telephone the department for an appointment. The locations and telephone numbers of all departments may be found in this catalog at the beginning of the section on each school.

## Pre-Professional Advisement

Specialized advising is available for students who wish to prepare for professional study at the graduate level (pre-medicine, pre-law, etc.). Please see the section of pre-professional options listed in this catalog.

## International Services

### International Services Office

Midtown Student Center, Room 207

(203) 837-3270

[wcsu.edu/international](http://wcsu.edu/international)

International students or individuals with questions about study abroad should contact the International Services Coordinator in the **Midtown Student Center 207**. The International Services Coordinator assists students in obtaining and maintaining F-1 non-immigrant student status. **The office also helps students with questions about study abroad through the International Student Exchange Program (ISEP), which offers semester or year-abroad programs in 50 different countries.**

For matters relating to **F-1 student visas or study abroad**, please call the International Services Coordinator at (203) 837-3270.

## Learning Centers (TLC) at Western

The Learning Centers at Western are three professionally staffed, independent labs based in the School of

Arts and Sciences that provide academic services for students who want help in specific subjects or who want to improve their study skills. All three labs are equipped with IBM computers with Internet capability.

Located in the Haas Library and Higgins Hall on the Midtown campus, the labs are open Monday through Friday, with some weekend hours. Students may work one on one with staff members or student tutors in a friendly, supportive atmosphere. In the Tutoring Resource Center, students may choose to work on computers independently or form small study groups. Students are welcome to visit the labs on a drop-in basis or by appointment.

**The Tutoring Resource Center** (Haas Library, 2nd floor) is managed by Haas Library and provides the following services free of charge:

- Individual tutoring assistance to students in all academic disciplines taught at Western.
- Workshops and individual assistance in areas such as studying and time management
- By appointment only via our website: [www.wcsu.edu/trc](http://www.wcsu.edu/trc)

### **The Math Clinic**

(323 White Hall; managed by the Mathematics Department), provides tutoring on a walk-in basis for students taking math courses at Western. Tutoring is done in a friendly and non-threatening manner. Tutors help students with class material, the use of graphing calculators and mathematical software, homework assignments and preparation for quizzes or exams. Tutors will not help with take-home exams and other forms of assessments that must be completed by the individual student. Computers with access to ALEKS, MyMathLab, Matlab, Mathematica, Maple, Geometer's Sketchpad, Minitab and other mathematical software are available for student use. The clinic also houses some mathematics textbooks for student perusal. Tutoring is provided on a first-come/first-served basis; appointments cannot be made. On the second week of classes, a detailed schedule is made available that lists the hours the tutors work and what they are willing and able to tutor. Eg: [http://www.wcsu.edu/math/Clinic/Math-Clinic\\_Schedule.pdf](http://www.wcsu.edu/math/Clinic/Math-Clinic_Schedule.pdf)

**The Writing Center** (Haas Library, room 302) offers free, one-to-one consultations for all currently enrolled Western students. We help with writing from any course at all stages of the writing process: understanding assignments, developing ideas, outlining and organization, thesis and argument development, incorporation of source material, documentation and citation styles (MLA, APA, Chicago, and others) and grammar and punctuation. We also help with cover letters for internships, jobs, and scholarships. The Center is directed and coordinated by a professor in the Department of Writing, Linguistics, and Creative Process and staffed by graduate and advanced undergraduate student consultants from a variety of majors. These advanced writers receive ongoing training and professional development in the theory and practice of tutoring writing. The Writing Center is open 6 days a week, with hours varying by semester. We encourage appointments via our website: [wcsu.edu/writingcenter](http://www.wcsu.edu/writingcenter). Drop-ins are also welcome.

**The Ancell Commons** is committed to offering academic support, inspiration and resources to all WCSU students. Check our website for the tutoring schedule and to make an appointment.

### **We strive to deliver a positive and personalized learning experience for all students through:**

- **FREE tutoring** in Business, and Justice and Law courses, along with economics and business math
- Presentation Coaching offers feedback and suggestions by one of our Peer tutors  
<https://www.wcsu.edu/ancell-commons/presentation-practice-center/>
- **TransferMation** – our transfer student website is designed to provide students with a great start at WCSU with the information and connections they need <https://www.wcsu.edu/ancell-commons/transfermation-home-page/>
- Learn to Get More for Your Education Dollar with inspiration from <https://www.wcsu.edu/ancell-commons/get-more-for-your-education-dollar/>
- **Tutor-led Study Groups**
- **Microsoft Office Assistance**

- **Grad Student Refresher** for basic accounting and finance
- A variety of **online and face-to-face resources** that can help students find success

## Library Services

Students at Western have access to two university libraries – the Ruth A. Haas Library on the Midtown campus and the Robert S. Young Library on Westside. Professional librarians are available in both libraries to assist students in finding and obtaining appropriate research materials for any topic or project.

The Haas Library provides access to information resources designed to meet the curricular and research needs of the students and faculty of WCSU, including books, ebooks, journals (mostly online), newspapers, databases, video and sound recordings. In addition to the research resources, the library offers study space for individuals and groups and houses Einstein Bagels and the Midtown Computer Center (MTCC) computer lab.

The Young Library – located on the fourth floor of the Westside Classroom Building, primarily serves the Ansell School of Business and holds a core collection of business materials, including books; ebooks; online journals; and business, general, and law-related databases. The Young Library houses and cooperates with the Ansell Learning Commons, a space dedicated to student achievement and success.

For more information, visit the library website: [library.wcsu.edu](http://library.wcsu.edu).

## Information Technology Services

**Our mission is to provide reliable, innovative, and sustainable technology to support teaching, learning and collaboration. Our service areas include:**

- Instructional Technology, including Blackboard Learn
- Information Systems such as Banner, Event Management System etc.
- Media Services – digital video and technology to support instruction and promotion of the University
- Office 365 – email plus new capabilities supporting file sharing and collaboration
- Network, Server and Telecommunication services
- Information Security – from our Network to the desktop and everything in between
- Technology Operations for user services, a new and improved Service Desk and support for our computer labs.

Information Technology & Innovation (IT&I) supports five staffed computer labs, three 24 hour computer labs and technology classrooms on both of Western’s campuses. These facilities support a variety of software packages including: Microsoft Office, Visual Studio, Visio, SharePoint Designer and Adobe programs. These facilities also support specialized software on various machines and are equipped with both black and white and color laser printers and scanners. Students with a valid university ID card may use the computer facilities at Western. These facilities are staffed with student Computer Center Assistants to provide help if needed. Students who need extensive support and training should visit the Student Technology Training Center. Your university ID card is required. To learn more about accounts, visit <https://support.wcsu.edu/> and select “Accounts”

### **Student Technology Training Center**

The Student Technology Training Center (STTC) is located on the Midtown campus in the Student Center, Room 225. This facility provides students with a comfortable environment in which to learn technology. The primary goal of the STTC is to improve student life outside the classroom by creating and maintaining an environment in which all students can empower themselves with a practical understanding of current technology. This facility provides tutorials, hardware and software, workshops and individualized attention.

The staff of the STTC are dedicated to facilitating the technological empowerment of the university’s student body. Students who visit the STTC can learn about Microsoft Office and Adobe products and Web page

design. The facility provides both PC and Apple computers. All computers have the ability to print to both black and white and color laser printers.

To learn more, visit <http://www.wcsu.edu/iti/computers/>

To report any problems, or if you have any questions please call the Information Technology & Innovation Help Desk at call (203) 837-8467.

### Midtown and Westside 24-Hour Labs

There are three 24-Hour Labs, open seven days a week throughout the year. One lab is located in the Westside Classroom Building, Room 247c. The other labs are located on the Midtown campus in the Student Center, Room 214, and in the Science Building, Room 127. These facilities are equipped with at least a black and white laser printer. To gain access to these labs, students must swipe their university ID card through the facility's card reader. The 24-Hour Labs are not staffed but are monitored and maintained regularly. It is the responsibility of each student to use these facilities in accordance with WCSU and Western's computer policies. These facilities have the same software as the staffed computer centers.

To learn more, visit <http://www.wcsu.edu/technology/> and select "Computer Centers" under WestConn IT Essentials.

To report any problems, or if you have any questions, please call the Information Technology & Innovation Help Desk at (203) 837-8467.

### **Student Accounts/Resources: All Western students are eligible for the following accounts:**

**WCSU User Account** – Students who wish to use any of the computer facilities at WCSU (Computer Centers, technology classrooms, 24-Hour Labs, etc.) or access the wireless network must obtain a WCSU User Account. Accounts are automatically created when students are either 1) accepted into a degree program by Admissions, or 2) registered for a class. An informational message containing instructions for setting up a password is sent to the student's personal email address given when applying through Admissions or first registering in person through the Registrar's office. To learn more about accounts, visit <https://support.wcsu.edu/> and select "Accounts".

**WestConduit** – WestConduit is Western's campus portal. It brings together campus announcements, upcoming events, social media and access to essential resources like Blackboard Learn (course management system) and Banner Web (see your grades, course schedules, financial aid information, register for classes and make payments).

To get to WestConduit, visit <http://conduit.wcsu.edu/>

**Office365 Account** – The Connecticut State Colleges and Universities System (Western, Eastern, Southern and Central) email policy states that university email will be considered an official means for communication. All students will be issued a university email for university business through Microsoft's Office 365 suite of online services. In addition to email, Office 365 gives you access to online storage, collaboration tools and Office Web Apps.

Students can get free copies of the latest Microsoft Office suite on WCSU's Office365 portal. For more information, visit <https://support.wcsu.edu> and select "Software."

**myWCSU** – Western has a mobile app for quick, on-the-go access to important information and services including news, announcements, email, phone numbers and more. Visit your mobile device's app store to and search for 'myWCSU' to download. myWCSU is accessible anytime, anywhere.

Western is Wireless Western is 100 percent wireless, including residence halls and wireless printing. To use the wireless network, your laptop or other mobile device must be equipped with a wireless network adapter. To use the Western wireless network and wireless printing, you must have a WCSU User Account.

To learn more about the wireless network and wireless printing, please visit <https://support.wcsu.edu> and select "Internet and WiFi."

**E-Learning at Western** – Blackboard Learn is a course-management system that enables efficient delivery of online education and supplement on-ground and hybrid learning. Students may access their Blackboard courses by clicking on the Essentials tab on the homepage and then selecting Blackboard.

### **Technology Classrooms**

We are proud to say that all Western classrooms are equipped with technology, offering an ideal, hands-on learning environment for both students and instructors.

**Information Technology Policies** –Learn about Western’s information technology policies at <http://www.wcsu.edu/technology/students/>:

- Policies & Guidelines for Computer Use
- CSU Network Policy
- Electronic Monitoring Notice
- Computer Center Usage Rules & Policies
- CSUS Email Policy
- Wireless Policy
- Information Security Policy

As new policies become effective, they will be listed on this website.

### **Academic Policies**

#### **Matriculation**

*Matriculated Student* (Degree Seeking) – Someone who has been formally accepted by Western Connecticut State University to pursue a degree. Matriculated students may attend full-time or part-time.

*Non-matriculated Student* (Non-Degree Seeking) – Someone who is not enrolled as a degree seeking student at Western Connecticut State University. Registration is limited to less than 12 credit hours each semester.

Note: Students who have been academically suspended are no longer considered matriculated students but may enroll as a non-matriculated student

#### **Course Load**

Part-time / Full-time

A **part-time student** is an undergraduate student who is registered for less than 12 credits. Charges are assessed on a per-credit basis.

*NOTE:* Part-time matriculated undergraduate students must register for at least one class each academic semester in order to maintain their enrollment status.

A **full-time student** is an undergraduate student who registers for at least 12 credits in a given semester. The normal course load for a full-time student is 15 credits. Full-time students may take a maximum of \*17.5 credits per semester. Music, Theatre, majors as well as students in the Kathwari Honors Program may carry up to 21 credits per semester. Education majors enrolled in their professional seminar may carry up to 19 credits per semester.

NOTE: Any course load above the maximum requires approval of the school Dean. \*Full-time students will be charged the per credit hour fee for every credit over 18 credits. The excess credit fee is non-refundable.

Matriculated students who do not register and do not complete a formal leave of absence or withdraw from the university will be administratively withdrawn and must reapply through the Admissions Office.

#### **Class Determination**

A student’s class standing is determined by the number of credits the student has successfully completed.

### *First-year Student (Freshman)*

1st Semester – fewer than 15 credits

2nd Semester – 15 to 29.5 credits

### *Second-year Student (Sophomore)*

3rd Semester – 30 to 44.5 credits

4th Semester – 45 to 59.5 credits

### *Third-year Student (Junior)*

5th Semester – 60 to 74.5 credits

6th Semester – 75 to 89.5 credits

### *Fourth-year Student (Senior)*

7th Semester – 90 to 104.5 credits

8th Semester – 105 or more credits

## **Registration for Courses**

Students enrolled at the university register for courses in advance of the fall and spring semesters, winter intersession and summer sessions, on a schedule announced by the Registrar.

Prior to any registration activity, students meet with their designated academic adviser or appropriate advising center personnel, to plan a course of study. Students must meet the prerequisites for courses and, when necessary, obtain specific permission from the Department chair for the course to enroll. Students may register for courses using their Banner Web account at [bannerweb.wcsu.edu](http://bannerweb.wcsu.edu) visit the Registrar's Office located in Old Main Room 104, mail in, fax in, or complete the online registration form.

For additional details, go to [www.wcsu.edu](http://www.wcsu.edu) and click the Course Registration link in the right-hand directory. Or call the Registrar's Office at (203) 837-9200.

## **Add/Drop**

The add/drop period is held during the first six business days of every fall and spring semester. Students can make adjustments to their schedule during this time as necessary.

To add courses, you must complete your request before the end of the 6th business day of the semester. Any requests later than the first week of classes will require the approval of the instructor and department chairperson. Added courses that result in an overload (more than 17.5 credits) also need the approval of the dean.

You may drop a course during the first six business days of the semester. For courses held during one to eight week terms, you may drop the course prior to the second class meeting time. Dropped courses do not appear on your academic transcript. If dropping a course results in a student's credit load falling below full-time status (12 credits), the student will be considered part-time and will be subject to changes in housing, financial aid and NCAA eligibility.

Note: The dean of the school reserves the right to make changes in personnel and to cancel, if necessary, any course offered (including Student-Developed Study). The dean also reserves the right to limit class size and to refuse registration when limits have been reached.

## **Auditing a Course**

Students may audit any course with permission of the instructor. Auditors are subject to those conditions established by the instructor. You must obtain approval to audit within the first four weeks for full-semester courses or within the first two weeks for courses scheduled less than a full semester. Audited courses carry no credit. Audit forms, obtained at the Registrar's Office, must be signed and completed within the time period stated for the audit grade to be assigned.

## **Withdrawal from Courses**

Students may withdraw from a full-semester course, without penalty, until the end of the twelfth week of the semester. Withdrawals are recorded on a student's transcript with a grade of "W." There is no academic penalty attached to this grade. Students wishing to initiate a withdrawal from a course without penalty beyond the twelfth week must obtain the instructor's written approval. Withdrawals forms must be submitted to the Registrar's Office. The Registrar's Office will not accept withdrawals during finals week. Withdrawal without penalty refers only to academic penalty (i.e., failure).



The withdrawal deadline for courses that are eight weeks in length is the end of the fifth week. The withdrawal deadline for courses that are five weeks in length is the last day of the third week and the deadline for withdrawal from a course that is three weeks in length is the last day of the second week.

A withdrawal may affect your attainment of satisfactory progress as defined by financial aid, housing, athletic eligibility and other policies. Withdrawal deadlines for other than full-semester courses are posted at the Registrar's Office. Faculty may report you as having stopped attending a class. Students who are reported as stopped attending will receive a W for the course. Should a student be reported as stopped attending in all their courses, they will be administratively withdrawn from the institution.

Part-time students pay tuition for each credit for which they are registered. If they drop/withdraw from a course within the refund deadlines, they will receive the appropriate refund as indicated on the academic calendar. Full-time students are eligible for a refund only if they withdraw from school. The refund deadlines for fulltime students can also be found in the academic calendar.

It is possible to withdraw without penalty from a course through the withdrawal deadline by completing the appropriate paperwork from the Registrar's Office. Withdrawal may affect the attainment of satisfactory progress as defined by financial aid, housing, athletic eligibility, and other policies.

NOTE: You must officially withdraw from a course to avoid receiving a failing grade. If you just stop attending the class without following the necessary procedure, you will be given a failing grade.

### **Undergraduate Repeat Policy**

Students are permitted to repeat most courses at Western; however, credit is granted only once toward graduation unless specifically noted in the course description (e.g., ENG 376). For up to the first seventeen (17) academic credits of repeated courses, the highest grade attained by the student will be substituted for the lower grade(s) for the purpose of calculating the student's grade point average (GPA). Although the lower grade received in the repeated course will not be calculated in the GPA, it will remain visible on the student's official university transcript. If a student repeats courses beyond the seventeen (17) academic credit limitation, the multiple grades attained for the repeated course(s) shall be used in the calculation of the student's GPA. This policy applies to undergraduate courses completed at WCSU only, and may be applied only to courses taken after Fall 2008.

Repeating any course taken in a previous semester may affect certain federal and state benefits, various financial aid programs, loans, scholarships and social security benefits and veteran's benefits. Satisfactory Academic Progress (SAP) requirements must be met for continued financial aid eligibility. See the Office of Financial Aid and Student Employment section of the catalog for the Satisfactory Academic Progress Policy.

Any course designated as X98 (Faculty-Developed Study) or X99 (Student Independent Study) is excluded from this policy. Special Topics classes are also excluded. Students are encouraged to consult with their academic adviser before repeating a course. Education majors and post-baccalaureate certification students should refer to the Education Department for information regarding the repeating of courses as this policy may affect eligibility for certification.

### **Taking a Course at Another Institution**

Continuing matriculated undergraduate students have the option to take a course at another institution and transfer the credits to Western Connecticut State University. The course will appear as transfer credit with a grade of "T" on your WCSU transcript. This action will not affect your WCSU GPA. Courses that are transferred are not eligible to use for the "Course Repeat Policy" at WCSU.

In order for transfer credit to be posted students need:

1. Permission to take a course at another institution BEFORE the course is taken. The permission ensures that the credit will be transferable back to WCSU.
2. A minimum grade of "C-" must be earned for the course to be eligible for transfer credit. NOTE: Certain degree programs have specific grade requirements for courses that are higher than a "C-". Therefore this



earned minimum grade would not allow the course to be transferred. Refer to your degree program for details.

3. To request the visiting institution send an official transcript to the Registrar's Office immediately after the course is completed.

Transfer credit cannot be posted to your academic record at WCSU until the official transcript is received. The official transcript should be mailed to the following address:

Western Connecticut State University  
Registrar's Office, Old Main 102  
181 White Street  
Danbury, Connecticut 06810

### **Pre-Approved Courses:**

1. If the school and course is listed on the database as an approved equivalent course, no further action is required.

2. To determine WCSU course equivalencies, visit our database of local schools and WCSU transfer course equivalencies.

3. Students will not receive duplicate credit for a course in which they have already earned credit.

### **Courses Not In Transfer Equivalency Database:**

If the course is not listed on the database as an approved equivalent course, then you must complete the following steps:

1. Fill out the Permission to Take a Course at Another Institution form.
2. Courses considered for transfer credit must come from a regionally accredited institution.
3. Attach catalog or course description from the other school (indicate subject and course number).
4. Discuss your intentions with your academic adviser.
5. Bring the description of the course you wish to take at the other institution to the WCSU Department chairperson responsible for the subject matter taught in the course.
6. Submit the completed form to the Registrar's Office in Old Main.
7. A minimum grade of "C-" must be earned for the course to be eligible for transfer credit. NOTE: Certain degree programs have specific grade requirements for courses that are higher than a "C-". Therefore this earned minimum grade would not allow the course to be transferred. Refer to your degree program for details.
8. The course will appear as transfer credit with a grade of "T" on your WCSU transcript. This action will not affect your WCSU GPA.
9. Courses that are transferred are not eligible to use for the "Course Repeat Policy" at WCSU.
10. Immediately after the course is completed, request to have the other school send your official transcript to our office for proper transfer credit entry.

**The official transcript should be mailed to the following address:**

**Western Connecticut State University  
Registrar's Office, Old Main 102  
181 White Street  
Danbury, Connecticut 06810**

### **Withdrawal or Leave of Absence from the University**

Full-time and part-time matriculated students who find it necessary to withdraw from the university and does not intend to return should follow the formal withdrawal procedure with the Registrar's Office. Students who must withdraw from the University but intend to return within one year (i.e., two academic semesters) should apply for a Leave of Absence.

A student who wants to withdraw from the university should consult with a representative in the Registrar's Office to discuss the withdrawal. **Students who are withdrawing are advised that:**

- If the student does not apply for a Leave of Absence and decides to return, he or she must reapply through the Admissions Office.
- Withdrawing from the university does not absolve the student from outstanding financial obligations.
- Students should review the refund policy to determine if they are within the refund guidelines.
- Students who receive financial aid funds must consult with the Office of Financial Aid and Student Employment prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period.
- If a recipient of student financial aid withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance may be subject to return and/or repayment provisions.
- Students readmitted to the university after withdrawal are held to the academic requirements in effect in the catalog at the time of their readmission.
- Students who withdraw from the university before the last scheduled class, a grade of "W" will be assigned for all courses taken that semester.
- Students who do not officially withdraw but cease to attend classes are considered enrolled unless they are reported as stopped attending and are likely to receive failing grades.

A Leave of Absence is designed for students who plan to withdraw for a period of no more than one year (i.e., two academic semesters). Students interested in applying for a Leave of Absence must complete the forms with the Registrar's Office. **Students who are applying for a Leave of Absence are advised that:**

- Students will be allowed to maintain their matriculated status.
- Students will be allowed to maintain their catalog requirements for graduation.
- Applying for a Leave of Absence does not absolve you from any outstanding financial obligations to the university.
- Students should review the refund policy to determine if they are within the refund deadlines.
- Students who receive financial aid funds must consult with the Office of Financial Aid and Student Employment prior to applying for the leave of absence regarding any required return or repayment of grant or loan assistance received for that academic term or payment period.
- If a recipient of student financial aid withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance may be subject to return and/or repayment provisions.
- Students who apply for a leave of absence before the last scheduled class will receive a grade of "W" for all courses taken that semester.
- Withdrawal forms and leave absence forms are available in the Registrar's Office.
- For financial aid purposes, student should understand that they will be considered withdrawn and may be responsible for loan repayment.

### **Failure to Register**

Matriculated students who do not enroll in fall or spring and who do not apply for a Leave of Absence will be withdrawn for failure to register and must reapply through the Admissions Office.

### **Grades, Honors and Good Standing**

#### **Attendance Policy**

Western Connecticut State University is a non-attendance taking institution but is required under federal law to report when a student has stopped attending classes. Faculty will report when a student has either never attended a class or when a student has stopped attending a class.

Students must be aware that failure to attend class may result in being dropped for non-attendance and this may impact their student financial aid. Students who stop attending class and do not notify the Registrar's Office will be responsible for 100% of the tuition.

If a student has either dropped or withdrawn from all their courses, they will be considered withdrawn from the institution and may be required to apply for readmission.

### Minimum Student Preparation Hours

The university expects all students to devote a minimum of two hours of preparation for each hour of class time.

### Standard Grading System

The following grades and associated numerical values are used on academic records:

A	4.0	C	2.0
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.0	D	1.0
B-	2.67	D-	.67
C+	2.33	F	0.00

P Pass on Pass/Fail Option

FP Fail on Pass/Fail Option

AUD Audit

INC Incomplete

W Officially Withdrawn

RM These grades are given in specified courses to permit you to improve competence without or academic penalty. Required courses in which a student receives an RP must be repeated. The RM

RP grade requires a student to work with the instructor to correct specified weaknesses until a level of competence of "C" or better has been attained.

Courses in which the RM or RP grade is allowed to be given:

CHE 100, MAT 100/100P

COM 160/161/162, PHY 110/111

WRT 101/101P, FR 162/164

GER 162/164, IT 162/164

SPA 162/164

### Quality Points (Grade Point Average)

In order to determine a student's grade-point average (GPA), letter grades are assigned numerical values. The numerical weight assigned to each grade is then multiplied by the number of credits (semester hours) assigned to each course. For example, a grade of "B" in a three-credit course would merit nine ( $3.0 \times 3 = 9.0$ ) quality points.

Your GPA is determined by dividing the total number of quality points by the number of credits attempted. Grades of INC, P, W, AUD, RP and RM carry no quality points, and the credits for courses with those grades are not considered in the total credits attempted; therefore, they have no effect on your GPA.

Courses that are transferred to Western from another institution are not included in the determination of your GPA.

If you fail a course and then repeat it, both grades will appear on your permanent record and both the "F" and the highest grade will be used in determining your cumulative GPA. Refer to the Repeat policy in this catalog if you plan on repeating a course that you failed.

### Grade Reports

You can access your grades by logging onto [WestConduit.wcsu.edu](http://WestConduit.wcsu.edu). If necessary you may request an unofficial transcript at the Registrar's Office.

## **Transcript Policy**

A transcript is the complete, unabridged academic record, without deletions or omissions, compiled while a student attends Western Connecticut State University. Upon the granting of a degree or completion of a program, a student's transcript is considered officially sealed, meaning no changes in grades or alteration in courses will be made unless that student believes that the information in his or her transcript is inaccurate, misleading or in violation of his or her rights of privacy. It is a student's responsibility to review and confirm the accuracy of his or her academic record. Current students may view their transcript online at any time to verify its content. It is recommended that degree recipients confirm the accuracy of all grades, honors, terms and cumulative GPA notations at the time final grades are posted to their academic record upon graduation.

The university prepares and issues two categories of transcripts: An official transcript presents a listing of courses for which the student enrolled and the grade for each course with the original signature of an authorized official, and bears the legal seal of the university. An official transcript can be to another institution or agency. Students may request a transcript for their personal use. This transcript is stamped "ISSUED TO STUDENT."

*Note:* Transcripts will not be issued if you have any outstanding fees (e.g., parking tickets, library late fees).

## **Honors**

Dean's List

### **Full-time Undergraduate Students**

Dean's List recognition for full-time matriculated students is awarded at the end of each fifteen week semester. To be eligible, students must have earned a minimum of 12 graded semester hour credits with a minimum 3.5 semester average. Students are ineligible for the Dean's list if they have either: been issued "incomplete" grades at the time the Dean's List was produced or were enrolled in pass/fail courses during the grading period, reducing the student's gradable course load below 12 credits.

### **Part-time Undergraduate Students**

Dean's List recognition is awarded to Part-time matriculated undergraduate students at the end of the Spring semester. To be eligible, students must have been part time during both the fall and spring semesters and successfully completed a minimum of 12 graded semester hours within that academic year (fall and spring semesters) with a minimum grade point average for the year of 3.5. Students are ineligible for the Dean's list if they have either: been issued "incomplete" grades at the time the Dean's List was produced or were enrolled in pass/fail courses during the grading period, reducing the student's gradable course load below 12 credits.

## **Graduation Honors**

To be eligible for graduation honors, you must earn a minimum of 30 semester hours of quality point-bearing credit at Western. No pass/fail credits or transfer credits are included in this minimum. Graduation honors standards are based on your cumulative grade point average and are awarded as follows:

Summa Cum Laude	3.9 to 4.0
Magna Cum Laude	3.7 to 3.89
Cum Laude	3.5 to 3.69

December graduates are identified after that term and May candidates are considered at the conclusion of the January intersession semester preceding graduation. Students who have earned a minimum of 30 credits toward their graduation requirements in residence at Western Connecticut State University with a cumulative earned GPA of at least 3.5 are considered to be Graduation Honors candidates eligible for recognition at the May Commencement. Candidacy for May Graduation Honors does not guarantee the award of Graduation Honors upon completion of degree requirements.

Graduation honors, which appear on the transcript and on an honors certificate, will be awarded only to students who complete their graduation requirements with a minimum of 30 credits in residence at Western Connecticut State University and who have a cumulative earned grade point average of at least 3.5. The residency requirement for honors may not be waived. Students with questions regarding academic honors should consult the academic dean of their major.

### **Good Standing**

In order to remain in good academic standing and be granted a diploma from the university, you must maintain a cumulative average of at least 2.0 ("C"). Professional curricula and some major programs have additional or higher academic standards, which the student must meet at specific intervals.

### **Academic Warnings**

Log on to [WestConnduit.wcsu.edu](http://WestConnduit.wcsu.edu) to access your mid-semester grades. If you receive a mid semester grade of "D," "F" or "INC," consider this report a warning that you may be placed on academic probation. Any grade of "D" or "F" during the semester also constitutes an academic warning and may result in academic probation.

### **University Academic Probation**

Academic probation letters from the dean are sent at the end of the semester to each first-semester freshman with a grade point average below 1.7 and to all other students with averages below 2.0. If placed on probation, you must meet with your academic adviser to review your program requirements, course selections, credit loads and other pertinent information.

The probationary period will commence the semester following the one for which the letter of probation was issued. The dean will review the student's activities during the period of probation.

Probation is for one semester. If you do not achieve an acceptable average by the end of the semester you are on probation, you may be suspended for academic deficiency.

Students on probation should consider a semester course load of 12 credit hours and limit their participation in extra-curricular activities. Appeals to these policies should be made to the appropriate dean who, for extenuating circumstances only, may waive the policy.

*Note:* Individual schools or programs may have standards for probation and dismissal from the school or program that are higher than the university's standards. Students who are dismissed from a school will be enrolled as Exploratory Studies students until they either raise their GPA to that required by the school or change their major.

### **Academic Suspension**

A student suspended for academic reasons is no longer a degree candidate. A suspended student may, however, enroll in up to nine credits per semester as a part-time non-matriculant student. Students may reapply for admission when their cumulative grade point average reaches the minimum university, department or school admission criterion. Eligibility for readmission does not automatically lead to readmission to Western, but only to consideration for readmission by the Director of Admissions. Credits earned at other institutions are not used to raise a student's cumulative grade point average. Students who, for academic reasons, are suspended a second time will be dismissed and are not eligible for readmission except under the Fresh Start Policy.

### **Veteran Student Benefits and Academic Standing**

When a student using VA education benefits has been on probation for two consecutive semesters or has been suspended, the VA will be notified and benefit payments will be discontinued in accordance with the law. Benefits will only be reinstated when the student is in good academic standing at the institution.

### **Examinations**

#### **Placement Examinations**

Placement tests are given in specified subject areas to ensure that students are assigned to courses

appropriate to their levels of knowledge and skill. Subject areas that require testing for placement include foreign languages, mathematics, physics and writing. Tests are administered by the Admissions Office or the academic department as noted in this catalog.

### **Final Examinations**

No class meetings will be held during the final examination period at the end of the fall and spring semesters. Examination schedules are published online in advance at [www.wcsu.edu](http://www.wcsu.edu). No student may be absent from a final examination except for a compelling, substantiated reason.

### **Make-up Examinations**

Make-up examinations are given at the discretion of the instructor, but no later than six weeks after the start of the next semester in which the student is in attendance or within one year if the student is no longer enrolled at the university.

### **Examinations for Students with Disabilities**

Students with disabilities who require special administration of an examination should contact the coordinator of AccessAbility Services at (203) 837-8946 in Higgins Annex 017 to discuss reasonable accommodations.

### **Incompletes**

To receive an incomplete (“INC”) grade in a class, you may request that grade in writing on a form available either at the Registrar’s Office or from department secretaries, and then give that form to your instructor. Instructors may also assign an incomplete grade during the final grading period. Students will be ineligible for the Dean’s List if they have an incomplete grade at the time the Dean’s List is generated.

The grade of “INC” will become an “F” if it is not removed by the sixth week of the next semester. The instructor may, upon request of the student, grant an extension beyond the sixth week timeframe, not to exceed one year from the original issuance of the “INC” grade. An “INC” grade is not removed by repeating the course.

### **Pass/Fail Option**

You may take general elective courses on a pass/fail basis. The purpose of this option is to encourage students to take courses in areas they would like to investigate in addition to those in which they are majoring or concentrating. A maximum of four general elective courses may be taken as pass/fail grades, provided that:

1. You notify the Registrar’s Office of your intent to take a free elective course on a pass/fail basis within the first four weeks for full semester courses or the first two weeks for courses scheduled less than a full semester; and
2. You change no more than one course per semester to pass/fail credit; and
3. You do not use the course to satisfy a general education requirement, a requirement for a major or minor program, or the foreign language requirement.
4. Permission of the instructor

Credits taken on a pass/fail basis do not generate quality points and are not included with credits attempted on the standard basis in computing the academic average. Successfully completed pass/fail credits are included in the credits necessary for graduation unless the description of the particular course indicates otherwise. Information regarding changes of grade or pass/fail options can be obtained from the Registrar’s Office.

### **Grade Appeal Policy**

When disagreements occur between student and instructor on the accuracy of a grade, the university regards it as important for the matter to be settled within a reasonable period of time. A specific procedure is in place that ensures students will get an impartial hearing of such a complaint.

Academic grading reflects careful and deliberate judgment by the course instructor. Academic evaluation of

student performance requires expert consideration of cumulative information and is to some extent subjective.

The university recognizes that in rare instances there may be “palpable injustice(s)” in the determination of a final grade. Students may use the appeal process when they believe there is evidence to show that 1) a final grade was determined by methods and criteria different from those used for determining final grades for others in the same class or 2) the evaluation was made as the result of bias or caprice.

**Student confers with instructor:**

The student shall first confer with the instructor who awarded the grade no later than the end of the fourth week of the next regular semester. In the case of half-semester courses, students shall have the right to begin the appeal process at the conclusion of the course.

**Written grievance to professor:**

If no amicable settlement is reached, the student shall present the instructor with a WRITTEN copy of his/her grievance along with any supporting documentation, which shall be considered confidential. The instructor shall respond in writing to the student within five working days. (It is suggested that students prepare a packet of information for the instructor, the chair and the dean).

**Ability to choose a mentor/adviser:**

Students, if they wish, shall have the right to choose a mentor/adviser for the purpose of guiding them through the appeal process. Students shall have the right to present their case at each stage of the appeal process. At the student’s request, the mentor/adviser may accompany the student to meetings related to the appeal process as an observer.

**Written grievance to department chair:**

If not satisfied, the student, within five working days of receipt of the instructor’s response, may present the case in writing to the appropriate department chair who may effect a mutually agreed-upon settlement with the instructor. The department chair shall respond in writing to the student within five working days with a copy sent to the instructor.

**Written grievance to academic dean:**

If the student is not satisfied, the student may, within five working days of receipt of the department chair’s response, present the case in writing to the appropriate academic dean who may effect a mutually agreed-upon settlement with the instructor and department chairperson. The academic dean shall respond in writing to the student within 10 working days, with copies of the decision sent to the instructor and the department chair.

**Written grievance submitted to university senate president by dean (for ad hoc committee):**

If the student is not satisfied, the student may ask, within five working days of receiving the dean’s decision, that the dean contact the president of the University Senate to convene the Ad Hoc Committee on Grade Appeals. The dean shall forward the request to the senate president within five working days of receipt. The dean shall also notify the provost/academic vice president, in writing, that the senate is being asked to convene an ad hoc committee.

The Ad Hoc Committee on Grade Appeals shall be composed of three members of the instructional faculty in the ranks of tenured professors or tenured associate professors serving on the senate, selected in alphabetical order each time the committee is appointed.

The senate president shall appoint the ad hoc committee within five working days and shall notify the student and the instructor of that fact. The senate president shall not discuss the details of the case with the ad hoc committee. The ad hoc committee will convene within five working days. It is the responsibility of the student to present three copies of all material, including any additional material submitted later in the process and relevant to the case to the chair of the ad hoc committee.

**Professor submits materials as requested by ad hoc committee:**

The instructors shall submit such materials as requested by the committee and shall have the right to present their case at any stage of the appeal process. The committee shall consider the case and reach a decision within 15 working days of its convening by the senate president.

**Committee decisions and next steps:***Denial:*

Following its deliberations, the committee may deny the appeal, in which case the matter shall be closed.

**If palpable injustice is found:**

If the committee finds that the grading constituted a palpable injustice, as defined above, the case shall be remanded to the instructor for reconsideration. If the instructor disagrees with the finding of the committee, the instructor shall inform the committee and the student within five working days of that fact.

**Student requests committee to recommend to provost:**

If the student disagrees with the grade change as effected or with the refusal by the instructor following the remand, the student shall request within five working days that the committee make a recommendation to the provost/vice president for academic affairs.

If either the student or the instructor has disagreed, the committee shall then forward its recommendation for a grade to the provost/vice president for academic affairs, who will implement the recommendation of the committee within five working days.

***Action of the provost is final and binding upon all parties:***

The action of the provost/vice president for academic affairs shall be final and binding upon all parties and shall be communicated by the provost/vice president for academic affairs to the student and the instructor.

**ACADEMIC HONESTY POLICY****1. PURPOSE**

This is Western Connecticut State University's policy on Academic Honesty.

**2. POLICY***2.1 Principles**2.1.1 Academic Honesty Code*

A student has an obligation to demonstrate honesty in carrying out his/her academic assignments.

*2.1.2 Faculty Responsibility*

Faculty members are responsible for knowing the principles and procedures of the Academic Honesty Policy, and for enforcing the policy when academic honesty violations occur. Faculty members must also remind students of the Academic Honesty Policy and help them comply with it.

*2.1.3 Student Responsibility*

Students are responsible for maintaining the academic integrity of the university by following the Academic Honesty Policy. Students are responsible for doing their own work and avoiding all forms of academic dishonesty.

*2.2 Academic Honesty Violation*

The most common academic honesty violations are cheating and plagiarism. Cheating and plagiarism are complex issues, therefore we offer the following definitions.

Cheating includes, but is not limited to:

- Submitting material that is not one's own.
- Using information or devices that are not allowed by the faculty member.



- Obtaining and/or using unauthorized material.
- Fabricating information.
- Violating procedures prescribed to protect the integrity of a test, or other evaluation exercise.
- Collaborating with others on assignments without the faculty member's consent (not be confused with tutoring in the university learning centers).
- Cooperating with or helping another student to cheat.
- Having another person take an examination in the student's place.
- Altering exam answers and requesting that the exam be regraded.
- Communicating with any person during an exam, other than the faculty member or exam proctor.

Plagiarism includes, but is not limited to:

- Directly quoting others without using quotation marks or indented format to identify them.
- Using sources of information (published or unpublished) without identifying them. This can be one's own past work.
- Paraphrasing materials or ideas of others without identifying the sources.

### *2.3 Resolution of Academic Honesty Violations*

A student involved in an academic honesty proceeding may continue to attend all classes until the matter is resolved.

#### *2.3.1 Action Initiated by the Faculty Member*

If a faculty member believes a student has committed an academic honesty violation, the faculty member should complete the Academic Honesty Report (Appendix A).

The faculty member will request a meeting with the student within five university calendar days (excluding Saturdays, Sundays and holidays) to attempt to resolve the incident. As a result of this meeting, if the faculty member determines that a violation has occurred, he or she should give the student a copy of two things: (a) this policy statement, and (b) the completed Academic Honesty Report (Appendix A).

The faculty member retains a copy of the Academic Honesty Report of this incident, and forwards a copy of the Academic Honesty Report to the faculty member's department chair, school dean, associate vice president for academic affairs (if violation occurs in a graduate course) and dean of students. The faculty member may assign a penalty; see section 2.5 below.

If the faculty member is unable to contact the student, or if the student fails to meet with the faculty member, the faculty member may assign the penalty. If a penalty is assigned, the faculty member will send the student a copy of this policy statement and a completed Academic Honesty Report (Appendix A).

The faculty member will send these documents by registered mail to the student's current mailing address on file with the university, and provide a copy to the faculty member's department chair, school dean, associate vice president for academic affairs (if violation occurs in a graduate course) and dean of students. The final grade for the course will not be recorded in the Registrar's Office until all of the student's rights to appeal have been exhausted.

#### *2.3.2 Appeal Procedures*

If the student does not admit responsibility for the incident or does not accept the penalty proposed by the faculty member, the student may appeal first to the faculty member's department chair, then to the dean of the faculty member's school, and then to the Senate Ad Hoc Committee on Grade Appeals. If the student does not appeal, the decision of the faculty member stands and a copy of the Academic Honesty Report will be forwarded by the faculty member's department chair, school dean, associate vice president for academic affairs (if violation occurs in a graduate course) and dean of students, where it will be filed for future reference.

##### *2.3.2.1 Department Hearing*

Within five university calendar days (excluding Saturdays, Sundays and holidays) of the faculty member's notification to the student that a penalty has been assigned, the student may request a meeting with the

faculty member and his/her department chair. This meeting should take place within five university calendar days of the student's request

As a result of this meeting, the department chair will complete an Academic Honesty Report (Appendix A) and, with the consent of the faculty member, affirm, deny or modify the original penalty assigned by the faculty member. Within five university calendar days of the meeting, the department chair will forward copies of the completed Academic Honesty Report to the student, the faculty member, the school dean and the associate vice president for academic affairs (if violation occurs in a graduate course), and the dean of students. Copies of the report will be sent by registered mail (with return receipt) to his/her current mailing address on file with the university.

Within 10 university calendar days of the department chair's decision, the student or the faculty member may appeal the department chair's decision to the dean of the faculty member's school. If the decision is not appealed, the department chair will send a copy of the Academic Honesty Report to the faculty member's school dean, the associate vice president for academic affairs (if violation occurs in a graduate course) and to the Office of the Dean of Students, where it will be filed for future reference.

#### *2.3.2.2 Dean's Review*

Within five university calendar days of the department chair's notification to the student that a penalty has been assigned (within an academic long semester, excluding Saturdays, Sundays and holidays), the student or the faculty member may submit a written appeal to the dean of the faculty member's school. This written appeal should ask the dean to review the department chair's decision and explain why the student or faculty member believes that the department chair's decision was wrong.

Within 10 university calendar days from the time the written appeal is received in the dean's office, the dean will determine if the department chair's action should be upheld or overturned and will communicate his/her decision in writing to the student by registered mail, and inform the faculty member, the department chair, the graduate dean (if applicable) and the dean of students.

Within 10 university calendar days of the dean's decision, the student or the faculty member may appeal the dean's decision to the Senate Ad Hoc Committee on Grade Appeals. If the decision is not appealed, the dean will send a copy of the Academic Honesty Report along with the results of the dean's review of the report to the student, the faculty member, the associate vice president for academic affairs (if violation occurs in a graduate course) and the Office of the Dean of Students, where it will be filed for future reference.

Students may still be subject to further disciplinary action by the university through the student code of conduct, administered by the dean of students (or his/her designee).

#### *2.3.2.3 Senate Ad Hoc Committee on Grade Appeals*

If the student or faculty member is not satisfied, he/she may ask, within five university calendar days (excluding Saturdays, Sundays and holidays) of receiving the school dean's decision, that the school dean contact the president of the university senate to convene the Ad Hoc Committee on Grade Appeals. The school dean shall forward the request (along with all relevant materials) to the senate president within five university calendar days (excluding Saturdays, Sundays and holidays) of receipt. The dean also shall notify the Provost/Vice President for Academic Affairs, in writing, that the senate is being asked to convene an ad hoc committee.

The Ad Hoc Committee on Grade Appeals shall be composed of three members of the instructional faculty in the ranks of tenured professors or tenured associate professors presently serving on the senate, selected in alphabetical order each time the committee is appointed.

The senate president shall appoint the ad hoc committee within five university calendar days and shall notify the student and the faculty member of that fact. The senate president shall not discuss the details of the case with the ad hoc committee. The ad hoc committee will convene within five university calendar days (excluding Saturdays, Sundays and holidays).

The committee shall consider the case and reach a decision within 15 university calendar days (excluding

Saturdays, Sundays and holidays) of its convening by the senate president. Following its deliberations, the committee may deny, affirm or modify the appeal. The committee shall then forward its recommendation to the Provost/Vice President for Academic Affairs, who will implement the recommendation of the committee within five university calendar days (excluding Saturdays, Sundays and holidays).

The action of the Provost/Vice President for Academic Affairs shall be final and binding upon all parties, and shall be communicated by the Provost/Vice President for Academic Affairs to the student and the faculty member (with copies to the department chair, school dean, associate vice president for academic affairs, if violation occurs in a graduate course, and dean of students).

#### *2.4 Maintenance of Academic Honesty Reports*

The Office of the Dean of Students will maintain a copy of each Academic Honesty Report filed on a student until that student's graduation or permanent suspension of studies. Students will be assumed to have permanently suspended their studies at WCSU if they go five years without enrolling for any coursework. Faculty members or administrators investigating allegations of academic honesty violations may request that the Office of the Dean of Students release to them any previous reports that have been filed on the student against whom the current allegations are being made.

#### *2.5 Penalties*

The penalty for an academic honesty violation on a significant course requirement such as a final copy of a term paper/project or final examination shall be an "F" for the course. The penalty for academic honesty violations in other coursework will be left to the discretion of the faculty member and may be modified upon appeal. When an academic honesty violation includes flagrant behavior, such as having a substitute take an exam or stealing an exam, the faculty member also shall refer the matter to the Office of the Dean of Students for disciplinary action pursuant to the CSCU Student Code of Conduct. The Office of the Dean of Students also may initiate disciplinary action against a student with repeated academic honesty violations.

### 3. REVIEW AND RESPONSIBILITIES

1-Provost/Vice President for Academic Affairs and Vice President for Student Affairs

2-University Senate

3-President

Review: Every three years (and as needed)

President

Policy History

Issue #1: 2006

Issue #2:

Senate Approved as Revised: R-06-05-02

Administrative Approval: 9/6/06

The Academic Honesty Policy may be downloaded at

[www.wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf](http://www.wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf)

# Academic Programs & Degrees

## A Western Education

A Western Connecticut State University education gives students a strong liberal arts foundation; depth of knowledge in a chosen field; effective intellectual and interpersonal skills and the ability to learn and continue learning. Degree programs are designed to meet these primary objectives of the university mission. WCSU strives to give its graduates the knowledge, skills and experience needed to reach their personal and professional goals.

Bachelor's degree programs at the university begin with the general education curriculum, in which students develop skill in varied modes of inquiry that are make up a liberal arts degree. We start with a First Year Navigation course, to help all students understand their requirements and the opportunities available at the university. Then students move through courses that support foundational communication skills in oral and written communication, creative process, critical thinking, health and wellness, information literacy, intercultural competency, quantitative reasoning, and scientific inquiry. We tie all of this together in a Culminating General Education Experience.

Students take a second significant step by choosing a major, a program in a particular field of study leading to a degree. Some students also decide to complete a minor, a lesser concentration, and most students include elective courses as their program allows. This catalog shows the many choices available, including innovative majors, learning through experience and the opportunity to design your own program leading to a degree. At every stage WCSU faculty serves as guides and advisers.

As stated in the mission, WCSU "changes lives by providing all students with a high quality education that fosters their growth as individuals, scholars, professionals, and leaders in global society."

## Degree Requirements for Undergraduates

Western Connecticut State University awards the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music, Bachelor of Fine Arts, and Associate in Science to students who have successfully completed the prescribed courses of study. Students are required to attain a minimum cumulative grade point average of 2.0 (a "C" average) for graduation in most degree programs. However, some degree programs require a higher grade point average for graduation (see program sheet).

The university's requirements for graduation as stated in the undergraduate catalog at the time students are matriculated (admitted to a degree program) will be honored at the time of graduation. If a student changes majors, graduation requirements will be those listed in the catalog at the time of the approved change.

If matriculation is interrupted (if a student withdraws from the university and is readmitted), the requirements for graduation will be those stated in the catalog at the time of readmission.

## Awarding of Credit

**Credit Hour:** A semester hour of credit is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks;
2. or the equivalent amount of work over a different amount of time;
3. or at least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work and other engaged academic time leading toward the award of credit hours.

## To be awarded a degree from Western Connecticut State University:

1. A minimum of 30 semester hours must be earned in courses at Western;
2. At least half of the credits in a major and nine credits in a minor must be earned at Western;
3. Sixty is the maximum number of credits that can be earned through examination that may be applied to a bachelor's degree; 30 is the maximum number of credits that can be earned through examination that may be applied to an associate degree.

**Credits towards an undergraduate degree at Western can be earned in these ways:**

1. Take courses at Western and pass them with acceptable grades;
2. Transfer credits from approved academic institutions or as recognized by credit-recommending agencies (ACE, etc.);
3. By examination including CLEP, ACT/PEP, NLN, advanced placement, department examinations;
4. USAFI and DAN TES credits;
5. Have a portfolio review of non-traditional educational experiences done by Charter Oak State College, 66 Cedar St., Newington, CT 06111-2646; call (860) 666-4595.

**Matriculation**

*Matriculated Student* (Degree Seeking) – Someone who has been formally accepted by Western Connecticut State University to pursue a degree. Matriculated students may attend full-time or part-time.

*Non-matriculated Student* (Non-Degree Seeking) – Someone who is not enrolled as a degree seeking student at Western Connecticut State University. Registration is limited to less than 12 credit hours each semester.

Note: Students who have been academically suspended are no longer considered matriculated students but may enroll as a non-matriculated student

**Curriculum Waiver**

Waivers may be granted for curriculum requirements. All waivers (except those for the exercise science requirement which is based on physical disability or veteran status) require replacement with approved courses to match the total number of semester hours waived.

**Foreign Language Requirement**

All students enrolled in B.A. programs and secondary education majors must fulfill the foreign language requirement in one of the following ways:

1. Complete three years of one foreign language in high school with an overall “C” average.
2. Study a total of four years of two foreign languages in high school with an overall “B” average.
3. Successfully complete a foreign language proficiency examination or provide the necessary documentation outlined in the language waiver policy in this catalog.
4. Successfully complete a language immersion experience of one semester abroad. Consult the Department of World Languages and Literature or Western’s International Center.
5. Successfully complete the specified language courses at WCSU. Students may fulfill the foreign language requirement by successfully completing an Introductory II second-semester course in languages offered in the Department of World Languages and Literature, or any one semester of a language course at the intermediate level or above that is taught in the target language, not in English.

**Foreign Language Requirement Waiver**

For students whose native language is other than English:

1. Western does not require students to take a foreign language if they hold a bona fide high school diploma from another country whose language of instruction is other than English. However, the high school diploma

must be translated and certified by the consulate or cultural attaché of the U.S. in the country where it was earned.

2. Students claim to possess knowledge of a foreign language, they will be tested. Please call the Department of World Languages and Literatures to arrange a time for the test.

3. If students do not meet the first condition (#1 above) or the second (#2 above, i.e., do not do sufficiently well on such a test), they will be expected to satisfy the requirement by doing some course work in one of the languages taught at Western.

### Earning a Second Bachelor's Degree

Graduates who have earned one bachelor's degree from Western Connecticut State University may be eligible to pursue a second bachelor's degree at WCSU. The second major must be different from the first, although the degree may be the same, e.g., B.A. in psychology and B.A. in English.

After earning the first degree, students must apply to the Admissions Office for acceptance as a candidate for the new degree program. (Acceptance will depend on program requirements).

A minimum of 30 unduplicated semester-hour credits (classroom credits, excluding CLEP and other alternates) including all requirements specific to the new degree, such as a foreign language requirement, must be completed.

## Course Level Definitions

Course numbering is designed to guide students to the appropriate level:

### **100-level**

Course with no prerequisites, survey courses, course defining basic concepts, or a course presenting the terminology of a discipline. These courses may require skills measured by university entry requirements for writing, math and/or the discipline.

### **200-level**

Course of intermediate college-level difficulty, course with 100-level course(s) as prerequisite(s) or survey courses devoted to particular areas or fields within a discipline. These courses may require skills obtained by first-year experience and writing intensive competencies.

### **300-level**

Course of advanced college-level difficulty taken by majors and/or upper division students. These are often considered to be courses in the major, or offered to students with sufficient skill and expertise to find success through completion of a major creative, experimental or research project.

### **400-level**

Advanced upper-division courses, seminars or tutorials designed as culminating experiences where students have the capacity to work independently, while under the guidance of an instructor.

## General Education for New Students Starting Fall 2016

General Education at Western Connecticut State University combines course-based competencies with opportunities to explore a wide range of disciplines outside of a student's major. The university has identified 10 competencies that support academic success and prepare students for life-long learning. There are shared learning outcomes for each competency, which are embedded in courses across the curriculum.

Competencies may be satisfied in the major, minor or any other area of interest. There are no rules about how many competencies can be satisfied in the major. The only rules are:

- All competencies must be satisfied (as listed below).
- All students must complete at least 40 credits outside of their major discipline.

With this approach, the university has created the opportunity for students to develop essential skills and habits of mind in disciplines where they are most engaged with the material. It is important that students explore ideas from several areas of curriculum outside their major, but without an arbitrary limit on that exploration.

## Part 1: Competencies

Students must complete all of the competencies. FY, W1, and 3 other competencies should be completed in the first 30 credits.

Students must then **repeat three different competencies**, excluding writing and first year navigation. Most competencies should be completed within the first 60 credits.

Credits for competencies will be counted where they apply (in the major or in the general education part 2).

Finally, all students will enroll in a Culminating General Education Experience CE to tie together their educational experience at WCSU. In most cases, the CE course is the major capstone/thesis.

### First Year Navigation (FY) Competency

First Year Experience programs take a variety of forms to provide academic and co-curricular support as students begin university life. This competency allows first year students to transition into the University and to appreciate the values, culture, and resources of the academic community. **Please see below for a list of courses that satisfy FY.**

### Creative Process (CP) Competency

The creative process begins with an understanding of the specific discipline or form involved. This knowledge serves as a foundation for inspiration and imagination. An element of risk is typically involved. This inspiration is then developed and explored through a process of discovery and research leading to a preliminary version of the creative work. The student, his or her peers, and the instructing faculty member evaluate this preliminary version in order to refine the idea in its current state; it is incumbent upon the student to demonstrate and/or defend their process for creating his/her work. The resulting modified creative work is then presented as a tangible finished product.. **Please see below for a list of courses that satisfy CP.**

### Critical Thinking (CT) Competency

Critical thinking is an intellectual and analytical activity through which students develop the ability to recognize, examine, critique and synthesize arguments. It consists of two key components: acquiring the skills to assess the clarity, accuracy, relevance, and strength of arguments, and developing habits of mind to utilize those skills. **Please see below for a list of courses that satisfy CT.**

### Health and Wellness (HW) Competency

The educated person has an understanding of the relationships between good health and personal and societal choices. Such a person appreciates that good physical health improves quality of life and cognitive functioning, understands which lifestyle choices enhance physical and mental well-being, and knows how to implement those choices. Wellness is an active, lifelong process of becoming aware of choices and making decisions that allow individuals and communities to thrive. **Please see below for a list of courses that satisfy HW.**

### Information Literacy (IL) Competency

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. **Please see below for a list of courses that satisfy IL.**

## Intercultural (IC) Competency

Intercultural competence is defined by the following general characteristics: (1) knowledge about cultures, including knowledge about issues that can arise when members of diverse cultures interact; (2) receptive attitudes to learning about and maintaining contact with diverse others; and (3) skills required to draw upon both knowledge and attitudes when learning about and/or interacting with others from diverse cultures.

**Please see below for a list of courses that satisfy IC.**

## Oral Communication (OC) Competency

Oral communication is a prepared presentation that demonstrates knowledge of a selected topic and attempts to move an audience. This process involves the thoughtful evaluation of a topic, the clear, concise expression of an argument, the use of appropriate evidence in support of the argument, the effective engagement of the intended audience, and the polished delivery of a well-crafted presentation. **Please see below for a list of courses that satisfy OC.**

## Quantitative Reasoning (QR) Competency

Quantitative reasoning is the ability to recognize, interpret, and use quantitative information in a variety of situations in order to understand and create arguments supported by quantitative evidence. Students possessing quantitative reasoning skills will be able to solve problems, draw conclusions, and make informed decisions based on quantitative information. **Please see below for a list of courses that satisfy QR.**

## Scientific Inquiry (SI) Competency

Science is a way of knowing based on empirical observation and verification. Scientific inquiry involves asking appropriate questions, designing and implementing strategies to answer those questions, and interpreting and explaining the results within a disciplinary/theoretical context. **Please see below for a list of courses that satisfy SI.**

## Writing Intensive (W1) Competency, Tier 1

### WRT101 Composition I

As an introduction to college composition, this course provides first-year students with the writing skills needed to succeed in university studies. While they engage in writing as a process, students compose critical responses to sophisticated expository and argumentative texts (non-fiction). Students write in a variety of non-fiction genres and learn the fundamentals of planning, organizing, drafting, and revising a fully documented college research project.

Students who place out of Writing Tier 1 through Advanced Placement, SAT Scores, or a University Placement test will automatically meet this competency. **Please see below for a list of courses that satisfy W1.**

## Writing Intensive (W2) Competency, Tier 2

The second tier Writing Intensive competency encourages students to learn and think in ways that cannot be attained through other pedagogical patterns. It requires targeted instruction to allow students to learn more about the subject matter through writing and to learn how to improve their writing. The writing intensive competency must also involve research and a process of revision. **Please see below for a list of courses that satisfy W2.**

## Writing Intensive (W3) Competency, Tier 3

Three tiers of the writing competency allow students to develop their writing ability through continued practice. As the culminating writing experience, Tier 3 focuses on a discipline-specific synthesis of the skills acquired in the earlier tiers. **Please see below for a list of courses that satisfy W3.**

## Culminating General Education Experience (CE)

The primary goal of the general education curriculum is to cultivate the capacity for lifelong learning. This can



be demonstrated in the student's ability to:

- Evaluate and draw defensible conclusions from information and other artifacts;
- Synthesize material from different bodies of knowledge; and
- Communicate ideas and arguments in forms appropriate to the discipline.

Pre-requisites for CE courses are the successful completion of at least one exposure to each of the general education competencies (FY, CP, CT, HW, IC, IL, OC, QR, SI, and WI).

## **Part 2: Explorations**

All students must complete 40 credits outside of their major. These may be used to meet competencies not covered in the major. When all competencies are met, students may take any course of interest to them that is not in their major discipline.

**IMPORTANT:** Not all courses satisfy the same competency every time they are offered. In addition, some courses satisfy two competencies, which could give students room for an additional elective. Read the descriptions in open/close carefully.

See below for a list of courses that fulfill competencies:

### **First Year Navigation (FY) Courses**

ART 100, ART 101, BIO 101, COM 102, ED 101, ED 102, HIS 100, HPX 105, HUM 101, HUM 102, HUM 105, HUM 114, HUM 119, MAT 150, MKT 101, MUS 113, NUR 106, PHI 104, PHI 105, PHI 106, PHI 265, PSY 110, THR 100

### **Creative Process (CP) Courses**

ART 104, ART 106, ART 117, ART 121, ART 130, ART 141, ART 150, ART 160, ART 250, ART 274, ART 309, COM 146, COM 247, HIS 225, HUM 151, HUM 250, HUM 251, MUS 191, MUS 192, MUS 195, MUS 205, MUS 280, MUS 284, MUS 296, MUS 388, MUS 396, PHI 250, PHI 252, PHI 259, PSY 245, THR 125, THR 180, THR 181, THR 201, THR 244W, THR 281, WRT 102, WRT 102W, WRT 132W, WRT 133W, WRT 134W, WRT 171W, WRT 172W, WRT 244W, WRT 274W, WRT 371W

### **Critical Thinking (CT) Courses**

CHE 102, CHE 120, COM 110, COM 200, COM 203, COM 205, COM 210, COM 230, COM 408, ECO 211, ECO 213, ECO 306, ENG 104, ENG 104W, ENG 105, ENG 105W, ENG 106, ENG 106W, ENG 107, ENG 107W, ENG 108, ENG 108W, ENG 131, ENG 131W, ENG 209, ENG 210, ENG 211, ENG 212, ENG 213, ENG 214, ENG 274, HIS 100, HIS 148, HIS 149, HIS 186, HIS 187, HIS 200, HIS 201, HIS 205, HIS 206, HIS 210, HIS 212, HIS 213, HIS 233, HIS 262, HIS 266, HIS 271, HIS 288, HIS 289, HIS 290, HIS 291, HIS 292, HIS 293, HIS 293H, HIS 302, HIS 303, HIS 304, HIS 318, HIS 325, HIS 330, HIS 332, HIS 363, HIS 370, HIS 415, HIS 416, HIS 450, HUM 110, HUM 190, HUM 263, HUM 280, MGT 250, PHI 100, PHI 103, PHI 110, PHI 111, PHI 112, PHI 120, PHI 209, PHI 211, PHI 221, PHI 223, PHI 225, PHI 226, PHI 229, PHI 260, PHI 262, PHI 340, PHI 381, PHI 991, PS 102, PS 250, PS 262, PSY 202, PSY 203, PSY 205, PSY 210, PSY 211, PSY 215, SOC 100, SOC 100W, SPA 330, SPA 331, SPA 337, SPA 360, SPA 361, SPA 365, SPA 370, SW 210, THR 286, THR 386, WS 200, WS 210, WS 260

### **Health and Wellness (HW) Courses**

COM 203, HPX 100, HPX 177, HPX 244, HPX 253, HPX 313, HPX 346, HUM 22, HUM 222, HUM 246, HUM 346, NUR 336, PHI 205, PSY 260, PSY 262, PSY 270, PSY 392, PSY 393, PSY 394, PSY 395

### **Information Literacy (IL) Courses**

BIO 150, COM 102, COM 146, COM 230, COM 247, ED 206, ED 212, ENG 130W, HIS 201, HIS 212, HIS 225, HIS 289, HIS 290, HIS 291, HIS 292, HIS 293, HIS 293H, HIS 332, HIS 392, HIS 425, HPX 200, HUM 212, HUM 213, HUM 22, HUM 222, HUM 247, HUM 270, MIS 155, MIS 260, MUS 231, NUR 332, NUR 361, PHI 100, PHI 227, PHI 316, PS 100, PS 340, PSY 332, PSY 347, SPA 110W, SPA 111W, SW 300, WRT 103W, WS 340

### **Intercultural Competency (IC) Courses**

ANT 100, ANT 100W, ANT 251, ANT 352, ARB 101, ARB 102, ART 102, ART 201, CHI 162, CHI 164, COM 210, ED 314, ENG 214, FR 162, FR 164, GER 162, GER 164, HIS 114, HIS 115, HIS 147, HIS 200, HIS 216, HIS 250, HIS 251, HIS 266, HIS 271, HIS 277, HIS 281, HIS 287, HIS 288, HIS 319, HIS 330, HIS 366, HIS 368, HIS 382, HIS 383, HPX 346, HUM 223, HUM 224, HUM 230, HUM 243, HUM 245, HUM 246, HUM 247, HUM 346, IT 162, IT 164, MED 104, MKT 201, MKT 305, MUS 103, NUR 221, NUR 311, NUR 351, NWC 103, NWC 103H, NWC 105, NWC 107, NWC 110, NWC 112, NWC 114, NWC 115, PHI 205, PHI 240, PHI 241, PHI 244, PHI 245, PHI 340, POR 162, POR 164, POR 196, POR 198, PS 104, PSY 313, SOC 100, SOC 100W, SOC 251, SOC 352, SPA 110W, SPA 111W, SPA 162, SPA 164, SPA 164H, SPA 196, SPA 197, SPA 203, SPA 204, SPA 212, SPA 213, SPA 221, SPA 222, SPA 224, SPA 225, SPA 226, SPA 311, SPA 330, SPA 331, SPA 337, SPA 360, SPA 361, SPA 365, SPA 370, SPA 991, SW 220, WS 200, WS 251, WS 319, WS 352

### **Oral Communication (OC) Courses**

ART 250, COM 160, COM 161, COM 163, COM 408, ED 206, HIS 206, HIS 287, HIS 319, HIS 363, HIS 366, HUM 110, HUM 151, HUM 224, HUM 250, HUM 251, HUM 263, MED 303, PHI 103, PHI 110, PHI 111, PHI 112, PHI 120, PHI 209, PHI 221, PHI 223, PHI 225, PHI 231, PHI 232, PHI 233, PHI 234, PHI 250, PHI 252, PHI 259, PHI 262, WS 319

### **Quantitative Reasoning (QR) Courses**

AST 231, CS 102, CS 103, CS 110, CS 135, ECO 306, ENV 136, FIN 230, MAT 110, MAT 113, MAT 115, MAT 118, MAT 120, MAT 127, MAT 131, MAT 133, MAT 135, MAT 141, MAT 170, MAT 171, MAT 181, MAT 182, MAT 185, PHY 136, SS 300

### **Scientific Inquiry (SI) Courses**

ANT 229, AST 150, AST 231, BIO 100, BIO 103, BIO 104, BIO 105, BIO 106, BIO 107, BIO 110, BIO 115, BIO 132, BIO 150, BIO 202, CHE 102, CHE 111, CHE 206, ES 110, MTR 150, PHY 170, PSY 324, SW 300

### **Writing Intensive, Tier 1 (W1) Courses**

WRT101, WRT101P

### **Writing Intensive, Tier 2 (W2) Courses**

BIO 260, ED 211, ENG 104W, ENG 105W, ENG 106W, ENG 107W, ENG 108W, ENG 130W, ENG 131W, HIS 325, HIS 370, HIS 375, HIS 415, HIS 416, HIS 425, HIS 450, HIS 475, HUM 212, HUM 213, HUM 223, HUM 230, HUM 243, HUM 245, HUM 270, HUM 280, JLA 200, PHI 226, PHI 227, PHI 229, PHI 231, PHI 232, PHI 233, PHI 234, PHI 240, PHI 241, PHI 244, PHI 245, PHI 260, PHI 316, PHI 381, PSY 322, SW 200, WRT 103W, WRT 210W, WRT 245W, WRT 273W, WRT 991W, WS 260

### **Writing Intensive, Tier 3 (W3) Courses**

ART 448, BIO 480, BIO 490, CHE 430, COM 435, COM 485, COM 495, DIMA 300, ED 340, ED 419, ENG 470, HIS 490, HIS 494, HPX 370, HUM 311, HUM 312, HUM 370, HUM 451, JLA 405, MAT 453, MED 340, MGT 415, MTR 370, MUS 380, MUS 381, NUR 375, NUR 376, PHI 320, PHI 332, PHI 334, PHI 338, PHI 339, PHI 389, PSY 412, PSY 415, PSY 425, PSY 426, PSY 439, PSY 450, SPA 400, SS 400, SW 350, SW 400, THR 490, WRT 465, WS 339

### **Culminating General Education Experience (CE) Courses**

ART 472, ART 474, ART 476, ART 478, ART 479, BIO 480, BIO 490, CHE 430, COM 436, COM 495, DIMA 436, ED 342, ED 416, ENG 470, HIS 490, HIS 494, HPX 464, HPX 470, HUM 311, HUM 312, HUM 370, HUM 451, JLA 405, MAT 453, MED 320, MGT 415, MTR 370, MUS 380, MUS 381, NUR 375, NUR 376, PHI 320, PHI 332, PHI 334, PHI 338, PHI 339, PHI 389, PSY 412, PSY 415, PSY 425, PSY 426, PSY 439, PSY 450, SPA 400, SS 400, SW 350, SW 400, THR 490, WRT 465, WS 339

\* Additional courses are reviewed by the General Education Committee and approved by the Provost on a regular basis. Students should refer to Open/Close to view the available courses and their competencies.

# General Education Requirements for Students Enrolling Prior to Fall 2016

The general education requirements at Western Connecticut State University are designed to expose students to the broad spectrum of human knowledge in the areas of writing and communication skills, humanities, social and behavioral sciences, natural and computational sciences, and health promotion and exercise sciences. Students matriculated for all degrees are required to complete courses in these five broad areas.

Students are advised to complete required courses in writing and communication skills as soon as possible, since these areas significantly improve the ability to handle further course work; other general education requirements may be fulfilled throughout the undergraduate program.

## Variations

Many departments prescribe some specific general education courses in addition to required major courses. Students selecting courses to fulfill general education requirements in a program should carefully read the requirements of their chosen major (in the department section of this catalog and the official program sheet for the major) to determine which general education courses must be taken. Students should consult their adviser regularly.

You are advised to keep a record (preferably using a department's official program sheet) of general education requirements completed. Overall requirements are as follows:

## 1. Writing and Communication Skills (6 Semester Hours)

Courses to be selected must include:

- At least one writing-intensive course
- One course in communication skills

### ***Writing Intensive Courses (3 Semester Hours)***

A number of courses fulfill the general education intensive writing requirement. These courses are marked in the semester brochure with a "W." All these courses have as their minimum prerequisite WRT 101 or equivalent or appropriate placement. Criteria for a course carrying the "WRT" or writing intensive label:

1. The course involves research that includes the gathering and written analysis of information, data, perceptions, evidence, background, observations or arguments as are appropriate to the subject or genre of the course.
2. The course involves the student in a writing process that may take the form of exercises, discussions, logs, reactions to readings, role playing, personal reflection, group work, critical thinking, multiple drafts, freewriting or other activities that integrate the research with the author's objectives and evolve toward clear and effective writing for a purpose and an audience. As it unfolds, the writing process of the course exposes students to some of the essential issues that writers face – for example, organization, tone, voice, accuracy of expression, dramatic effort, authenticity and level of diction.
3. In a writing-intensive course students produce at least one substantial piece of polished or finished writing that has gone through a full cycle of writing process from initial idea to final polish and presentation.
4. Students in a writing-intensive course will be required to generate documentation displaying, as an average, at least one "page" of student writing for every 50 minutes of class time. This documentation

may take several forms; for example, a comprehensive portfolio may include research notes, responses to assignments and readings, freewritings, logs, drafts, web text or any number of other types of writing appropriate to the subject or writing genre of the course.

### **Communication Skills (3 Semester Hours)**

One course from the list following:

COM 160 Public Speaking  
COM 161 Decision Making in Groups  
COM 162 Interpersonal Communication  
COM 163 Introduction to Communication Skills

### **2.Humanities (15 Semester Hours)**

Courses to be selected must include at least three of the following fields:

- Communication
- Fine and Applied Arts (only one studio Fine Arts may be used)
- World Language and Literature
- Humanistic Studies
- Literature
- Philosophy
- History

#### **Communication**

The following courses fulfill this requirement:

**COM/ANT** 208, **COM** 110, 170, 190, **COM/WS** 211, **COM** 212, 215, 219, 235, 242, 243, 263, 264, 266, 267, **COM** 268, 270, 271, 272, **COM/PS** 273, **COM** 290, 310, 335, 336, 362, 371, **COM/ENG** 372, **COM** 408, 476, 480, **COM/PS** 441, **SPA** 203, **WRT** 102W, 132W, 171W, 172W, 210W, 273W, 274W

#### **Fine and Applied Arts**

The following courses are Fine Arts *non-studio* courses, which fulfill this requirement:

**ART** 100, 101, 145, **THR** 125, **COM** 230, **COM/THR** 252, **MUS** 100, 101, 103, 105, 106, **THR** 163, 180, 201, 260, 279, 346, 363

The following are Fine Arts *studio* courses, *only one of which may be used to fulfill this requirement*:

**ART** 108, 109, 111, 112, 115, 140, 152, 209, 211, 212, 213, 214, 217, 218, 219, 220, 221, 222, **ART** 225, 252, 265, 275, 302, 311, 312, 313, 314, 322, 323, 325, 328, 340, 346, 348, 368, 370, **COM** 246, **HPX** 150, **THR** 150, 181, 182, 202, 252, 255, 281, 283, 284, 285, 289, 387, 388

#### **World Languages and Literature**

The following courses fulfill this requirement:

**ARB** 101 (*only if ARB 102 is also completed*), **ARB** 102, **CHI** 162 (*only if CHI 164 is also completed*), **CHI** 164, **FR** 162 (*only if FR 164 is also completed*), **FR** 164, **GER** 162 (*only if GER 164 is also completed*), **GER** 164, **IT** 162 (*only if IT 164 is also completed*), **IT** 164, **POR** 162 (*only if POR 164 is also completed*), **POR** 164, **SPA** 162 (*only if SPA 164 is also completed*), **SPA** 164, 170, 196, 197, 203, 204, 207, 208, 211, 221, 222, 224, 225, 226, 320, 330, 331, 336, 337, 361, 365, 367, 370, 371, 375, 411

#### **Humanistic Studies**

The following courses fulfill this requirement:

All **HUM** courses fulfill this requirement; **ENG** 213, 274, 275, **SPA** 365

#### **Literature**

**The following courses fulfill this requirement:**

**ENG** 104, 105, 105W, 106, 106W, 107, 107W, 130W, 131, 131W, 207, 209, 210, 211, 212, 213, 227, 274, 275, 206, 306, 307W, 308W, **ENG/WS** 334, **ENG/COM** 372, **ENG** 376, **SPA** 204, 207, 208, 320, 330, 331, 337, 360, 361, 365, 367, 370, 371, 375

### ***Philosophy***

**The following courses fulfill this requirement:**

All **PHI** courses fulfill this requirement.

### ***History***

**The following courses fulfill this requirement:**

**HIS** 101, **HIS/ NWC** 115, **HIS** 148, 149, 186, 187, 200, 206, 210, 212, 213, 216, 217, **HIS/AAS** 219, **HIS** 245, 246, 250, 251, 266, 270, 271, 277, 281, 287, 288, 289, 290, 291, 292, 293, 302, 303, 304, **HIS/PS** 382, **SPA** 221, 222, 224, 225, 367

## **3. Social and Behavioral Sciences (12 Semester Hours)**

Courses to be selected must include at least two of the following fields:

Non-Western Cultures

Psychology

Social Sciences (ANT, ECO, GEO, PS, SS and SOC)

### ***Non-Western Cultures***

**The following courses fulfill this requirement:**

**NWC** 103, 104, 105, 107, **NWC/AAS** 109, **NWC** 110, 112, **NWC/AAS** 113, **NWC/HIS** 115, **ENG** 376, **SPA** 110, 211, 222, 361, 365, 367, 371, 411

### ***Psychology***

**The following courses fulfill this requirement:**

**PSY** 100, 201, 202, 203, 204, 205, 206, 208, 210, 211, 215, **PSY/WS** 217, **PSY** 218, 219, 220, 222, 230, 236, 245, 251, 260, 262 (300 and 400 level courses may also fulfill this requirement – see course descriptions)

### ***Social Sciences***

**ANT** 110, 100W, 110, **ANT/SOC** 204, **ANT/COM** 208, **ANT/AAS/SOC** 212, **ANT/SOC** 216, **ANT** 222, 225, 229, **ANT/SOC** 232, **ANT** 234, **ANT/WS** 236, **ANT/SOC** 242, **ANT/SOC/WS** 251, **ANT/WS** 321, **ANT** 322, **ANT/SOC** 330, **ANT** 341, **ANT/SOC** 350, **ANT** 400, **ECO** 100, 101, 201, 202, 204, 205, 206, 207, 208, 209, **ECO/ANT/SOC** 234, **ECO/FIN** 360, 488, **GEO** 100, **GEO/PS** 290, **GEO/ENV** 150, **GEO** 215, 270, **PS** 100, 102, 104, **PS/ECO** 110, **PS** 200, 201, 212, 213, 216, 217, 218, **PS/HIS** 262, **PS/COM** 273, **PS/GEO** 290, **PS** 305, 306, **PS/SOC** 310, **PS/JLA** 322, **PS/HIS** 382, **PS** 400, 401, 402, 403, **PS/COM** 441, **SOC** 100, 101, 200, **SOC/ANT** 322, **SOC/JLA** 201, **SOC** 202, **SOC/JLA** 205, **SOC** 210, 211, **SOC/ANT** 322, **SOC/JLA** 334, 336, **SOC/ANT** 340

## **4. Natural Sciences, Mathematics and Computer Science (10 Semester Hours)**

Courses to be selected must include both a laboratory course in the natural sciences and a course in mathematics or computer science.

### ***Natural Science Laboratory Courses***

*In year-long courses, both semesters must be successfully completed to meet the requirement.*

All AST laboratory courses meet this requirement.

All 100-level BIO courses **except** BIO 105 and BIO 106

CHE 102 Everyday Chemistry

CHE 110, 111 General Chemistry I & II \*

CHE 120, 121 Survey of Chemistry I & II \*

All ES laboratory courses meet this requirement

All MTR laboratory courses meet this requirement

All PHY laboratory courses meet this requirement

\* *In year-long courses, the first semester meets this requirement only if you successfully complete the second semester.*

### **Mathematics**

**MAT** 105 and 106 (both must be successfully completed), **MAT** 110, 113, 115, 118, 120, 127, 133, **MAT/CS** 165, **MAT** 170, 171, 181, 182, 220, 242, 251, 251, 272, 281, 282

### **Computer Science**

**The following courses fulfill this requirement:**

**CS** 110, 135, 140, 143, **CS/MAT** 165, **CS** 166, 200

### **5. Health Promotion and Exercise Science (2 Semester Hours)**

HPX 177 Fitness for Life Lecture and Activity

## The Major

A major refers to the discipline, or combination of disciplines, in which a student will develop a measure of expertise appropriate to undergraduate education. Majors offer a balance of introductory to advanced courses, including at least one course focused on the modes of inquiry appropriate to the discipline and a capstone experience. While most majors are within a single discipline (e.g., Art, Biology, or Social Work), some are interdisciplinary and draw curricula from multiple departments (e.g., Digital and Interactive Media Arts or Elementary Education: Interdisciplinary Major). Semester hour requirements for majors range from 33-75 or more. (For more details about semester hour requirements, see degree definitions.)

### **Option:**

Some majors require the completion of an option. Options are areas of focus within a discipline, allowing students to pursue a particular aspect of their major. For example, Writing Majors must select from one of three options—Business and Technical Writing, Creative Writing, or Journalism and Public Relations to complete the degree. Students may decide to complete two options within their major, which will be reflected on their transcripts. This is not the same as a double major, which may not be completed within a single discipline. Option requirements range from 6-18 semester hours.

### **Selecting a Major**

Students may select a major at the time of admission or may request admission as undeclared.

To declare a major at the time of admission, students should consult the section of this catalog on the selected major to check for any special admission or retention standards. A department may request an interview with prospective students.

If undeclared, students should discuss course selection with an adviser in the Academic Advisement Center (203) 837-8397.

Continuing students must declare a major once they have completed 60 credits at the university. Transfer and readmitted students entering or returning with 60 credit hours or more must declare a major by the end of their first Fall or Spring semester at WCSU. Failure to declare a major as outlined above will result in the student being required to meet with an adviser in the Academic Advisement Center prior to registering for

courses in a succeeding Fall or Spring semester.

## **Program Sheets**

Each major program leads to a degree, and students should obtain and study the program sheet for their major. Program sheets may be obtained from the department, the office of the school dean, the Admissions Office or online at [www.wcsu.edu/academics/programsheets](http://www.wcsu.edu/academics/programsheets). Program sheets list the degree requirements for each major. As students consult with their faculty adviser in the major, the program sheet will guide selection of courses to meet general education and major requirements.

## **Four Year Plan**

Links to the sample four year plans can be found in Degree Works and in the descriptions of each degree. Please review them every semester as you meet with your advisor. These samples are a guide to you will adjust to meet your goals and needs.

## **Continuation in Major**

Certain major programs have specific retention standards. See the appropriate catalog section where the major is described.

## **Declaring or Changing of Major**

To change or declare a major, students will need to:

1. Obtain an "Application for Declaration of Major/Change of Major/Double Major/Change of Option" form from the Registrar's Office or the Registrar's website.
2. Meet with the chair of the department to which the student is seeking admission and discuss the major and its requirements. If there is no problem with entering the new major, the department chair will sign a change of major form and assign a new adviser.
3. File the change of major form with the Registrar's Office.

## **Double Major**

Any WCSU student who wishes to fulfill the requirements for more than one academic major may do so. Students must satisfy the requirements for both majors. Double majors may only be declared in two distinct disciplines, e.g., English and Theatre. Double majors may not be declared within a discipline, e.g., Applied Computing and Computer Science. In the case of interdisciplinary degrees (BBA all majors, BA DIMA and BA Interdisciplinary Studies, etc.) students must complete at least 18 credits of course work unique to the second major. Both majors will be listed on the student's transcript.

If a student qualifies for more than one major or degree, e.g., both a Bachelor of Arts and a Bachelor of Science, the student must notify the Registrar's Office as to which to receive at commencement. Only one major or degree will be listed in the commencement program. For students completing two degrees, two diplomas will be issued to the student after commencement.

Students are advised to exercise caution in selecting more than one major because the requirements to meet two majors will limit the ability to take elective courses.

Students are responsible for fulfilling the requirements of both majors as well as any special general education requirements in the majors. Minimum residency requirements apply to both majors. Different GPA requirements may apply.

## **Contract Major**

A contract major is a coherent program of studies leading to a B.A. or B.S. degree, proposed by a student in consultation with a faculty adviser. The program must fulfill general education and other university-wide degree requirements including a major comprising a minimum of 36 credits (at 200 level and above) related to a specialized topic, theme or area of concentration. Credits in the major may be drawn from the course offerings of one or more academic departments and at least half of them must be taken at WestConn. The

contract must be approved by the chairs of the departments from which nine or more credits are taken, by the Committee on Undergraduate Curriculum and Academic Standards, and by the Provost. Following these approvals the student files a Change of Major request with the Registrar.

Proposals are normally presented before the completion of 75 credits. They must exhibit academic integrity and rigor. Therefore, students are cautioned that the later a proposal is presented, the greater the chance that more than the minimum number of credits for the bachelor's degree will be required to complete the contract major. The student applicant must have a cumulative GPA of at least 2.0 overall and 2.5 in all Major courses. Inclusion of a senior thesis or project is strongly advised.

The intent of the contract major is to allow students whose academic interests extend beyond existing majors sufficient flexibility to design a program of studies appropriate to their academic goals.

Departments and faculty advisers in fields related to the student's interests may provide guidance on developing the proposal.

### **The Minor:**

A minor is available to a matriculated student currently pursuing a baccalaureate degree. While not required for graduation, a minor provides an option for the student who wants an academic focus in addition to a major. Details on required courses are specified for each minor by the academic department; please reference the specific department information in the catalog. A student may not declare a minor that is the same as his/her major (e.g., a student majoring in History may not also declare a History minor). Courses in the minor are not necessarily additional degree credits; general education, major and free elective credits may be applied unless the catalog states otherwise. Students must complete nine credits at WCSU to meet the residency requirement in the minor.

Students must submit an Application for Declaration or Change of Minor to the Registrar's Office of their intention to pursue a minor, change a minor or remove a minor so that their academic record may be updated. Certain programs require application to the department and approval before granted acceptance into the minor. Students should plan their minor program completion with the assistance of their advisor.

The minor is recorded on the student's final transcript; students must indicate their minor on their graduation application.

### **Honors Interdisciplinary Bachelor's Degree (HIBDP)**

The HIBDP is a special kind of honors contract major. Recognizing that the traditional division of knowledge into subject areas or disciplines is, to some degree, artificial, the university makes it possible for the highly motivated student to pursue a specialized course of study that examines, in depth, a single theme or idea from the perspective of two or more disciplines. A student might, for example, wish to pursue a course of study focusing on the Middle Ages, combining the disciplines of history, literature, philosophy, art history, music history and Latin. The student who chooses this option works closely with a faculty adviser and thesis director. The specific procedures for establishing an honors interdisciplinary bachelor's degree program are listed below:

1. The student should formulate the name and content of the HIBDP in consultation with at least one adviser from each of the departments where nine or more credit hours will be drawn. These advisers will also normally serve as members of the honors thesis committee (described below). The Honors Council recommends that the proposal for a HIBDP receive final approval prior to the senior year. Students must maintain a 3.2 GPA or higher in order to be eligible for a HIBDP.
2. The student should write a proposal for the HIBDP containing a description and rationale for the major. Also, the student should fill in a program sheet, which is available from the dean of the School of Arts & Sciences and the Registrar's Office. All programs should contain between 39-50 credit hours including 3-6 hours of thesis credit taken as a Student Developed Study (SDS). At least two-thirds of the credit hours must be from courses 200 level or higher (with at least six credits hours drawn from courses 300 level or higher). At least one-half of the course credits must be drawn from courses taken



at Western. Under unusual circumstances a student may petition the Honors Council for an alteration to these credit hour requirements.

3. The student should obtain approval for the HIBDP from chairs of departments where nine or more credit hours are drawn.
4. The student should submit the proposal with chairs' signatures to the University Honors Council for review via the dean of Arts and Sciences Office, Warner Hall 300.
5. If approved by the Honors Council, the student should submit the proposal, program sheet and approval page to the chair of the Committee on Undergraduate Curriculum and Academic Standards (CUCAS) and the Provost.
6. If approved by CUCAS and the Provost, the student should submit a change of major form to the Registrar's Office.
7. Before the final year the student should form a thesis committee consisting of at least one member of each of the departments where nine or more credit hours are drawn. This committee, along with the Honors Council, will be responsible for approving the honors thesis.
8. The student should present the thesis orally to the Honors Council and the thesis committee. If approved by both, credit will be given for the thesis (SDS). For more information on the HIBDP contract call (203) 837-8247 or email [honors@wcsu.edu](mailto:honors@wcsu.edu).

### Special Study Opportunities

#### University Honors Program

The University Honors Program was founded in 1987 to foster and nurture academic excellence among outstanding students in all of the four schools of the university.

The Honors Program has four primary goals:

1. To provide an opportunity for academically gifted and motivated students to excel in response to the challenge of an honors enrichment curriculum;
2. To expose students to some of the central modes of inquiry used by fields to understand problems and find solutions;
3. To provide opportunities for students to become part of an active and dynamic honors community; and
4. To emphasize the importance of bringing a multidisciplinary awareness to understanding the world around us.

The program has two paths: the full three-year program open to first-year students and first-semester sophomores, and an associate option open to juniors, seniors and transfer students.

The full honors program requires that students take a one-credit course, HON 100 The Nature of Inquiry, complete three honors activities, take one honors course in each of the four "modes of inquiry" and complete the interdisciplinary capstone seminar, HON 400.

If they choose, students also may perform honors enhancements in courses in their major or minor areas of study and/or participate in Honors Research and Teaching Practicums, HON 487 and 497. Students wishing to participate in the one-year or associate version of the honors program must complete two honors activities, two honors courses and the capstone seminar, HON 400.

With the exception of Honors 100, all required core honors courses may go toward fulfilling general education credit in the area where the course or seminar is offered.

More information on the program, including program benefits and admission requirements, is available at [www.wcsu.edu/honors](http://www.wcsu.edu/honors) or students may contact the University Honors Program at (203) 837-9501 or e-mail at [honors@wcsu.edu](mailto:honors@wcsu.edu).

#### Faculty Developed Course (1 to 4 Semester Hours)

Occasionally, an academic department may offer an experimental course, labeled X98, to determine its value to the total departmental program or in response to a particular request from a group of students.

#### Student Independent Study (1 to 6 Semester Hours)

Opportunities to develop an individualized area of study are available to all matriculated students under all department auspices. The following course description applies university-wide and describes the process by which a student may be registered for credits through a course of his/her own design. The course number is determined by the academic level of the project. A student may earn one to six semester hours of credit through a Student Independent Study; however, there is no limit to the number of credits a senior may earn.

This vehicle is designed to provide students with an opportunity to develop their own learning experiences. Students will design a project, labeled X99, and secure a faculty sponsor to work with. A Student Independent Study may be utilized more than one time. Open to all students. Prerequisite: Permission of faculty sponsor and department.

#### Cooperative Education Internship Program

Director of Cooperative Education Internship Program: [Dr. Anthony Ciarleglio](#)  
Career Success Center, Westside Campus Center, Room 300  
(203) 837-8265

Director of Career Success Center: [Ms. Kathleen Lindenmayer](#)  
Westside Campus Center, Room 300  
(203) 837-8266

Cooperative Education is an additional component of the undergraduate program at Western. Combining formal classroom work with meaningful on-the-job experience in cooperation with business, industry, governmental agencies and other employers provides professional development, academic achievement and personal growth. Students interested in cooperative education may register for CED 297 as a free elective or through an individual department where direct approval of the student's major academic adviser and/or department chairperson is also required.

#### **CED 297 Cooperative Education Option I** (1-12 Semester Hours)

With prior approval from the Office of Cooperative Education, students may register for co-op credit according to the following procedures:

1. CED 297 credit may be applied as free elective credits taken on a Pass/Fail basis.
2. One academic credit shall be awarded for every 50 hours of work experience.
3. The maximum number of CED 297 credits a student may earn will be 18 semester hours, including any transfer of credit. Students may register for no more than 12 semester hours of CED 297 credit during a given semester. A maximum 18 semester hours may be taken during a student's undergraduate academic program.
4. Students registering for CED 297 will be charged standard tuition fees for this credit.
5. Co-op work experiences must comply with established registration procedures for nontraditional courses.
6. Students must have at least 45 semester hours in good standing and have attained upper sophomore status at the time they register for CED 297.
7. Students are required to attend the CED 297 seminars, maintain a log, submit a final synthesis paper and complete employer and student evaluations.

#### **(Any Label) 297 Cooperative Education/ Option II** (1-12 Semester Hours)

Upon request, a student may register for co-op education credit and receive a letter grade, which is awarded through an academic department. Students will need to obtain permission to earn a letter grade for this

option from both the Co-op Office and the department chair before registration for co-op. The supervision and evaluation of students working under this option will be coordinated by either teaching faculty co-op coordinators and/or the co-op staff.

The following procedures apply to registration through departmental 297:

1. Students requesting a letter grade for departmental 297 credit must receive approval from the department chair and the director of the co-op program.
2. One academic credit shall be awarded for every 50 hours of work experience.
3. The maximum number of departmental 297 credits a student may earn, including any transfer, will be 18 semester hour department credits. Students may register for no more than 12 semester hour 297 credits during a given semester. Individual academic departments may limit the total number of departmental 297 credits taken by a student.
4. Students registering for departmental 297 will be charged standard fees for this credit.
5. Co-op work experience must comply with established registration procedures for nontraditional courses.
6. Students must have at least 45 semester hours in good standing and have obtained departmental approval for registration in departmental 297 co-op.
7. Students are required to attend the CED 297 seminars or an appropriate departmental 297 seminar, maintain a process log, submit a final synthesis paper and obtain an employer evaluation. For departmental 297, these requirements may be modified.

#### Study Abroad (ISEP)

Western Connecticut State University works with the International Student Exchange Program (ISEP) to make study abroad available and affordable for all students. The ISEP network, made up of 320 higher education institutions in the U.S. and around the world, makes it possible for WCSU students to pay the WCSU tuition, room, and board costs in order to study at universities in Europe, Africa, the Middle East, Asia, as well as Central and South America.

There are two programs from which students may choose: ISEP Exchange and ISEP-Direct. The ISEP Exchange Program is a one-for-one exchange: for every student that Western sends abroad, the university accepts one incoming international student. The ISEP-Direct Program facilitates direct admission to those international universities in the ISEP network that are in high demand, and yet have a limited number of ISEP Exchange places. Under the ISEP-Direct Program, the student pays the fees of the host university. However with both programs – Exchange and Direct – any financial aid the student is receiving will be applied to their ISEP semester.

You need not speak another language to study abroad, since many of the ISEP university programs accommodate English speaking students. Courses taken as an ISEP student are transferrable to Western.

International study, providing a maturing educational experience, also adds an attractive qualification to any student's subsequent professional employment. Firming up world language competencies is a definite advantage for any future career path.

In order to foster such a background among its students, WCSU also annually offers courses taught overseas through various departments. This permits grading for work accomplished according to the same academic standards and requirements as expected on campus.

For information on the ISEP program, call the International Services Coordinator at (203) 837-3270, University Hall 303. For short-term study abroad programs in Spain or Italy, contact the World Languages Department at (203) 837-9166, Berkshire Hall 120B.

# Graduation

## Standards for Graduation

Students are eligible for the bachelor's or associate degree upon successful completion of general education, the major requirements and total credit requirements for that degree as specified in the appropriate section of this catalog.

A cumulative grade point average of 2.0 or higher for all credits attempted at Western is required for graduation, as well as a grade point average of 2.0 or higher in all courses for the major. Certain programs have a higher minimum standard.

In addition, at least 30 credits and at least half of the major requirements must be completed at Western.

*Note* that two components constitute a major in the Ansell School: the business core and the specialization, e.g., accounting, finance. All B.B.A. candidates must complete at least half of the total number of credits that comprise the business core and the specialization and at least half of their specialization at Western. Some programs require meeting additional and/or higher academic standards as noted in the appropriate catalog section.

## Graduation Honors

To be eligible for graduation honors, students must earn a minimum of 30 semester hours of quality point-bearing credits at WCSU and have a minimum GPA of 3.5. No pass/fail credits or transfer credits are included in this minimum.

December graduates and May candidates for graduation honors who will be recognized at the May commencement ceremonies, are identified at the conclusion of the Fall semester preceding graduation. Candidacy for May graduation honors does not guarantee the award of graduation honors upon completion of degree requirements.

## Application for Graduation

Degrees are awarded at the end of each semester and summer session. Applications for a degree must be filed in the Registrar's Office by Oct. 1 for the following May graduation, Feb. 1 for August degree recipients, and April 1 for December degree recipients. You may access the Application Graduation form at <https://www.wcsu.edu/registrar/graduation.pdf>

Undergraduates within eight credits of those required for the degree are

eligible to participate in the commencement exercises.

### Replacement Diplomas

A replacement Diploma fee of \$25.00 is required. Please make check or money order payable to Western Connecticut State University. You may access the Replacement Diploma form [here](#). Additional copies of diplomas will be marked as duplicate copies and will bear the signatures of the current administration.

### Commencement Exercises

All candidates for the Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration,

Bachelor of Music, Bachelor of Fine Arts and Associate in Science degrees are expected to attend the commencement

exercises, held in May.

# Academic Program Descriptions

This information has been provided by departments offering these degree-granting programs. It is included to help students make informed decisions about their education. Please refer to the actual programs described elsewhere.

**Accounting:** Prepares students for entry-level positions in the field of accountancy.

**American Studies:** Develops the ability to think critically while offering the opportunity to focus on different subject areas (American literature, history, political science, etc.); prepares students for a variety of careers, e.g., law, public administration, elementary and secondary school teaching.

**Anthropology/Sociology:** Offers a comprehensive education in the methods and content of anthropology and sociology within a liberal arts tradition; prepares students to take a proactive, independent role in selecting a career option or graduate training program.

**Applied Computing:** Emphasizes the applied, rather than the theoretical aspects of computing. Provides a solid background in software and database development, supported by a deep understanding of operating systems and computer architecture. Develops problem solving skills and substantial project experience. Offers concentrations in Software Engineering, Computer Security and Digital Media.

**Art:** Provides students with challenging visual arts training which is a critical component to creative problem solving, offering an overview of contemporary art-based research methods and cultural theories, art history, and studio practice within the context of a liberal arts education. The program allows students to build necessary skills and knowledge in their chosen area of concentration which includes Graphic Design, Illustration, Photography and Studio Art and to strengthen their understanding and engagement towards a sophisticated level of work in their field of exploration.

**Biology:** Provides students with a strong background in the biological sciences suitable for entering either the work force or graduate school in a variety of biological disciplines.

**Biology — Secondary Education:** Develops the competencies for teaching biology in both middle and high school; develops a broad understanding of all the major concepts of biology (from molecular to ecological), its methodology and its technical language; evaluates the role which biology has played in the advancement of human society; develops skills related to biological experimentation and advancement of scientific knowledge.

**Chemistry:** Aids students in selecting meaningful career directions in chemistry while providing them with the professional background to pursue such careers.

**Chemistry — Secondary Education:** Prepares students to have careers in teaching chemistry in both middle and high schools. Aids students in selecting meaningful career direction; educates students with the professional background to pursue such careers; prepares them to take active responsibilities as concerned citizens in our society; and develops the abilities of students for self-education, introspection and commitment to accountable holistic life styles.

**Communication:** The Department of Communication and Media Arts at Western Connecticut State University is committed to teaching the theory, ethics, and skills necessary to expand and deepen students' participation in a globalized world. Students learn to engage in challenging dialogues across a variety of communicative landscapes. Each of our degrees and options shares an emphasis on the enhancement of capacities for observation, critical appraisal, and expression. Graduates of the program are positioned to pursue careers in public service, media campaigns, advocating for the underserved, organizational relations, broadcasting, and filmmaking, among many others.

**Computer Science:** Provides students with a strong background in Computer Science, suitable for entering either the work force or graduate school in a variety of Computer Science areas.

**Contract Major:** Allows students, with faculty guidance, to combine existing courses and study opportunities into innovative major programs responsive to individual interests and needs. Proposed contract majors must be approved by the academic departments involved and by the university curriculum committee.

**Digital and Interactive Media Arts:** Grounds students in design and aesthetics as they learn to work collaboratively using text, moving images, video and audio to create interactive media for the web, social networking, and video games, among others.

**Earth and Planetary Sciences:** Prepares students to enter graduate programs in the earth and planetary sciences or to enter the workforce in jobs which make use of the earth and planetary sciences and allied areas including astronomy, geology, meteorology and oceanography.

**Earth Science — Secondary Education:** Prepares students to have careers in teaching Earth Science in both middle and high schools. Students will have an understanding of astronomy, geology, meteorology and oceanography.

**Economics:** The economics program provides students with an understanding and appreciation of the economic behavior of individuals, business and society. The focus is on social outcomes of economic transactions and events, as well as on economic performance. Economics is taught as part of a liberal arts education at Western and provides an especially relevant background for careers in business or government, as well as for graduate study in economics, law or business. Students can develop strong connections with their professors who are active in their professional contributions to the field and proud of their outstanding work as mentors to their students.

**Elementary Education:** Accepts and matriculates competent teaching candidates seeking elementary certification in Connecticut and prepares students for successful careers in teaching.

**English:** Prepares students for a variety of careers and for graduate studies by developing three key skills needed in any field: close reading, critical thinking and clear writing. English majors study the major texts of English and American literature and learn to conduct research in the field to enable them to better situate their ideas in the ever-expanding realm of English studies. English also provides a solid analytical and communications foundation for students pursuing careers in business and law.

**English — Secondary Education:** Develops abilities to read and analyze literature and to write analytically and creatively while preparing students to become secondary school English teachers; aims to produce teachers who know both their subject and the pedagogy appropriate for the grades they will teach.

**Finance:** Provides the analytical, practical, computer and communication skills required to succeed in the areas of investments, financial markets and corporate financial management.

**Health Education PK-12:** Develops the skills and competencies for teaching candidates seeking health from pre-K through 12<sup>th</sup> grade certification in Connecticut and prepares students for successful careers in teaching. Provides a theoretical and practical foundation in health education so students will be prepared to take on the responsibilities of professional health educators.

**Health Promotion Studies:** A competency-based curriculum that prepares students for careers in health education, community outreach, clinical settings, worksite health promotion, public health, health, fitness and wellness coaching. Students are well-prepared for graduate studies in Public Health, Nutrition, Physical, Occupational and Recreational Therapy, Naturopathy, Chiropractic, Exercise Science and Kinesiology, etc. Service learning is intertwined in the program's unique experiential learning component.

**History:** Introduces students to the framework of American, European and to non-western cultures; provides the opportunity to study advanced topics in these areas; teaches the critical thinking and analytical skills needed to evaluate the past; teaches students how to use sources and write history; produces articulate graduates who can express a nuanced verbal and written evaluation of the past and apply analytical skills to fields other than history.

**History — Secondary Education:** Prepares students to teach history on a global perspective. American and European history courses are taught along with courses on Middle Eastern, Caribbean and Asian

history. The understanding of history in civilization is key in working with people of diverse cultures and backgrounds in a modern pluralistic society.

**Interdisciplinary Studies:** Provides an opportunity for students to integrate knowledge from two disciplines, as well as develop skills and capacities to address complex issues.

**Justice and Law Administration:** Prepares students to pursue careers in fields such as federal, state and local law enforcement, corrections, probation and parole departments, other offender rehabilitation careers, public administration, paralegal work, private security and fraud investigation. The JLA program also offer a solid foundation to pursue further studies in law school and graduate school.

**Management:** Provides knowledge, perspective and competencies necessary to understand and practice management as a generic process in all organizations; prepare students for future managerial positions and roles.

**Management Information Systems:** Produces management information systems professionals who can integrate business systems, computer security and quantitative skills with creativity and synergy in the solution of complex business problems.

**Marketing:** Produces graduates who can recognize marketing problems, apply appropriate marketing tools and find satisfactory solutions.

**Mathematics:** Prepares students: (i) to study pure and/or applied mathematics at the graduate level, (ii) for a position in fields requiring quantitative reasoning, problem solving and logical thinking, such as commercial and investment banks, government agencies, insurance firms and consulting companies.

**Mathematics — Computer Science option:** Prepares students for a field requiring a fundamental knowledge of both mathematics and computer science; prepares students to obtain positions in software development which require competencies in upper-division mathematics.

**Mathematics — Secondary Education:** Develops the competencies for teaching mathematics at the secondary level; develops a broad understanding of all the concepts of mathematics; expands skills in quantitative reasoning, problem-solving and logical thinking, enabling students to become effective teachers of mathematics and to continue to study mathematics at the graduate level.

**Media Arts:** Develops students' ability to express themselves appropriately, creatively and effectively in, as well as to understand and evaluate, various communication media.

**Meteorology:** Prepares students to enter the workforce at entry-level positions in meteorology and related sciences. Prepares students to enter graduate programs in meteorology and environmental science as well as professional graduate programs in business and law.

**Music — Bachelor of Arts:** Appropriate program for students who wish to study music within the broader context of a liberal arts education.

### **Music — Bachelor of Music — Three degree options**

**B.M. Emphasis in Audio and Music Production:** Designed for those wishing to pursue a career in audio and music production. Many students who choose this option continue their studies at the graduate level and in various professional programs in their specific area. This music degree provides a well-rounded education in all aspects of production including recording, mixing, sound design, arranging, and scoring.

**B.M. in Performance (Vocal and Instrumental):** Designed for those who wish to pursue a performing or teaching career in music. Many who choose this option continue their studies at the graduate level and participate in various professional programs in their specific area.

**B.M. in Jazz Studies:** Designed for students wishing to pursue a performing or teaching career in jazz and commercial music. Many who choose this option continue their studies at the graduate level and in professional programs in their specific area.

**Music Education — Bachelor of Science:** Prepares the student to apply for provisional PK-12 certification



in Connecticut. Designed for students who wish to pursue a career in music education.

**Musical Theatre — Bachelor of Fine Arts:** Offers students knowledge of and training in all aspects of musical theatre within a liberal arts context in order to compete for employment opportunities in the entertainment industry where musical talent is utilized.

**Nursing — Bachelor of Science:** Prepares the interested student to pursue and master content didactic and clinical to become a professional nurse in order to sit for licensure exam as a registered nurse; provides opportunities for educational mobility for registered nurses prepared in associate degree and diploma nursing education programs.

**Political Science:** The program empowers students to think critically and independently, and provides essential skills for navigating through our era of political complexity. It provides a broad understanding of politics and the expertise necessary to pursue careers in government, law, business, the non-profit sector, and education both on the global and local levels. The program also promotes experiential learning and community experiences which build an understanding of and skills for effective citizenship and careers in a broad range of fields.

**Professional Writing:** Prepares students to work professionally as writers. Optional fields include creative writing, business, public relations and journalism.

**Psychology:** Provides students with a broad knowledge base in psychology, advanced skills in scientific inquiry and critical thinking, an understanding of ethical and social responsibility in a diverse world, good communication skills, and the opportunity for professional development in the field of psychology.

**Social Sciences:** The interdisciplinary major in social sciences is designed to provide a broad foundation in the social sciences and to allow a variety of course choices through which one of several topics or themes may be emphasized.

**Social Work:** Prepare competent and effective generalist social work professionals to practice in a manner consistent with the purposes and values of the profession, to enhance human and community well-being, and to value the dignity and worth of all persons. Based on the knowledge, values and skills of the profession, the program exposes students to a world view that leads to a commitment to service, human rights and social and economic justice. Provides students with significant opportunities to connect with faculty, students and community.

**Spanish:** Prepares students to function in an interdependent, multicultural, multilingual world to meet local, national and global needs in business, translation and interpreting, the non-profit sector, government and other professions for a bilingual and bicultural workforce. With a foundation in socio-cultural, literary, commercial, historical and artistic study of Spain, Latin America and Latinos in the United States, students are prepared with linguistic expertise, cultural awareness and community engagement.

**Spanish — Secondary Education:** Prepares candidates to teach Spanish at the secondary level to develop language proficiency and cultural awareness through: communication, cultures, connections, comparisons and communities. The classroom setting, in which future teachers will be engaged, sets the highest standards of cross-cultural interaction and immersion in the target language.

**Theater Arts — Bachelor of Arts:** Appropriate for students who wish to study theatre within a broader context of a liberal arts education and to emphasize areas of concentration such as performance, design/technology, theatre arts management or drama studies.

# Ancell School of Business

## Overview

### Departments

Accounting  
Finance  
Management  
Management Information Systems  
Marketing

### DIVISION

Justice & Law Administration

### Degree Programs

BBA Accounting  
BBA Finance  
BBA Management  
BBA Management Information Systems  
BBA Marketing  
BS Justice & Law Administration

### Courses

Accounting  
Finance  
Justice & Law Administration  
Management  
Management Information Systems  
Marketing

# Ancell School of Business

**Dean: David Martin, Ph.D.**

[Martindg@wcsu.edu](mailto:Martindg@wcsu.edu)

Westside Classroom Building 376

(203) 837-9600

**Assistant Dean: James Donegan, Ph.D.**

[doneganj@wcsu.edu](mailto:doneganj@wcsu.edu)

Westside Classroom Building 139

(203) 837-9035

**Administrative Assistant to the Dean: Catherine Cote**

[cotec@wcsu.edu](mailto:cotec@wcsu.edu)

Westside Classroom Building 375

(203) 837-8782

(203) 837-8527 (fax)

**Learning Commons Coordinator: Elise Silkowski**

[silkowskie@wcsu.edu](mailto:silkowskie@wcsu.edu)

Westside Classroom Building, Youngs Library 409

(203) 837-8567

Departments:

## **Accounting**

*Chair: Michele Ganon, Ph.D., CPA, CGMA*

[ganonm@wcsu.edu](mailto:ganonm@wcsu.edu)

Westside Classroom Building 303

(203) 837-8742

(203) 837-8955 (fax)

## **Finance**

*Chair: Annie Wong, Ph.D.*

[wonga@wcsu.edu](mailto:wonga@wcsu.edu)

Westside Classroom Building 141

(203) 837-8577

(203) 837-8955 (fax)

## **Justice & Law Administration**

*Chair: George Kain, Ph.D.*

[kaing@wcsu.edu](mailto:kaing@wcsu.edu)

Westside Classroom Building 347

(203) 837-8514

(203) 837-3908 (fax)

## **Management**

*Chair, Stanley Bazan, Ph.D.*

[bazans@wcsu.edu](mailto:bazans@wcsu.edu)

Westside Classroom Building 202

(203) 837-9238

(203) 837-8955 (fax)

## **Management Information Systems**

*Chair: Richard Montague, Ph.D.*

[montaguer@wcsu.edu](mailto:montaguer@wcsu.edu)

Westside Classroom Building 204

(203) 837-9343

(203) 837-8955 (fax)

### **Marketing**

*Chair: Ronald Drozdenko, Ph.D.*

[drozdenkor@wcsu.edu](mailto:drozdenkor@wcsu.edu)

Westside Classroom Building 301

(203) 837-8776 (phone)

(203) 837-8955 (fax)

### Mission

The Ancell School of Business is an accredited member of AACSB International – The Association to Advance Collegiate Schools of Business. The Ancell School of Business provides a high quality, affordable personalized learning environment for undergraduate and graduate students from Western Connecticut and the broader region.

The Ancell School of Business transforms students into graduates who are prepared for the challenges of employers in our service region, and the opportunities of the global economy. The Ancell School provides an affordable and personalized learning environment for undergraduate and graduate students from Western Connecticut and the broader service region. The Ancell School promotes innovation, impact and engagement in teaching, intellectual contributions and service to professional and business organizations, as well as to the community.

The Ancell School promotes faculty excellence in teaching, intellectual contributions and service to professional and business organizations.

### Undergraduate Degree Programs

#### **B.B.A. Accounting**

*Options:*

Financial Accounting

Managerial Accounting

#### **B.B.A. Cybersecurity**

#### **B.B.A. Finance**

*Options:*

Financial Investments and Markets

Financial Management

#### **B.B.A. Management**

*Options:*

Small Business and Entrepreneurial Management

Supervisory Management

Human Resources Management

#### **B.B.A. Management Information Systems**

*Option:* Information Security Management

#### **B.B.A. Marketing**

*Option:* Digital and Interactive Marketing

#### **B.S. Justice and Law Administration**

*Options:*

Corrections, Probation, Parole and Offender Rehabilitation

Law Enforcement

Legal Studies  
Paralegal Studies  
Criminology

The Ancell School of Business is composed of five business administration departments and the Division of Justice and Law Administration (JLA). The admission, academic probation and suspension standards are the same for both the JLA division and the business administration programs.

Information concerning the Bachelor of Business Administration (BBA) program and its five majors is listed below. Information concerning the Division of JLA is found in the Division of JLA section of this catalog.

#### Graduation Requirement

A 2.3 cumulative grade point average for all courses completed is required in order to receive a baccalaureate degree for a program offered by the ASB.

#### Academic Probation and Suspension

Ancell academic probation letters from the Dean are sent at the end of the semester to each first semester freshman with a grade-point average below 2.0 and to all other students with averages below 2.3. If you are placed on Ancell probation, you must meet with an at-risk adviser who will review your program requirements, course selections, credit loads, and other pertinent information and assist in developing a plan to improve your academic performance. You must continue to meet with your at-risk advisor as scheduled and make acceptable progress to achieving you plan goals.

The probationary period will commence the semester following the one for which the letter of probation was issued. The Dean will review the student's activities during the period of probation.

Probation is for one semester only. If you do not make acceptable progress by the end of the first semester that you are on probation, you may be dismissed from the Ancell School for academic deficiency. Full-time students on probation should consider a semester course load of 12 credit hours and limit their participation in extra-curricular activities. Appeals to these policies should be made to the Ancell Dean who, for extenuating circumstances only, may waive the policy. Students dismissed from the Ancell School who are not on university suspension may apply to another WCSU School by filling out an application for change of major form.

*Note: Individual Schools or programs may have standards for probation and dismissal from the school or program which are higher than the University's standards. A student can be on probation or be dismissed from a school or program and still be in good standing at the University.*

#### Business Administration Curriculum

The five business programs are:

- Accounting
- Finance
- Management
- Management Information Systems
- Marketing

All business majors consist of five components:

General Education	40 semester hours
Business Core	33 semester hours
Major	21-33 semester hours
Non-Business Electives	16 semester hours
Free Electives	1-13 semester hours
Total	120 semester hours

## General Education for new students starting Fall 2016

All students must complete the general education curriculum. A description of the requirements can be found [here](#).

Then add a link to the General Education Section of this document.

### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

### Business Core Requirements:

FIN 230	Business Statistics
ACC 201	Financial Accounting
ACC 202	Managerial Accounting
MGT 250	Organizational Behavior
MGT 320	Operations Management
MIS 260	Information Systems Concepts
MKT 200	Principles of Marketing
MKT 201	Global Environment of Business (MKT 305 Spring 2019)
FIN 310	Principles of Finance
JLA 240	Commercial Law <i>or</i> ACC 340 Business Law I (for accounting majors)
MGT 415	Strategic Management
Admissions	

Please refer to the department area in this catalog for specific admission procedures and requirements, or contact the Office of Undergraduate Admissions at (203) 837-9000.

# Accounting

**Michele Ganon, Department Chair PhD**

[ganonm@wcsu.edu](mailto:ganonm@wcsu.edu)

Westside Classroom Building 303, Westside Campus

(203) 837-8742

(203) 837- 8527 (fax)

**Judy McGee, Department Secretary**

[mcgeej@wcsu.edu](mailto:mcgeej@wcsu.edu)

Westside Classroom Building 249, Westside Campus

(203) 837-8342

(203) 837- 8527 (fax)

## Faculty

M. Ganon, Chair

J. Donegan

M. Ganon

X. Jiang

Y. Kim

G. Rotondo

## Overview

The accounting curriculum is divided into three closely coordinated areas: the liberal arts and sciences foundation; a common body of business courses; and an in-depth study in accounting. To assure a proper common body of knowledge for the business student, the curriculum provides for the study of the legal, social, political, and economic environments; the development of a professional understanding of the concepts and methods of accounting, quantitative methods, production, distribution, and finance; and contains a study of organization theory, including interpersonal relationships, control, and motivation.

## Mission

The accounting department seeks to provide students with an education that focuses on the common body of knowledge of accounting and the development and application of skills needed for entry into the professions.

## Degree Programs in Accounting

The accounting program consists of the following academic areas of study:

Liberal Arts & Sciences	40 semester hours
Business Common Core courses**	34 semester hours
Accounting Major Core courses	27 semester hours
Financial or Managerial Accounting option	6 semester hours
Free electives	13 semester hours*
Total credit hours	120 semester hours

\*Prospective students should request an accounting departmental program sheet which details the current requirements for graduation.

### \*\* Business Common Core Courses:

MKT 101 Orientation to Ancell Undergraduate Programs

FIN 230 Business Statistics

ACC 201 Financial Accounting

ACC 202 Managerial Accounting

MGT  
250 Organizational Behavior

MGT  
320 Operations Management

MIS 260 Information Systems Concepts

MKT 200 Principles of Marketing

FIN 310 Principles of Finance

JLA 240 Commercial Law *or* ACC 340 Business Law I (for  
accounting majors)

MGT  
415 Strategic Management

MKT 305 Global Environment of Business

Bachelor of Business Administration In Accounting (B.B.A.)

Requirements:

All undergraduate accounting students take a common accounting curriculum of 27 semester hours beyond the nine semester hours included in the business common core.

The following courses are required for the B.B.A.:

ACC 301 Intermediate Financial Accounting I  
ACC 302 Intermediate Financial Accounting II  
ACC 303 Accounting Theory and Topics  
ACC 361 Cost Accounting  
ACC 403 Federal Taxation  
ACC 404 Advanced Taxation  
ACC 405 Auditing  
ACC 407 Consolidation and Partnerships in Accounting  
ACC 410 Fraud Examination

In addition, an accounting student must choose either the financial accounting option or the managerial accounting option by taking an additional six semester hours of courses specified below.

Financial Accounting Option

Students wishing to sit for the Certified Public Accountant (CPA) exam should select this option and take the following additional courses:

ACC 341 Business Law II *and*  
Any one 400-level Accounting Course

Managerial Accounting Option

Students primarily interested in careers in corporate or non-profit organizations and planning to sit for the Certified Management Accounting (CMA) exam should select this option and take the following additional courses:

FIN 320 Financial Management

*Plus one of the following:*

MGT 340 Total Quality Management  
MIS 311 Business Models  
Any one 400-level Accounting course

Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.



Graduation Requirement:

To graduate, a student must:

1. Obtain a cumulative grade point average (GPA) of 2.3 or better in all courses completed;
2. Obtain a C- or better in ACC 201 and;
3. Obtain a 2.0 GPA in all accounting courses.

## Learning Outcomes

A graduate of the Accounting Department should be able to:

- Utilize critical thinking and data analysis skills to prepare and analyze financial statements.
- Effectively communicate and convey accounting information orally and in writing.
- Work in a group setting to solve complex financial and accounting problems.
- Identify and resolve ethical issues related to the practice of accounting.
- Demonstrate a broad understanding of accounting standards and an ability to resolve problems in the following areas: GAAP-US/IFRS accounting standards, tax rules and regulations, legal issues, fraud principles and standards, and business valuation standards.

### Certification Examinations

A student may wish to sit for one of the primary certification exams: Certified Public Accountant (CPA) or a Certificate in Management Accounting (CMA), Certified Fraud Examiner (CFE), Certified Valuation Analyst (CVA) or Accreditation in Business Valuation (ABV).

In Connecticut, the State Board of Accountancy in Hartford, Conn., administers the CPA exam. The Institute of Management Accountants in Montvale, N.J., administers the CMA exam.

Each certification has specific work experience requirements. Information concerning these requirements can be obtained by contacting the accounting department chair. Graduates wishing to take the CPA exam in Connecticut are required to have completed 120 credit hours of college education in order to sit for this exam and a WCSU Accounting Degree fulfills the requirements to sit for the CPA exam. Licensing requires an additional 30 credits (i.e. 150 credits).

Students interested in satisfying the 150-hour requirement might want to pursue options, such as earning a B.B.A. in accounting followed by a second B.B.A. in Management Information Systems. Or, they may earn a B.B.A. in Accounting followed by a master's degree in health care administration, business, or justice and law administration. Contact the accounting chair to inquire about other methods of satisfying the 150-hour requirement.

### Placement and Work Experience Accounting Internships

#### Accounting Internships

Students majoring in accounting are strongly advised to obtain practical work experience in the field of public or corporate accounting during their junior and senior years. Many internships and part-time work opportunities in the accounting field are available to students.

#### Placement

The accounting department works closely with the Career Success Center to provide guidance to students seeking employment upon graduation. An active on-campus job interview program begins in the fall semester of the senior year.

#### Minor in Accounting

A minor in accounting is offered to non-accounting students wishing to develop additional competence in accounting. This requires a total of 18 credit hours in accounting. Students wishing to undertake a minor should consult with the accounting department chair.

***For further information on the accounting program, please contact the department chair, Michele Ganon at [ganonm@wcsu.edu](mailto:ganonm@wcsu.edu) or (203) 837-8742.***

# Finance

## **Annie Wong, Chair**

[wonga@wcsu.edu](mailto:wonga@wcsu.edu)

Westside Classroom Building 141, Westside Campus

(203) 837-8577

(203) 837-8955 (fax)

## **Judy McGee, Department Secretary**

[mcgee@wcsu.edu](mailto:mcgee@wcsu.edu)

Westside Classroom Building 249, Westside Campus

(203) 837-8342

(203) 837-8955 (fax)

## Faculty

Annie Wong, Chair

Carol Huang

Wenguang Lin

Lai Van Vo

## Overview

The finance curriculum is designed to provide students with the theoretical background and practical skills for pursuing a career in financial investments and markets or in financial management.

Finance courses offer the students an opportunity to analyze financial problems, learn the tools of financial decision-making, and utilize sound methodologies in the resolution of the problems confronting businesses, markets and nonprofit organizations today.

Our students learn through lectures, case studies, model building, and individual and team problem solving.

## Mission

Consistent with the School and University missions, the Department provides finance students with the theoretical background, critical thinking and practical skills needed for successfully pursuing a career in financial investments and markets or in financial management. To do so, the program emphasizes the development of analytical, quantitative, statistical, and communication methodologies. The Department is also committed to providing all business students with the statistical knowledge and tools necessary to make data-based decisions across all functional areas of business.

# Bachelor of Business Administration in Finance (B.B.A.)

## Requirements:

- Completion of all general education competency requirements (see departmental program sheet for specific requirements).
- Completion of the business core courses as listed below.\*
- Completion of the required finance courses.\*\*

## **\*Business Core Courses:**

ACC 201 Financial Accounting

ACC 202 Managerial Accounting  
FIN 230 Business Statistics  
FIN 310 Principles of Finance  
JLA 240 Commercial Law *or* ACC 340 Business Law I (for accounting majors)  
MGT 250 Organizational Behavior  
MGT 320 Operations Management  
MGT 415 Strategic Management  
MIS 260 Information Systems Concepts  
MKT 101 Orientation to Ancell Undergraduate Programs  
MKT 200 Principles of Marketing  
MKT 305 Global Environment of Business

**\*\*Required Finance Courses:**

FIN 320 Financial Management  
FIN 330 Financial Decision Models  
FIN 340 Investment Analysis and Portfolio Management  
FIN/ECO 360 Money, Banking, and Capital Markets  
FIN 370 Financial Institutions  
FIN 490 Cases in Managerial Finance

In addition to the six required courses listed above, a finance student must select either the Financial Investments and Markets option or the Financial Management option by taking an additional three required courses listed below each option:

Financial Investments and Markets Option

Students who choose the financial investments and markets option will be exposed to the latest advances in financial securities pricing, international finance and financial risk management. Graduates of this option can pursue careers in the financial services industry as investment analysts, securities traders, investment or commercial bankers, and in any of a host of careers that require analytical ability and the commitment to solving unique and challenging financial problems.

FIN 316 Quantitative Methods in Finance *or* FIN 317 Fixed Income Securities  
FIN 486 Financial Engineering  
FIN/ECO 488 Multinational Financial Issues

Financial Management Option

Students who choose the financial management option will have the opportunity to acquire skills in the areas of financial planning, analysis, and control. Graduates of this option typically work in a corporate, public or not-for-profit entity as financial analysts, financial planners, and in any of a number of careers that require the ability to synthesize a broad range of financial, accounting, and economic variables to make sound financial decisions.

ACC 301 Intermediate Financial Accounting I  
ACC 302 Intermediate Financial Accounting II  
*And a choice of one of the following:*

ACC 303 Accounting Theory and Topics  
ACC 361 Cost Accounting  
ACC 403 Federal Taxation  
ACC 407 Consolidations and Partnerships

**Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## Learning Outcomes

A graduate of the Finance Department should be able to:

- Demonstrate knowledge of portfolio management, security valuations, financial statement analysis, and risk-return analysis.
- Demonstrate knowledge of financial planning, long & short term financing, and the functions of financial management.
- Apply basic analytical and quantitative techniques to solve complex problems and make sound financial decisions.
- Utilize computer based analytic methods
- Demonstrate knowledge of domestic and international markets & institutions
- Effectively communicate financial problems and solutions orally and in writing

## Minor in Finance

Admission to the minor requires completion of at least 45 semester hours with a GPA of 2.3. Successful completion of the minor requires the student to take 18 semester hours and to maintain a 2.3 GPA in all finance courses. There are two tracks in the Finance minor:

### **Track 1: Investments**

This minor requires the completion of the following courses:

FIN 310 Principles of Finance  
FIN 320 Financial Management  
FIN 330 Financial Decision Models  
FIN 340 Investment Analysis and Portfolio Management

*And a choice of two of the following:*

FIN 316 Quantitative Methods of Finance  
FIN 317 Fixed Income Securities  
FIN/ECO 360 Money, Banking and Capital Markets  
FIN 370 Financial Institutions  
FIN 486 Financial Engineering  
FIN/ECO 488 Multinational Financial Issues

### **Track 2: Financial Management**

This minor requires the completion of the following courses:

FIN 310 Principles of Finance  
FIN 320 Financial Management  
FIN 330 Financial Decision Models  
FIN 340 Investment Analysis and Portfolio Management

*And a choice of two of the following:*

ACC 301 Intermediate Financial Accounting I  
ACC 302 Intermediate Financial Accounting II  
ACC 361 Cost Accounting

The department reserves the right to approve alternative requirements on a case-by-case basis after advisement from a finance faculty member and approval by the department chair. Students receiving a

B.B.A. degree must attain a GPA of 2.3 or better.

# Management

## **Stanley Bazan, Chair**

[bazans@wcsu.edu](mailto:bazans@wcsu.edu)

Westside Classroom Building 202, Westside Campus

(203) 837-9238

(203) 837- 8955 (fax)

## **Charlene Jenkins, Department Secretary**

[parksc@wcsu.edu](mailto:parksc@wcsu.edu)

Westside Classroom Building 349, Westside Campus

(203) 837-8340

(203) 837-8955 (fax)

## Faculty

S. Bazan, Chair	P. Assenza	K. Burnard
M. Chuang	M. Dugal	L. Forbes
A. Galli-Debicella	Y. Hayajneh	B. Teucher
D. Weltmann		

## Adjunct Faculty

G. Anderson	R. Butterly	M. Case	A. Ciarleglio
N. Dworkin	M. Monson	P. O'Connor	C. Sefton
B.			

Stevenson

## Overview

The management department's curriculum is designed to provide the student with the knowledge, skills, and perspectives necessary in managerial and administrative positions in a variety of organizations, both commercial and not-for-profit.

To accomplish this goal, the student's program includes courses in three areas: the university's general education requirements to obtain an appreciation of and perspective on the liberal arts and sciences; the business core to obtain a sound knowledge of all functional areas of business organizations as well as the social, economic, and legal environments of organizations; and the courses to provide in-depth study of management.

The management major consists of seven courses. Four of these courses are required of all students who receive a major in management. The remaining three courses form one of three possible options:

- The human resource management option is offered for those students who want to pursue careers in departments such as human resource management, employee relations, or personnel.
- The supervisory management option is offered for students seeking management knowledge prerequisite for supervisory positions in industrial, service, retail, and wholesale type organizations.
- The small business management and entrepreneurial option is offered for students who plan to pursue a career in a small business or who have the goal of starting a small business.

## Mission

To provide students with the knowledge, perspectives, and competencies necessary to understand and practice management as a generic process in all types of organizations and, thus, to prepare them for future

managerial positions.

A 2.3 cumulative grade point average for all courses completed is required in order to receive a baccalaureate degree for a program offered in the ASB, as well as a grade point average of 2.0 or higher in all courses in the major.

Bachelor of Business Administration in Management (B.B.A.)

Requirements:

- Completion of all general education requirements (see departmental program sheet for specific requirements in some areas).
- Completion of the business core courses.\*
- Completion of the major in management as listed below:
- Completion of free electives, including health & exercise science, to total a minimum of 120 semester hours.

**\*Business Core Courses:**

FIN 230 Business Statistics  
ACC 201 Financial Accounting  
ACC 202 Managerial Accounting  
MGT 250 Organizational Behavior  
MGT 320 Operations Management  
MIS 260 Information Systems Concepts  
MKT 200 Principles of Marketing  
MKT 305 Global Environment of Business  
FIN 310 Principles of Finance  
JLA 240 Commercial Law *or* ACC 340 Business Law I (for accounting majors)  
MGT 415 Strategic Management  
FIN 310 Principles of Finance

**Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Required Courses (12 SH):

MGT 340 Total Quality Management  
MGT 350 Management Negotiations  
MGT 376 Managing People  
MGT 410 Current Issues In Management

Plus one of the following options:

Small Business & Entrepreneurial Management Option (9 SH)

Intended for students with an interest in starting up or working for a small business. Comprised of the following courses:

MGT 405 Small Business Entrepreneurship  
MGT 406 Small Business Management

Choose one of the following:

MGT 377 Supply Chain Management  
MIS 405 Business Applications Using Microcomputers



### Supervisory Management Option (9 SH)

Intended for students with an interest in supervision in all types and sizes of organizations. This is the more generic management option.

MGT 251 Human Resource Management  
MGT 377 Supply Chain Management  
MGT 405 Small Business Entrepreneurship

### Human Resources Management Option (9 SH)

Intended for students with an interest in the human resource management functions of an organization, including interviewing, benefits administration, wage and salary administration and employee relations.

MGT 251 Human Resource Management  
MGT 353 Advanced Human Resource Management: Employee Acquisition  
MGT 354 Advanced Human Resource Management: Employee Development

## Learning Outcomes

A graduate of the Management Department's majors should:

- Possess a knowledge of the fundamental concepts of management as an organizational process
- Display the communication skills, both written and oral, used in business and organizational settings
- Recognize ethical challenges and ethical actions in organizational settings
- Possess the skills to work effectively in groups and teams
- Appreciate diversity among individuals as an organizational strength
- Be capable of analyzing and correcting organizational processes

### Minor in Management

Admission to the minor requires completion of at least 45 semester hours with a GPA of 2.3; a GPA of 2.3 or better is required in management courses for completion of the minor.

Requirements:

MGT 250 Organizational Behavior  
MGT 251 Human Resource Management  
MGT 340 Total Quality Management  
MGT 350 Management Negotiations  
MGT 376 Managing People  
MGT 320 Operations Management *or*  
MGT 353 Advanced Human Resource Management: Employee Acquisition

If you are a B.B.A. major, choosing a business minor may require you to take credit hours above the 120 credit minimum required for graduation.

## Waterbury

The management department also offers the supervisory management option at Western's Waterbury program located on the grounds of Naugatuck Valley Community College. Upper-level (junior and senior year) courses are offered at Waterbury. This program generally allows students who have the equivalent of an associate's degree to finish their Bachelor of Business Administration degree at Waterbury. Courses offered at Waterbury are also open to students taking classes in Danbury.

## Winsted

The management department also offers the supervisory management option at Western's Winsted program

located on the grounds of Northwestern Community College. Upper-level (junior and senior year) courses are offered at Winsted. This program generally allows students who have the equivalent of an associate's degree to finish their Bachelor of Business Administration degree at Winsted. Courses offered at Winsted are also open to students taking classes in Danbury.

# Management Information Systems

## **Richard Montague, Chair**

[montaguer@wcsu.edu](mailto:montaguer@wcsu.edu)

Westside Classroom Building 204, Westside Campus

(203) 837-9343

(203) 837- 8955 (fax)

## **Judy McGee, Department Secretary**

[mcgee@wcsu.edu](mailto:mcgee@wcsu.edu)

Westside Classroom Building 249, Westside Campus

(203) 837-8342

(203) 837-8955 (fax)

## Faculty

R. Montague, Chair

E. Collar

J. Flynn

P. Nugent

T. Yoon

## Overview

The management information systems (MIS) department curriculum is designed to: educate its students in the use and importance of information as an essential and valuable resource in business decision making processes for all organizations; develop the critical analytical, quantitative and computer skills necessary to address complex business problems; and prepare its students for responsible MIS roles in the public and private sectors.

To accomplish this, this program includes courses in three areas: (1) general education, in order to obtain an appreciation of the arts and sciences; (2) the business core, in order to obtain a sound knowledge of management and administration, as well as the social, economic, legal, and political environments of organizations; and (3) the major, in order to provide in-depth study of management information systems.

## Mission

Meet the needs of students and organizations by providing state-of-the-art quality in undergraduate and graduate courses.

# Bachelor of Business Administration in Management Information Systems (B.B.A.)

## Requirements:

- Completion of all general education requirements (see departmental program sheet for specific requirements in several areas).
- Completion of the business core courses.\*
- Completion of a major in management information systems as listed below.
- Completion of 21 semester hours of free electives; at least 13 of these free electives must be in non-business courses.

## \*Business Core Courses:

FIN 230 Business Statistics  
ACC 201 Financial Accounting  
ACC 202 Managerial Accounting  
MGT 250 Organizational Behavior  
MGT 320 Operations Management  
MIS 260 Information Systems Concepts  
MKT 200 Principles of Marketing  
MKT 305 Global Environment of Business  
FIN 310 Principles of Finance  
JLA 240 Commercial Law or ACC 340 Business Law I (for accounting majors)  
MGT 415 Strategic Management  
FIN 310 Principles of Finance

#### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

#### Required Courses (24 SH):

MIS 280 COBOL I  
MIS 481 Management Information Systems  
MIS 495 Seminar in Management Information Systems

#### *Select five courses from those listed below:*

CS 143 Visual Basic  
MIS 281 Cobol II  
MIS 300 Data Analysis and Integration Software  
MIS 301 Database Applications in Business  
MIS 307 Social Media in Business  
MIS 311 Business Models  
MIS 320 Systems Simulation  
MIS 321 Digital Forensics  
MIS 325 Digital Forensics Software  
MIS/JLA 341 Information Systems Security  
MIS 345 Selected Topics in Business  
MIS 361 Information Assurance  
MIS 385 Fundamentals of Data Communications  
MIS 386 Decision Support Systems  
MIS 389 Information Systems Hardware  
MIS 405 Business Applications Using Microcomputers  
MIS 475 Management of Information Systems and Information Technology

#### Information Security Management Option

The information security management option provides undergraduate students majoring in management information systems an enhancement to their understanding of information systems security practices.

The option incorporates both behavioral and technical aspects of security and is intended to offer a broad perspective. It consists of 15 semester hours of courses drawn from management information systems, computer science and JLA.

The purpose of this option is to elevate the importance of the behavioral aspects of security while continuing to recognize the importance of technological security controls.

As specified below, the 15 semester hours forming the information security management option should be

selected in place of the 15 semester hours of electives within the management information systems major.

MIS 301 Database Applications in Business  
MIS/JLA 341 Information Systems Security  
MIS 361 Information Assurance  
MIS 385 Fundamentals of Data Communications

*Choose one of the following:*

CS 143 Visual Basic  
CS 166 Introduction to UNIX  
CS 170 Language C++  
CS 270 Computers in Society  
JLA 225 Principles of Security  
JLA/SOC 336 White Collar Crime  
JLA 347 Justice Issues in Domestic and International Terrorism  
MIS 307 Social Media in Business  
MIS 321 Digital Forensics  
MIS 325 Digital Forensics Software  
MIS 389 Information Systems Hardware  
MAT 127 Introduction to Cryptology

## Learning Outcomes

A graduate of the MIS department should be able to:

- Use analytical, quantitative, and systems skills to solve complex business problems
- Work in teams to develop solutions to complex business problems
- Demonstrate effective and persuasive written and oral communication skills

# Bachelor of Business Administration in Management Information Systems in Cybersecurity (B.B.A.)

## Overview

The Cybersecurity degree provides undergraduate students majoring in management information systems with an emphasis on education and training on the managerial and business side of Cybersecurity.

The degree incorporates two general categories agreed upon by industry experts. The first is knowledge of the technical aspects of security including databases, networks, anti-malware systems, and penetration testing. The second knowledge area involves managerial tasks such as developing security programs, policy formation, compliance with government regulations, privacy ethics, continuity planning and risk management.

The degree is designed to provide students with an understanding of the technical and managerial areas of Cybersecurity; prepare students for a wide range of positions in Cybersecurity; provide a learning environment in which students can experience real-world organizational security scenarios supported by state of the art technology and equipment.

Requirements:

- Completion of all general education requirements (see departmental program sheet for specific requirements in several areas).

- Completion of the business core courses.\*
- Completion of a major in cybersecurity as listed below.
- Completion of at least 120 semester hours.

**\*Business Core Courses:**

FIN 230 Business Statistics  
 ACC 201 Financial Accounting  
 ACC 202 Managerial Accounting  
 MGT 250 Organizational Behavior  
 MGT 320 Operations Management  
 MIS 260 Information Systems Concepts  
 MKT 200 Principles of Marketing  
 MKT 201 Global Environment of Business  
 FIN 310 Principles of Finance  
 JLA 240 Commercial Law *or* ACC 340 Business Law I (for accounting majors)  
 MGT 415 Strategic Management  
 FIN 310 Principles of Finance

**Cybersecurity Requirements (27 Credits):**

MIS or CS Programming Language course (from approved list)\*\*  
 MIS 301 Database Application in Business  
 MIS 321 Digital Forensics I  
 MIS/JLA 341 Information Systems Security  
 MIS 361 Information Assurance  
 MIS 385 Fundamentals of Data Communication  
 MIS 389 Information Systems Hardware  
 MIS 440 Network Security and Defense  
 MIS 450 Penetration Testing

\*\*List of Approved Programming Language courses:

MIS 280 COBOL  
 CS 140 Introduction to Programming  
 CS 143 Visual basic  
 CS 170 Language C++  
 CS 265 Computer Security Implementation with Java

**Cybersecurity Electives (9 credits)**

*Choose three of the following:*

*Management Information Systems*

MIS 307 Social Media in Business  
 MIS 325 Digital Forensics Software  
 MIS 481 Management Information Systems  
 MIS 495 Seminar in Management Information Systems

*Computer Science*

CS 110 Website Production  
 CS 166 Introduction to UNIX

*Justice & Law Administration*

JLA/SOC 201 Criminology  
 JLA 225 Principles of Security  
 JLA 260 Principles of Emergency Management & Homeland Security  
 JLA/SOC 336 White Collar Crime  
 JLA 347 Justice Issues in Domestic & International Terrorism

JLA 360 Advanced Issues in Homeland Security

*Mathematics*

MAT 127 Introduction to Cryptology

*Psychology*

SOC 205 Social Psychology

PSY 207 Organizational Psychology

Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## Learning Outcomes

The program will enable students to attain, by the time of graduation, to:

- A. Develop solutions for networking and security problems, balancing business concerns, technical issues and security.
- B. Demonstrate an understanding of the core concepts, tools and methods used to secure computer systems.
- C. Explain the concepts of confidentiality, availability and integrity in Cybersecurity including physical, software, devices, policies and people.
- D. Plan, implement and evaluate penetration testing and ethical hacking of computer systems.
- E. Identify, analyze and mitigate threats to internal computer systems.

Minor in Management Information Systems

Eighteen semester hours are required in order to obtain a minor in management information systems. The minor requires the combination of six of the following courses:

MIS 300 Data Analysis and Integration Software

MIS 301 Database Applications in Business

MIS 311 Business Models

MIS 320 Systems Simulation

MIS/JLA 341 Information Systems Security

MIS 345 Selected Topics in Business

MIS 361 Information Assurance

MIS 385 Fundamentals of Data Communications

MIS 386 Decision Support Systems

MIS 389 Information Systems Hardware

MIS 405 Business Applications Using Microcomputers

MIS 475 Management of Information Systems and Information Technology

MIS 481 Management Information Systems

MIS 495 Seminar in Management Information Systems

# Marketing

## **Ronald Drozdenko, Chair**

[drozdenkor@wcsu.edu](mailto:drozdenkor@wcsu.edu)

Westside Classroom Building 301, Westside Campus

(203) 837-8776

(203) 837- 8955 (fax)

## **Judy McGee, Department Secretary**

Westside Classroom Building 249, Westside Campus

(203) 837-8342

(203) 837- 8955 (fax)

## Faculty

R. Drozdenko, Chair      A. Oumlil                      X. Han

K. Koza                      E. AbouElgheit

## Adjunct Faculty

D. Coelho                      S. DeBartolomeo              J. Lambo

R. Watson                      T. Zarecki

## Overview

The marketing curriculum provides students with a sound understanding of the marketing function and its critical role in the success of organizations in globally competitive environments. Students learn analytical and communicative skills needed to succeed in brand management, marketing research, advertising management, and other fields within marketing. The skills and techniques of marketing management are also stressed. The program builds on knowledge from the arts and sciences and other business courses. Students are exposed to a variety of teaching methods including computer applications, case studies, group projects and experiential exercises.

## Mission

The marketing department's primary mission is to prepare students to be contributing members of organizations by providing an education focusing on the marketing function. We are dedicated to developing in our students problem-solving abilities that are firmly grounded in the arts and sciences and other business areas. We emphasize a personalized approach to education and promote the development of self-worth in our students. Our students will have an understanding of and appreciation for the global business environment and the social implications of business actions. We also recognize that specific technical skills are necessary to prepare students for entry into the workforce; therefore, our department will maintain an approach to education that is consistent with existing technologies and methods.

## Bachelor of Business Administration in Marketing (B.B.A.)

### Requirements:

- Completion of all general education requirements (see departmental program sheet for specific requirements in several areas).
- Completion of the business core courses.\*
- Completion of free electives, including health & exercise science, to total a minimum of 120 semester hours.
- Completion of 24 SH in marketing as listed below.

### **\*Business Core Courses:**



MKT 101 Orientation to Ancell Undergraduate Programs  
 FIN 230 Business Statistics  
 ACC 201 Financial Accounting  
 ACC 202 Managerial Accounting  
 MGT 250 Organizational Behavior  
 MGT 320 Operations Management  
 MIS 260 Information Systems Concepts  
 MKT 200 Principles of Marketing  
 MKT 305 Global Environment of Business  
 FIN 310 Principles of Finance  
 JLA 240 Commercial Law *or* ACC 340 Business Law I (for accounting majors)  
 MGT 415 Strategic Management  
 FIN 310 Principles of Finance  
 Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Required (19 SH):

MKT 310 Consumer Behavior: Concepts, Research Methods and Applications  
 MKT 315 Integrated Marketing Communications: Advertising and Social Media Marketing  
 MKT 333 Sales Management  
 MKT 415 Marketing Research: Methods and Applications  
 MKT 490 Marketing Management: Analysis, Planning and Implementation

And select two additional elective courses (6 SH):

MKT 322 Retailing Management  
 MKT 327 Direct/Interactive Marketing  
 MKT 380 Customer Relationship Management and Database Marketing  
 MKT 395 Advanced Advertising and Integrated Marketing Communications  
 MKT 398 Faculty Developed Study  
 MKT 399 Student Developed Study  
 MKT 411 E-commerce and Internet Marketing  
 MKT 412 Product Development and Management  
 MKT 422 Global Marketing  
 MKT 455 Business Marketing  
 MKT 480 Selected Topics in Marketing

Option in Digital and Interactive Marketing

The Digital and Interactive marketing option was developed in cooperation with professional organizations and national businesses to provide career opportunities for our students in this large and growing field. Students will examine many aspects of digital and interactive marketing including: managing creative and promotional processes, utilizing database technologies, implementing data analytics, developing and maintaining relationships with customers, managing effective e-commerce websites, developing search engine marketing and social media marketing programs and managing digital and interactive marketing organizations in a globally and socially responsive manner. In addition to developing a knowledge of digital and interactive marketing concepts and theory, students will gain applied experience through class projects and the recommended internship.

Required (25 SH):

MKT 310 Consumer Behavior: Concepts, Research Methods and Applications

MKT 315 Integrated Marketing Communications: Advertising and Social Media Marketing  
MKT 327 Direct/Interactive Marketing  
MKT 380 Customer Relationship Management and Database Marketing  
MKT 411 E-commerce and Internet Marketing  
MKT 415 Marketing Research: Methods and Applications  
MKT 490 Marketing Management: Analysis, Planning and Implementation

## Learning Outcomes

A graduate of the marketing department should be able to develop a comprehensive marketing plan. According to the American Marketing Association a marketing plan is a document composed of the following elements and students should be able to:

- Perform an analysis of the current marketing situation
- Identify opportunities and threats in the business environment
- Develop quantified marketing objectives
- Develop viable marketing strategies
- Develop detailed action programs
- Develop projected or pro-forma income (and other financial) statements related to the plan

### Minor in Marketing

A student may apply for the minor in marketing after the completion of 45 semester hours. Successful completion of the minor requires a GPA greater than or equal to 2.3 or better in all marketing courses.

Required (19 SH):

MKT 200 Principles of Marketing  
MKT 310 Consumer Behavior: Concepts, Research Methods and Application

### Marketing Communications Requirement

Select one of the following two courses:

MKT 315 Integrated Marketing Communications: Advertising and Social Media Marketing  
MKT 333 Sales Management

Also, select three marketing electives totaling nine semester hours. See previous section for a list of elective courses.

*Note:* The course not chosen to complete the marketing communications requirement may also be used as one of the three electives. MKT 201 (MKT 305 Spring 2019) cannot be used as a marketing elective.

### Minor in Business Administration

A non-business student may be accepted as an ASB minor. The student must have a 2.3 or better cumulative GPA.

The courses required for completion of the minor are:

ACC 201 Financial Accounting  
FIN 310 Principles of Finance  
JLA 240 Commercial Law  
MGT 250 Organizational Behavior  
MIS 260 Information Systems Concepts  
MKT 200 Principles of Marketing

Students accepted for a business administration minor are expected to have completed all course prerequisites for the program. An average of 2.3 in all minor courses must be maintained to fulfill the requirements of the minor.



# The Division of Justice and Law Administration

## **George Kain, Chair**

[kaing@wcsu.edu](mailto:kaing@wcsu.edu)

Westside Classroom Building 347, Westside Campus

(203) 837-8514

(203) 837- 3908 (fax)

## **Charlene Jenkins, Division Secretary**

[parksc@wcsu.edu](mailto:parksc@wcsu.edu)

Westside Classroom Building 349, Westside Campus

(203) 837-8340

(203) 837- 3908 (fax)

## Faculty

M. Alizadeh

W. DeFeo

K. Jordan

R. Kroll

T. Miller

S. Yamen

H. Arslan

T. Dwyer

G. Kain, Chair

K. Marino

D. Sharma

## Mission

The administration of justice and law in the United States today is as pervasive as the law itself. Accordingly, the mission of the Division of Justice and Law Administration (JLA) is to provide an integration of substantive and practical education in courses of study designed to prepare students for a variety of career choices in law, public service, social systems and private enterprises.

The division has as its primary purposes: A) to enhance the students' abilities to reason, to communicate in written and verbal form, and to engage in scholarship; B) to fulfill students' career goals in the areas of the administration of justice, the regulatory, protective or rehabilitative services, or the law-related professions; and C) to assist students in pursuing undergraduate and graduate level education in law, criminology, public administration, rehabilitation services, criminal justice and associated areas.

The Division of JLA offers the bachelor of science degree, a Minor in Justice Administration, and numerous undergraduate elective course offerings.

## Bachelor of Science in Justice and Law Administration (B.S.)

### Requirements:

General Education	42 semester hours
JLA Core Courses	39 semester hours
JLA Specialty Option Courses	15 semester hours
Electives	24 semester hours
<b>Total</b>	<b>120 semester hours</b>

### JLA Core Courses:

MIS 155 Information Technology

JLA 100 Introduction to Criminal Justice I

JLA 150 Introduction to Criminal Justice II

JLA 200 Writing for Justice Professions

JLA/SOC 201 Criminology  
JLA/SOC 205 Juvenile Delinquency  
JLA 210 Criminal Law  
JLA 240 Commercial Law  
JLA 305 Justice and Law Administration I  
JLA 310 Justice and Law Administration II  
JLA/PS 322 Constitutional Law  
JLA 400 Research Methodology in JLA  
JLA 405 Research Seminar in Justice & Law Administration

#### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## Justice and Law Administration Options

Corrections, Probation, Parole and Offender Rehabilitation Option (15 SH)

#### Requirements:

JLA 312 Community Based Corrections  
JLA 342 Correctional Counseling and Offender Rehabilitation  
JLA 409 Addiction and Crime  
Electives: 6 SH of JLA courses approved by JLA adviser

Law Enforcement Option (15 SH)

#### Requirements:

JLA 212 The Police and Social Order  
JLA 300 Management Issues in Law Enforcement (Prereq: JLA 212)  
JLA 323 Criminal Procedure and Process  
Electives: 6 SH of JLA courses approved by JLA adviser

Legal Studies Option (15 SH)

#### Requirements:

JLA/WRT 321W Legal Writing, Research, & Analysis  
JLA 323 Criminal Procedure and Process  
JLA 408 Human Rights: With Liberty and Justice for All  
Electives: 6 SH of JLA courses approved by JLA adviser

Paralegal Studies Program (15 SH)

#### Requirements:

JLA 250 Family Law  
JLA/FIN 318 Real Estate Law  
JLA/WRT 321W Legal Writing, Research and Analysis  
JLA 339 Torts  
JLA 340 Wills, Estates, Trusts and Administration

Criminology Option (15 SH)

#### Requirements:

JLA/SOC 334 Organized Crime  
JLA/SOC 336 White Collar Crime  
JLA 410 Advanced Criminology

*Plus two of the following:*

JLA/WS 301 Women and Criminal Justice  
JLA 345 Seminar on Violent Crime  
JLA 347 Justice Issues in Domestic & International Terrorism  
PSY 202 Abnormal Psychology  
PSY 309 Social Psychology and the Law  
SOC/ANT 330 Social and Cultural Theory

## Learning Outcomes

A JLA graduate should be able to:

- Engage in scholarship that is relevant to the options within the JLA program
- Use quantitative, qualitative and critical thinking skills to analyze and propose solutions to practical problems in the areas of law, criminology, rehabilitation services, criminal justice, and associated areas.
- Demonstrate proficiency in the areas of written and oral communication

Minor in Division of Justice and Law Administration

To be accepted for the minor, a student must have an overall average of 2.3 or better. An average of 2.3 in all minor courses must be maintained to fulfill the requirements for the minor.

### **Requirements:**

JLA 100 Introduction to Criminal Justice I  
JLA 150 Introduction to Criminal Justice II  
JLA/PS 322 Constitutional Law  
Three JLA courses selected under the supervision of a JLA adviser

### **Additional Requirements of the Division of Justice and Law Administration**

The Division of JLA is a unit of the ASB, yet because of its division status, it maintains some difference in its requirements from departments of the ASB. All requirements not delineated here are covered under the requirements of the ASB.

### **Admission to the Division of Justice and Law Administration**

JLA adheres to the admission standards/requirements of the ASB.

### **Good Academic Standing and Graduation Requirement**

In order to continue in good standing and graduate from the JLA Division and the ASB, a student must maintain a cumulative GPA of 2.3 or better.

The Division of JLA adheres strictly to the following policies of the ASB: academic probation and suspension, readmission to the ASB, other academic policies and course loads for full-time students.

# Accounting

## **ACC 201 Financial Accounting 3 SH**

This course is a study of the basic concepts and procedures utilized in the accounting process. Emphasis is on financial statements, recording processes, income determination, systems, and controls. Issues regarding the recognition, measurement, and presentation of assets, liabilities, and equity are studied in detail. Ethics will also be discussed and integrated within the course. Fall and Spring Semesters. *Prerequisite:* MAT 098 or MAT 100P or appropriate test score.

## **ACC 202 Managerial Accounting 3 SH**

A basic study of the concepts of managerial accounting. Emphasis is placed on the cost-planning process, cost effectiveness, the evaluation tools available for performance measurement, and the budgeting process. Spreadsheet software will be used to prepare reports and analyze accounting data. Fall and Spring Semesters. *Prerequisite:* MAT 100 or MAT 100P or appropriate placement level and ACC 201.

## **ACC 298 Faculty Developed Study 1–6 SH**

## **ACC 299 Student Developed Study 1–6 SH**

## **ACC 301 Intermediate Financial Accounting I 3 SH**

An in-depth study of those intermediate accounting principles and practices used in financial recording and reporting. Following an extensive review of the fundamental processes, content emphasis is on the financial statements and current assets. Fall and spring semesters. *Prerequisite:* MAT 100 or 100P or appropriate placement level and C- grade or better in ACC 201.

## **ACC 302 Intermediate Financial Accounting II 3 SH**

Continuation of ACC 301, with coverage of accounting for fixed assets, leased assets, current and long-term liabilities, investments and stockholders' equity. To pass, students must be certified in a spreadsheet application as determined by the Accounting Department. *Prerequisite:* ACC 301 and GPA  $\geq$  2.3

## **ACC 303 Intermediate Financial Accounting III 3 SH**

A continuation of Intermediate Financial Accounting I and II. The course includes study of leases, compensation, changes and errors, income taxes, the statement of cash flows, and derivatives. Fall and spring semesters. *Prerequisite:* ACC 302.

## **ACC 340 Business Law I 3 SH**

A systematic presentation and discussion of the legal principles and concepts affecting business procedures and practices. Particular emphasis is given to the historical nature and role of law in torts, contracts and commercial paper. The Uniform Commercial Code and the major federal acts affecting the economics of business are reviewed. Fall semester only.

## **ACC 341 Business Law II 3 SH**

Designed to develop student awareness of the legal rights and responsibilities of persons who are entrepreneurs as well as citizens. Presents topics on accountants' liability, securities regulation, agency, partnership, corporation, property, insurance and estates. A required course for students seeking to pass the law section of the Uniform Certified Public Accountancy Examination. Spring semester only. *Prerequisite:* ACC 340 or JLA 240.

## **ACC 361 Cost Accounting 3 SH**

The continuing study of the control and distribution of cost within firms as an effective analytical tool to management in planning and controlling business operations. Fall semester only. *Prerequisite:* ACC 202.

## **ACC 402 Governmental & Non-Profit Accounting 3 SH**

This course is an introduction to fund accounting, emphasizing general, special revenue, capital improvement, debt service, trust agency, enterprise, intra-governmental, and other fund concepts used by

state, municipal, and other governmental entities. The course will also provide an introduction to governmental auditing concepts and procedures, including the Yellow Book and Single Audit Act. The course will also introduce students to the accounting concepts and practices employed by not-for-profit organizations, such as private schools and hospitals, and with the financial reports used by such organizations. *Prerequisite:* ACC 302, GPA of 2.3 or higher.

### **ACC 403 Federal Taxation 3 SH**

A detailed analysis of tax law, rules and regulations as applied to small business corporations. Fall semester only. *Prerequisite:* ACC 302, GPA of 2.3 or higher.

### **ACC 404 Advanced Taxation 3 SH**

A continuation of the content of ACC 403. This course intends to familiarize the student with tax problems encountered by such entities. Spring semester only. *Prerequisite:* ACC 403, GPA of 2.3 or higher.

### **ACC 405 Auditing 3 SH**

A study of the accounting professional's responsibilities in connection with auditing situations. Emphasis is placed both on audit theory and the practical applications of auditing standards in a simulated audit. Fall semester only. *Prerequisite:* ACC 303, GPA of 2.3 or higher.

### **ACC 407 Consolidations and Partnerships 3 SH**

The course examines initial accounting for mergers and acquisitions, the preparation of post-merger consolidated statements and accounting for partnerships. Topics include the equity and acquisition methods of accounting for investments, translations or re-measurement of foreign subsidiaries' financial statements into U.S. dollars and partnership accounting. Fall semester. *Prerequisite:* ACC 302.

### **ACC 410 Fraud Examination 3 SH**

This course is designed to prepare students to identify, detect, and prevent financial fraud. The course covers the nature of fraud and the different types of fraud, including e-business fraud that is now possible in today's technological world. The course will also study the nature of fraud perpetrators, why they commit fraud, warning signals that fraud may occur, and effective ways to use technology to proactively search for fraud. Spring semester. *Prerequisite:* ACC 302, GPA of 2.3 or higher, Senior standing.

### **ACC 411 Valuation of Closely Held Businesses 3 SH**

This course is designed to provide students seeking an understanding of the basics of business valuation with a comprehensive introduction to the theory and practice of determining the value of a non-publicly traded business entity or a fractional share of a non-publicly traded business entity. Alternate spring semesters. *Prerequisite:* Senior standing in accounting or finance or the equivalent, GPA of 2.3 or higher.

### **ACC 412 Valuation of Damages and Lost Profits 3 SH**

This course is designed to provide students seeking an understanding of the basics of damage valuation with a comprehensive introduction to the theory and practice of determining the valuation of damages and lost profits arising from breach of contract, commercial disputes, personal injury, wrongful death, and wrongful termination. Alternate spring semesters. *Prerequisite:* Senior standing in accounting or finance or the equivalent, GPA of 2.3 or higher.

### **ACC 413 Financial Statement Analysis 3 SH**

Examine the tools and techniques to analyze and evaluate financial statements. Using real cases and situations, students will apply the various analytical techniques and skills to assess financial statements. *Prerequisite:* ACC 302 and a 2.3 or better GPA.

### **ACC 420 Data Analytics in Accounting 3 SH**

Study of the use of accounting data to identify, analyze and solve business problems. Examines the processes needed to develop, report and analyze accounting data. Hands-on experiences will develop skills with select software tools used in data analytics for accounting professionals. *Prerequisite:* ACC 302 and a 2.3 or better GPA.



# Finance

## **FIN 100 Personal Finance 3 SH**

Personal Finance emphasizes the overall personal financial planning process and other particular financial decisions within it. Topics covered include personal assets, liabilities, risk management, management of investments, retirement and estate planning.

## **FIN 230 Business Statistics 3 SH**

This course is an applications-oriented study of basic statistical concepts and techniques. Focus is on the use of descriptive and inferential statistics as an aid to managerial decision-making and on computer-based analysis of data. Topics include charts and graphs, distributions, measures of central tendency and dispersion, probability, sampling, estimation, hypothesis tests, correlation, regression and time series.

*Prerequisite:* MAT 100 or appropriate test score and MIS 260. Competency: Quantitative Reasoning.

## **FIN 298 Faculty Developed Study 1–6 SH**

## **FIN 299 Student Developed Study 1–6 SH**

## **FIN 310 Principles of Finance 3 SH**

An introduction to the field of business finance appropriate for the core requirement of the business curriculum. Students will learn the basic role of finance within an organization and the economy. Emphasis is on the principles of financial management with special attention given to the corporate and tax environment, financial statement analysis, cash flow projections, time value of money, and risk and return analysis. Similar attention is given to the valuation of stock and bonds, financial forecasting and planning, long-term securities, and working capital management. The basics of multinational financial management will also be covered. *Prerequisite:* ECO 211 Principles of Macroeconomics, ACC 201 Financial Accounting, FIN 230 Business Statistics, and MAT 118 Elementary Applied Math, MAT 133 Precalculus, MAT 135 Differential Business Calculus & Applications or MAT 181 Calculus I

## **FIN 316 Quantitative Methods in Finance 3 SH**

This course will teach the fundamental quantitative and analytical methods necessary to understand and interpret contemporary financial information. The primary focus of the course is the use of quantitative methods to aid in the process of making sound financial decisions. This is an applications-oriented course which combines computer-based analytic methods with contemporary financial decision methods.

*Prerequisite:* MAT 118 or MAT 133 or MAT 135 or MAT 181, FIN 230, FIN 310 with a minimum C grade and a GPA 2.3 or higher.

## **FIN 317 Fixed Income Securities 3 SH**

This course reviews the basic and advanced bond pricing concepts and provides a complete coverage of the important features of fixed income securities. It introduces a few quantitative models of the term structure of interest rates and credit risk analysis. Students will learn to master the basic concepts of bond mathematics, yields, durations and convexity. They will also learn to develop skills to manage bond portfolios with interest rate risk under control. *Prerequisite:* FIN 310 with a minimum C grade and FIN 230 and a GPA 2.3 or higher.

## **FIN/JLA 318 Real Estate Law 3 SH**

An in-depth study of current real estate issues as they relate to modern practice application including but not limited to zoning and partnership laws as well as federal and local tax considerations.

## **FIN 320 Financial Management 3 SH**

To acquaint the student with the three major financial decisions of the firm: capital investments, capital structure and dividends. The student will develop a knowledge of these concepts through the study of a combination of selected cases, current events, theoretical readings and problems. *Prerequisite:* FIN 310 with a minimum C grade and a GPA 2.3 or higher.

### **FIN 330 Financial Decision Models 3 SH**

The purpose of this course is to understand, apply and build up financial models to solve complex quantitative problems. This course will acquaint students with computer skills to develop spreadsheet models. It is designed to evaluate the applicability as well as limitations of certain financial models. These models will also be used to enhance our understanding of a particular theory or set of data. *Prerequisite:* FIN 230, FIN 320 and a GPA 2.3 or higher.

### **FIN 340 Investment Analysis and Portfolio Management 3 SH**

Techniques that can be used to evaluate common stocks, preferred stocks, bonds, convertibles and options will be evaluated. Financial analysis and valuation of corporate securities will be covered in detail. Alternative strategies that can be used in the construction and management of common stock and fixed income portfolios will be evaluated. Portfolio theories will be analyzed in relationship to their applications for options and futures. *Prerequisite:* FIN 230, FIN 310 with a minimum C grade and a GPA 2.3 or higher.

### **FIN/ECO 360 Money, Banking and Capital Markets 3 SH**

The purpose this course is to provide an overview of the US financial system and financial markets. The course examines the role and operation of the Federal Reserve System, its impact on financial markets and economic activity, and the flow of funds in and out of the banking system. It explores the determinants of interest rates, provides an overview of financial institutions, and discusses international banking and finance, exchange rates, and financial regulations. Current policy issues will be integrated throughout. *Prerequisite:* ECO 100; FIN 310 with a minimum C grade, GPA 2.3 or higher.

### **FIN 370 Financial Institutions 3 SH**

The objective of this course is to familiarize the student with the various types of financial institutions within our economy, the operational functions they perform and their impact on the economy. The course addresses the unique operating characteristics of financial institutions focusing on their role on the economy, the products they provide, the regulations they face, their methods of managing risk, and methods for analyzing their performance. It will familiarize the students with the latest issues facing the financial sector and the institutions that operate there. Current policy issues will be integrated throughout. *Prerequisite:* FIN 310 with a minimum C grade and GPA 2.3 or higher or permission of the instructor.

### **FIN 486 Financial Engineering 3 SH**

This course will study a variety of derivative securities including forwards, futures, swaps, options, and related products such as structured notes used in financial and corporate risk management and in creating solutions to financial problems. The course will present both theory, especially pricing models, and applications focusing on the tools and techniques of financial risk management and financial engineering. Financial engineering applies methods and tools commonly used in engineering to financial problems, especially the pricing and hedging of derivative instruments. *Prerequisite:* FIN 310 with minimum C grade, FIN 230, MAT 118 or 133 or 135 or 181, and a GPA 2.3 or higher.

### **FIN/ECO 488 Multinational Financial Issues 3 SH**

The objective of this course is to examine (1) the investment, (2) the financing and (3) the working capital management processes of a multinational firm within the context of market imperfections, foreign exchange risk, political risk, inflation, tax laws and accounting regulations. Within a theoretical framework, the course will emphasize a practical approach. *Prerequisite:* FIN 310 with a minimum C grade, FIN 360 and GPA 2.3 or higher or permission of instructor.

### **FIN 490 Cases in Managerial Finance 3 SH**

Case problems confront students with the necessity of making decisions. The various cases covered in this course encourage students to bridge the gap between classroom study and business actions. Specific areas include financial analysis and forecasting, financing current operations, long-term financing, mergers and acquisitions, investment decisions, dividends and repurchases, and capital budgeting, etc. Students utilize Excel to perform quantitative analysis and use PowerPoint slides to show their oral presentation materials. *Prerequisite:* FIN 330, FIN 340 and FIN 360 or FIN 370; a GPA 2.3 or higher.

The following course also has been approved and is offered periodically:

*FIN 400 Selected Topics in Finance*



# Justice And Law Administration

## **JLA 100 Introduction to Criminal Justice I 3 SH**

A survey of criminal justice agencies: their role, history and development in the criminal justice system. Every semester.

## **JLA 150 Introduction to Criminal Justice II 3 SH**

An overview of the correctional process from its inception to modern times. Interactions between the community and the offender are examined and important developments in probation, parole, treatment, custody and institutional management are considered.

## **JLA 200 Writing for the Justice Professions 3 SH**

This is a "Tier II" Writing Intensive course and is designed to inculcate technical-professional writing skills. It will focus particularly on writing styles and writing elements prevalent in the criminal justice and legal environments. Instruction will be concentrated equally in two areas: first, review and acquisition of the rudiments of Standard Written English with exposure to university-level, detail-oriented language arts composition and second, a thorough familiarity with the specific writing structures most often encountered in the legal and criminal justice career paths, including the research protocols of the American Psychological Association. The course will emphasize instruction in the fundamental construction of effective written expression and its application to the four Justice and Law Administration career options, namely, Criminology, Law Enforcement, Corrections/Probation/ Parole, and Legal Studies. Instruction will be accomplished by assignment of extensive technical writing, instructor correction, and review and revision of submissions. Student composition will be accompanied by textual study, exemplar analysis, lecture, and self-editing reviews. *Prerequisite:* WRT 101/101P or appropriate placement. Competency: Writing Intensive Tier 2.

## **JLA/SOC 201 Criminology 3 SH**

An analysis of criminal behavior and its causes in contemporary American society. *Prerequisite:* SOC 100 or JLA 100.

## **JLA/SOC 205 Juvenile Delinquency 3 SH**

An analysis of the problem of juvenile delinquency in contemporary society. The course considers research studies of delinquent youth, theories of delinquency, treatment and prevention and control and disposition of adjudicated delinquents. Problems of youth in a complex society, education, minority group status and youth gangs will also be discussed as they relate to the problem of delinquency. *Prerequisite:* SOC 100 or JLA 100.

## **JLA 208 Forensics I 3 SH**

This course introduces the student to the various areas of forensic science, including methods and techniques of evidence collection, crime scene examination and laboratory examination. Aspects covered include hair, fiber, body fluids, fingerprint, document, glass and soil analysis, firearms, photography, documentation and crime scene reconstruction. *Prerequisite:* Laboratory science course; GPA 2.3 or higher.

## **JLA 210 Criminal Law 3 SH**

An examination of the purposes and goals of criminal law, the historical development and structure of its basic concepts, and a review of the substantive laws of federal and state systems.

## **JLA 212 The Police and Social Order 3 SH**

A study of the role of policing in modern society. This course examines the history of policing, the work of police officers, and how police organizations operate. The topics of discretion, police subculture, corruption and the use of force will also be examined. The course will look at policing as a career and at various local, state and federal police agencies. *Prerequisite:* JLA 100.

## **JLA 225 Principles of Security 3 SH**

Techniques and practices that assist private commercial establishments, particularly large industrial plants and department stores, in minimizing losses through security control. Issues that will be covered are physical security, procedural controls, special problems such as business and industrial espionage, riots, shoplifting, and dishonest employees.

### **JLA 240 Commercial Law 3 SH**

A one-semester introduction to the civil law of business and its regulation. Emphasis will be placed on the law of contracts. Students will examine court decisions and statutes which attempt to control commercial activities. Special attention will be given to the uniform commercial code.

### **JLA 245 Introduction to Civil Litigation 3 SH**

A survey of the civil legal process with respect to the public and private sectors. This course will cover the enforcement of private rights and compensatory claims against individual parties. Specifically, the course will identify and analyze the following areas: torts, contracts, individual liability and domestic relations.

### **JLA 250 Family Law 3 SH**

This course introduces the student to the historical background and the current civil law of the family in American society, focusing on the rights of women and children as they have emerged from the common law. The course examines the rights and liabilities of all members of the family, recent case decisions and statutes that affect and control these rights and liabilities, and possible future developments in these areas as the traditional family is modified and traditional family roles are altered.

### **JLA 260 Principles of Emergency Management & Homeland Security 3 SH**

This course provides an overview of the characteristics, functions, and resources of the emergency management system and how various management services work together. Emphasis will be placed on how this system is applied to all hazards and at all levels of government. It includes the role of national, regional and local services in a variety of disasters. Focus is placed on U.S. policies, programs and agencies to address the hazard posed by international and domestic terrorism.

### **JLA 297 Cooperative Education 1–12 SH**

### **JLA 298 Faculty Developed Study 1–6 SH**

### **JLA 299 Student Developed Study 1–6 SH**

### **JLA 300 Management Issues in Law Enforcement 3 SH**

This course examines the various contemporary issues and problems confronting managers of American law enforcement organizations. Classroom study and discussion will assist students in developing their awareness of the relevant concerns, their appreciation of the differing perspectives and their ability to analyze the arguments and options. Specific examples from the field will be used. *Prerequisite:* JLA 212.

### **JLA/WS 301 Women and Criminal Justice 3 SH**

This course explores issues surrounding women as offenders, victims, and criminal justice professionals. It investigates explanations for the involvement of women in illegal activities, analyzes the plight of battered women, rape victims, and other female victims, and examines the participation of women in law enforcement, judicial proceedings, corrections and law-making.

### **JLA 305 Justice and Law Administration I 3 SH**

An analysis of the structure and processes common to all complex organizations, with specific focus on the organizations that constitute the criminal justice system. *Prerequisite:* JLA 100, JLA 150; Junior standing; GPA 2.3 or higher.

### **JLA 310 Justice and Law Administration II 3 SH**

The essentials of personnel administration, including the fundamentals of supervision and leadership as applied to administration. Consideration of administrative problems such as recruitment, selection, human resource management, and discipline will be discussed. *Prerequisite:* 75 credits; GPA 2.3 or higher.

### **JLA 311 Forensics II 3 SH**

This course continues the study of the forensic sciences by offering an in-depth look at the many methods for

collecting and analyzing physical evidence. Intended for advanced students, the course supplements classroom study with actual experiments to enable students to develop both the knowledge and the skills necessary to conduct crime scene examinations. *Prerequisite:* JLA 208; a laboratory science course; GPA 2.3 or higher.

### **JLA 312 Community-Based Corrections 3 SH**

This course covers the importance of community treatment programs for juveniles and adult offenders. The principles and philosophy of community treatment are explained as well as the nature of the community treatment agent's work. Major issues and trends in the field are examined. *Prerequisite:* JLA 100, JLA 150; GPA 2.3 or higher.

### **JLA/FIN 318 Real Estate Law 3 SH**

See FIN/JLA 318.

### **JLA/WRT 321W Legal Writing, Research and Analysis 3 SH**

See WRT/JLA 321W.

### **JLA/PS 322 Constitutional Law 3 SH**

An analysis of the basic principles of due process as enumerated in the Constitution and the Bill of Rights. A study of leading decisions of the United States Supreme Court and their impact on the administration of justice throughout our history, with particular emphasis on recent developments.

### **JLA 323 Criminal Procedures and Process 3 SH**

A survey of policies and problems involved in the criminal justice process and constitutional criminal procedure. Specific topics include an overview of the criminal justice process, the scope of the 14th Amendment, the right to counsel and the bill of rights of criminal defendants.

### **JLA 332 Contemporary Issues in Justice and Law Administration 3 SH**

An examination of contemporary topics within the justice and law administration areas will be conducted. This course may be taken twice, upon permission of a JLA adviser, as long as the topic chosen is different each time taken.

### **JLA/SOC 334 Organized Crime 3 SH**

Explores the types, causes and extent of organized and white-collar crime in America. The impact and cost to society as well as the methods of prevention and control are studied.

### **JLA/SOC 336 White Collar Crime 3 SH**

This course explores the types, the impact and the cost of white-collar crime, along with its theories of causation. Highlighted will be the approaches of cessation, containment and prevention utilized by private and public law enforcement organizations.

### **JLA 339 Torts 3 SH**

A general overview of the law of torts with emphasis on the law of civil injuries and litigation. Students will understand the relationship between civil wrongs and criminal law and examine the civil legal system from the perspective of tort law. Both theory and practice will be explored.

### **JLA 340 Wills, Estates, Trusts and Administration 3 SH**

A general overview of the areas of estates, trusts, wills and probate administration with emphasis on descent and distribution, intestacy, probate courts, estate and gift tax returns.

### **JLA/MIS 341 Information Systems Security 3 SH**

See MIS/JLA 341.

### **JLA 342 Correctional Counseling and Offender Rehabilitation 3 SH**

This course studies the treatment process as applied to the psychopathology of correctional clients. The principles and philosophy of correctional counseling are explained and major issues and trends in the field are examined. *Prerequisite:* JLA 100, JLA 150; GPA 2.3 or higher.

### **JLA 347 Justice Issues in Domestic and International Terrorism 3 SH**

This course defines and discusses terrorism. Terrorist groups in the United States and throughout the world are examined, including an up-to-date analysis of recent attacks. Discussion will focus on the history of terrorism from both a global perspective and as it relates to U.S. interests, the different ideologies and tactics of various terrorist groups, successes and/or shortcomings of the government's response to terrorism, constitutional issues that may arise in law enforcement's efforts to thwart terrorism, and preventive measures to reduce the chance of future terrorist attacks.

#### **JLA 349 Justice & Law Administration Practicum 3–12 SH**

Field experience in a justice and law administration related government or non-government organization. Each student is required to participate in at least 50 hours of practical work experience of every one hour of academic credit. Additional requirements include the submission of journals, a term paper, the student's review of the practicum experience and a review of the student's performance by the on-site practicum supervisor. Prerequisite: permission of the instructor.

#### **JLA 360 Advanced Issues in Homeland Security 3 SH**

This course examines various contemporary issues and problems confronting homeland security managers. Skills needed by homeland security managers shall be considered including: catastrophic preparation and response, risk assessment, intelligence analysis, and networks and systems. Organizational issues related to homeland security management shall be considered. Recent and future trends in homeland security shall be discussed. *Prerequisite:* JLA 260

#### **JLA 400 Research Methodology in Justice and Law Administration 3 SH**

This course continues the basic knowledge of elementary statistics and applies it to a discussion of research in the justice and law administration area. Specific examples from the field will be used for analysis. *Prerequisite:* MAT 120 and JLA 200W

#### **JLA 405 Research Seminar in Justice and Law Administration 3 SH**

In-depth consideration of justice and law administration issues through individual student research culminating in the creation of a research paper. *Prerequisite:* JLA 400; 75 credits; a writing intensive (W) course; GPA 2.3 or higher. Competency: Culminating Experience Writing Intensive Tier 3.

#### **JLA 408 Human Rights: With Liberty and Justice for All 3 SH**

This course will explore current topics in the areas of human rights and civil rights. It is intended to expose advanced students to current conflicting views, and will require critical thinking, writing and argument. Topics will vary from term to term. *Prerequisite:* Junior standing; a writing intensive (W) course; GPA 2.3 or higher.

#### **JLA 409 Addiction and Crime 3 SH**

This course will examine various psychological and chemical dependencies and the effects they may have on individuals who become involved in crime. The focus of this course is on chemical dependency (drug and alcohol abuse), but will include the study of gambling as an addiction, obsessive compulsive disorders and other control disorders. The correlation of these dependencies with crime and criminal behavior will be examined as well. Required course in the corrections concentration. *Prerequisite:* JLA 100, JLA 150; Junior standing; GPA 2.3 or higher.

#### **JLA 410 Advanced Criminology 3 SH**

This course will be an in-depth examination of the major crime theories. Readings of the classic studies that are the bedrock of crime theory will be required. Students will be expected to apply their theoretical knowledge to modern-day crime and utilize advanced skills of logic and analysis to understand the formation of crime-control policy. *Prerequisite:* JLA/SOC 201; Junior standing; a writing intensive (W) course; GPA 2.3 or higher.

The following courses also have been approved and are offered periodically:

*JLA 230 The Role of Regulatory Agencies in Criminal Justice*

*JLA 316 Juvenile Justice Management I*

*JLA 317 Juvenile Justice Management II*

*JLA 343 Mental Health of Justice Professionals*

*JLA 345 Seminar on Violent Crime*

*JLA 426 Conflict Resolution and Management*  
*JLA 435 Labor Law and Legislation*



# Management

## **MGT 250 Organizational Behavior 3 SH**

This course addresses the manner in which the operation of an enterprise affects and is affected by the interrelated behavior of its individuals, informal groups, organizations and administration. *Prerequisite:* PSY 100 and satisfaction of university's general education writing requirement. Competency: Critical Thinking.

## **MGT 251 Human Resources Management 3 SH**

This course includes an examination of the following areas: HR planning and forecasting; recruitment, selection and placement; job evaluation and performance appraisal; wage, salary and benefit programs; equal employment opportunity; organizational safety and health; human resource communications; and managing a diverse work force. *Prerequisite:* MGT 250 and sophomore standing.

## **MGT 298 Faculty Developed Study 1–6 SH**

## **MGT 299 Student Developed Study 1–6 SH**

## **MGT 320 Operations Management 3 SH**

Operations management is concerned with the management of the production function of organizations in which services and goods are produced. This management process is separated into the general areas of scheduling, quality, materials and methods. The course presents concepts and tools necessary for effective and efficient management of these areas, their strong interactions and their effects on employees.

*Prerequisite:* FIN 230 and junior standing.

## **MGT 340 Total Quality Management 3 SH**

The concepts, principles and tools known as Total Quality Management, used in organizations of all types to improve customer and consumer satisfaction, are covered. Content includes a discussion of quality systems in both production and service environments, quality management philosophies, and how managers can plan, organize and maintain quality of all functions of their organization. *Prerequisite:* MGT 250 and GPA 2.3 or higher.

## **MGT 345 Selected Topics in Management 1-6 SH**

An examination of an issue, problem, field, methodology, or other subject currently emerging in the field of management. The specific topic will be announced at the time of offering. *Prerequisite:* permission of the instructor and GPA 2.3 or higher.

## **MGT 350 Management Negotiations 3 SH**

This course will examine the theoretical explanations and practical applications of negotiation skills that are necessary to be an effective manager in a business or in a variety of other public and private organizations. The focus of the course will be on applied, experiential exercises in the form of role-plays, simulations, and case analyses. *Prerequisite:* MGT 250 and GPA 2.3 or higher.

## **MGT 353 Advanced Human Resource Management: Employee Acquisition 3 SH**

This course focuses on developing skills in the areas of recruitment and selection for students choosing the human resources management option. MGT 353 is experiential in nature, and gives the students the opportunity to apply human resource management theory to actual situations faced by human resource managers. Topics include: human resource planning, recruitment, selection, job analysis, and compensation and benefits package formulation. *Prerequisite:* MGT 251 and GPA 2.3 or higher.

## **MGT 354 Advanced Human Resource Management: Employee Development 3 SH**

This course focuses on developing skills and knowledge in the area of employee development for students choosing the human resources management option. This course is experiential in nature, and gives the student the opportunity to apply human resource management theory to actual situations faced by human resource managers. Topics covered include orientation and training, career development, performance appraisal, compensation, and benefits, and safety and health. *Prerequisite:* MGT 251 and GPA 2.3 or higher.

**MGT 376 Managing People 3 SH**

This course views managing as a set of processes focusing on the manager, those managed, and the work they do. The roles, skills, competencies, ethics and knowledge used by managers are emphasized.

*Prerequisite:* MGT 250 and GPA 2.3 or higher.

**MGT 377 Supply Chain Management 3 SH**

This course emphasizes a strategic, integrated approach to managing supply of materials, services or information. Students will learn innovative, process-oriented methods of contributing effectively to the organization's goals and improving the company's competitive advantage in a changing, entrepreneurial and global business environment. *Prerequisite:* MGT 320 and GPA 2.3 or higher.

**MGT 405 Small Business Entrepreneurship 3 SH**

This course addresses entrepreneurship as it relates to initiating new business ventures. Special attention is given to developing workable ideas, funding, marketing and structuring new ventures as they support the development of a formal business plan. Entrepreneurial activities within large business organizations are also highlighted. *Prerequisite:* ACC 201; MKT 200; MIS 260 or MIS 155; and GPA 2.3 or higher.

**MGT 406 Small Business Management 3 SH**

This course will prepare students to lead and manage in a small business environment. Special attention will be given to operating small businesses in the early stages of their existence. The role of small business in the economy will also be reviewed. *Prerequisite:* ACC 202; MKT 200; MIS 260 or MIS 155; and GPA 2.3 or higher.

**MGT 410 Current Issues in Management 3 SH**

This senior level seminar is an integrative examination of topics of current interest to managers. The course presentation will utilize case studies, current literature, student research papers, student presentations and/or outside speakers to achieve its purpose. *Prerequisite:* senior standing and GPA 2.3 or higher.

**MGT 415 Strategic Management 3 SH**

The strategic management process is employed to formulate, implement and evaluate strategies in a variety of organizations under conditions of uncertainty. This capstone course emphasizes multidisciplinary approaches to complex organizational problems. The development of mission statements, SWOT analysis, the assessment of alternative courses of action, and the affective coupling of strategy and structure are also covered in detail. *Prerequisite:* senior standing and GPA 2.3 or higher. Competency: Culminating Experience and Writing Intensive Tier 3.

The following courses also have been approved and are offered periodically:

*MGT 102 Introduction to Business*

*MGT/PS 202 Introduction to Public Administration*

# Management Information Systems

## **MIS 155 Information Technology 3 SH**

This course emphasizes an understanding and use of information technology in business organizations. Topics include: interactions with operating systems; fundamentals of electronic mail; and introductions to presentation tools, word processing, spreadsheets, database management systems, the Internet, and time scheduling/management applications. *Note:* This course is not recommended for Business majors. Competency: Information Literacy.

## **MIS 260 Information Systems Concepts 3 SH**

This course provides students with the information systems fundamentals necessary to operate effectively in a computerized business environment. The course provides an overview of the components, operations, and roles of information systems in business environments. Major concepts and recent developments in computer hardware, software, telecommunications, and database management technologies are presented, and the strategic, global, and ethical dimensions of information systems are discussed. Competency: Information Literacy.

## **MIS 280 COBOL I 3 SH**

An introduction to COBOL programming and its use in solving common business-oriented data processing problems. *Prerequisite:* MIS 260.

## **MIS 281 COBOL II 3 SH**

Advanced elements of COBOL programming are covered in depth, including file processing, table handling, subprogramming and database concepts. *Prerequisite:* MIS 280.

## **MIS 298 Faculty Developed Study 1–6 SH**

## **MIS 299 Student Developed Study 1–6 SH**

## **MIS 300 Data Analysis and Integration Software 3 SH**

This course is designed to give the student experience in using integrated software in a business environment. The emphasis will be on gaining experience developing and writing integrated software technology. *Prerequisite:* MIS 260.

## **MIS 301 Database Applications in Business 3 SH**

This course is designed to give the student experience in using database software in a business environment. The course will focus on the microcomputer environment, utilizing software such as Access. The emphasis will be on gaining experience in developing and writing database programs in accounting, personnel, inventory, purchasing and many other business applications. *Prerequisite:* MIS 260 or permission of instructor.

## **MIS 307 Social Media in Business 3SH**

This course presents concepts and principles related to business models supported by the use of social media. Through a combination of readings, discussions, presentations and writings, we will examine the use of social media in business, its current capabilities, and future directions.

## **MIS 311 Business Models 3 SH**

An introduction to business and industrial planning and decision making through the use of computer simulations and modeling. A case study approach will be used. *Prerequisite:* FIN 230 and MIS 260.

## **MIS 321 Digital Forensics 3 SH**

This course provides students with an understanding of the proper process of handling digital evidence. It begins with the initial seizure and acquisition of the computer/media, progresses through the analysis of the data, and concludes with archiving and validating the data. This course involves practical exercises and real-life simulations using forensic software and tools. *Prerequisite:* MIS 260, GPA 2.3 or better, Junior

standing, or department permission.

### **MIS 325 Digital Forensics Software 3 SH**

This hands-on course will enhance a student's ability to conduct digital forensic investigations. Students will learn how to acquire, analyze, restore, and verify data in a forensically sound manner through the use of software specifically designed to analyze digital media. *Prerequisite:* MIS 260, GPA 2.3 or better, Junior standing, or department permission.

### **MIS/JLA 341 Information Systems Security 3 SH**

This course addresses both the behavioral and technological issues of information systems security. Topics include: physical protection, hardware and software controls, encryption techniques, network and telecommunications security, microcomputer security, viruses, computer security legislation, contingency planning and disaster recovery. *Prerequisite:* CS 140 or CS 143 or CS 170 or MIS 260.

### **MIS 345 Selected Topics in Business 3 SH**

An examination of an issue, problem, field, methodology, or other subject currently emerging in the business administration literature. The specific topic will be announced at the time of offering. *Prerequisite:* permission of the instructor.

### **MIS 361 Information Assurance 3 SH**

Whereas the prerequisite course MIS 341 focuses on technical security controls and countermeasures, this course focuses on the managerial aspects of information security and policy. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts. The course includes up-to-date information on changes in the field, such as national and international laws and international standards like the ISO 27000 series. *Prerequisite:* MIS 341 / JLA 341 (Information Systems Security)

### **MIS 385 Fundamentals of Data Communications 3 SH**

The course is intended for the student who has a basic understanding of MIS and the need to complement this background with a fundamental knowledge of data communications. The course focuses on understanding the alternatives in hardware, software and transmission facilities, putting that understanding to work by making informed decisions, and integrating and implementing these decisions into a cohesive data communication system design. *Prerequisite:* MIS 260.

### **MIS 386 Decision Support Systems 3 SH**

An analysis of the highest level of information support systems which serve the manager user. These systems provide quantitative-based information derived from one or more databases within and/or external to an organization and are used to aid managers in the decision making process. Theoretical concepts will be applied to real-world applications with an analysis of examples from specific organizations. *Prerequisite:* MIS 260.

### **MIS 389 Information Systems Hardware 3 SH**

This course is intended to expose students to the hardware side of MIS. Hardware technology is currently several generations ahead of the software industry. As a result, a good foundation in hardware, as it relates to supplying current and future business solutions, is essential to the well-rounded MIS professional. Students will engage in hands-on activities related to hardware. Current hardware technology, its history, and its future will be discussed. Discussion of costs and planning for expansion will all be covered, as well as issues such as upgrade vs. replacement and total cost of ownership. How to stay current with hardware will also be covered. *Prerequisite:* MIS 260.

### **MIS 405 Business Applications Using Microcomputers 3 SH**

This course presents commonly used microcomputer software packages as a tool for the business user. Packages, including spreadsheets and database software, will span the business disciplines, including marketing, finance, accounting, employee relations and manufacturing. A review of BASIC programming language topics, necessary for these applications, is included. *Prerequisite:* ACC 201, MIS 260 and senior standing.

**MIS 440 Network Security and Defense 3 SH**

This course provides students with network security fundamentals needed to secure a network. Students will learn about network attacks and vulnerabilities as well as current defenses. Topics covered include network security threats, network defense tools, cryptography, web security, mobile security, network security design, and network security management. The course will consist of lectures, hands-on laboratory exercises, and case studies. *Prerequisite:* MIS 260, MIS 385, senior standing and GPA 2.3 or higher.

**MIS 450 Introduction to Network Penetration Testing 3 SH**

This course provides students with network security fundamentals needed to secure a network. Students will learn about network attacks and vulnerabilities as well as current defenses. Topics covered include network security threats, network defense tools, cryptography, web security, mobile security, network security design, and network security management. The course will consist of lectures, hands-on laboratory exercises, and case studies. *Prerequisite:* MIS260 and MIS 440

**MIS 475 Management of Information Systems and Information Technology 3 SH**

This course integrates the managerial, technical, strategic planning, control concepts and techniques necessary for the management of information systems and information technology in MIS organizations. This course links the technical knowledge, concepts and tools covered in the MIS courses with the relevant organizational and managerial considerations emphasized in the other disciplines. The systems approach will be emphasized. The informational needs of various organizational functions are integrated with information systems through the information system's master plan. Administration and policy are applied to the specific areas of information systems management. The role of IS management in the development of computer-based information systems is also covered. *Prerequisite:* MIS 260, one MIS elective, senior standing and GPA 2.3 or higher.

**MIS 481 Management Information Systems 3 SH**

This course provides students with the information systems fundamentals necessary to do systems analysis and design. The course provides an overview of the components of systems analysis and design in business environments and the effects of business processes on the systems. Students will do a system study including studying an old system and documenting a new or revised version of the old system. Students will be required to present their new system proposal. Fall semester. *Prerequisite:* MIS 280 and 260 or equivalent and GPA 2.3 or higher.

**MIS 495 Seminar in Management Information Systems 3 SH**

The seminar is the capstone course for the computer systems analysis in business concentration. The systems approach is used to integrate systems theory, the organization and system and the role of the total systems approach encompassing the entire organization. The course covers the techniques for the use of computers in both decision making and information processing. Spring semester. *Prerequisite:* MIS 481, senior standing and GPA 2.3 or higher.

# Marketing

## **MKT 101 Orientation to the Ancell Undergraduate Business Program 1 SH**

The purpose of this course is to familiarize business students with their learning environment at the Ancell School and WCSU. Students will also be oriented to the topics and techniques in the Ancell business program and be provided with perspectives for career development. *Prerequisite:* Freshman (less than 30 credits) in a Business program. Competency: First Year Navigation.

## **MKT 200 Principles of Marketing 3 SH**

Marketing is a critical function in for-profit and not-for-profit organizations. Marketing is also a set of processes for creating, communicating and delivering goods, services, experiences and ideas that provide value to customers and managing relationships with these customers in ways that benefit the organization and its stakeholders. This course provides students with an understanding of Marketing processes and their role and impact within the individual organization, society and the global economy. This course introduces students to specific Marketing functions such as Marketing research, advertising, public relations, personal selling, product development, use of social media tools, distribution and pricing. *Prerequisite:* Sophomore standing (30 credits).

## **MKT 201 Global Environment of Business 3 SH**

(MKT 305 Spring 2019) The aim of this course is to equip students with the tools, concepts, terminology to explore and comprehend business practices in an international business milieu. Additionally, the course is designed to assist students to learn the scope and opportunities and challenges of international business, the dynamic environment of global trade, the culture, political, legal, and systems of international markets, and methods to develop international business strategies and programs. Further, the course examines broader global issues such as ethics, corporate social responsibility, sustainability, disproportionate consumption levels, human rights and emerging opportunities and challenges in emerging and established markets. Every semester. *Prerequisite:* Sophomore Standing, MKT 200 and ACC 201 or ECO 211. Competency: Intercultural.

## **MKT 297 Marketing Internship**

## **MKT 298 Faculty Developed Study 1 – 6 SH**

## **MKT 305 Global Environment of Business 3 SH**

The aim of this course is to equip students with the tools, concepts, terminology to explore and comprehend business practices in an international business milieu. Additionally, the course is designed to assist students to learn the scope and opportunities and challenges of international business, the dynamic environment of global trade, the culture, political, legal, and systems of international markets, and methods to develop international business strategies and programs. Further, the course examines broader global issues such as ethics, corporate social responsibility, sustainability, disproportionate consumption levels, human rights and emerging opportunities and challenges in emerging and established markets. As stated, this course is open to all undergraduate students. *Prerequisite:* GPA 2.3 or higher; Junior standing; MKT 200 (formerly MKT 301), MGT 250 and FIN 310. Competency: Intercultural.

## **MKT 310 Consumer Behavior: Concepts, Research Methods and Applications 4 SH**

This course takes an empirical approach to the study of Consumer Behavior. Concepts and research methods from marketing and the social and behavioral sciences are applied to describing and understanding consumer decision processes in the context of the global marketplace and relevant technology. Students will examine how marketers use consumer data to make decisions about product development, service, promotion, pricing and distribution channels. This course provides students with an opportunity to explore and apply concepts from the perspectives of the marketer, the consumer and society in general. *Prerequisite:* Junior standing (60 credits), MKT 301 and FIN 230 (or another basic statistics course) and GPA 2.3 or higher.

**MKT 315 Integrated Marketing Communications: Advertising and Social Media Marketing 4 SH**

The advertising portion of the course focuses mass advertising, but also includes sales promotion, public relations, event marketing, and interactive communications on the Internet. The social network marketing portion covers communication with target audiences via the utilization of various social media networks. We examine the analysis and integration of marketing communications elements in campaign and media planning. The course contains a significant quantitative/accountability component. *Prerequisite:* Junior standing (60 credits) and MKT 200 and GPA 2.3 or higher.

**MKT 327 Direct/Interactive Marketing 3 SH**

Direct marketing is also known as interactive marketing, database marketing and direct response marketing. New technologies such as mobile communication devices, interactive television, and new Internet applications are fueling its growth. This introductory course for the interactive marketing option uses applications for the theories and fundamentals of marketing and direct marketing. *Prerequisite:* Junior standing (60 credits) and MKT 200 and GPA 2.3 or higher.

**MKT 333 Sales Management 3 SH**

This course examines the selling process from a managerial perspective. The course stresses the importance of knowing the company and its products as well as the selling environment and customer in both domestic and international contexts. Additionally, the issues involved in managing a sales force are addressed. These include sales planning, forecasting, recruitment, selection, training and compensation of sales people and integration with other elements of the marketing mix. The course has therefore been designed to not only teach core concepts and skills; but also lead students to encounter and reflect upon the critical issues facing today's sales managers. *Prerequisite:* Junior standing (60 credits) and MKT 200 and GPA 2.3 or higher.

**MKT 380 Customer Relationship Management and Database Marketing 3 SH**

Customer relationship management is a customer-centric strategy and process to optimize revenues and profits while increasing the value of an organization's offering to customers. This course examines the theory and concepts of CRM and the implementation of CRM programs. In particular the use of databases for maintaining measurable, mutually beneficial relationships with customers is examined. The course will focus on how database strategy, database technologies and analysis techniques support marketing and enterprise-wide CRM programs. This course also examines global, ethical and social issues in CRM and marketing database development. *Prerequisite:* MKT 200, MIS 260 and FIN 230 or MAT 120, or another statistics course by permission of the Department Chair; Junior standing (60 credits); GPA 2.3 or higher.

**MKT 398 Faculty Developed Study 3 SH**

*Prerequisite:* MKT 200 and GPA 2.3 or higher.

**MKT 399 Student Developed Study 1–6 SH**

*Prerequisite:* MKT 200 and GPA 2.3 or higher.

**MKT 411 E-commerce & Internet Marketing 3 SH**

The internet is a major medium for marketing professionals to achieve organizational objectives. Businesses in both the consumer and business markets develop online marketing strategies to acquire new customers and maintain relationships with existing customers. This course examines the commercial use of the Internet and analyzes this use in the context of marketing strategy, consumer behavior, advertising, customer service and other business concerns. Topics include the development of effective communications and marketing strategies, website development approaches, content strategies, social media, web analytics, search engine marketing, privacy, security, legal global and political issues, social implications, and ethical concerns. *Prerequisite:* MIS 260, MKT 301, Junior standing (60 credits) and GPA 2.3 or higher.

**MKT 415 Marketing Research: Methods and Applications 4 SH**

The main goal of the marketing research course is to equip students with the key concepts and tools of marketing research and to help students to understand how marketing research assists managerial decision-making and to solve real-life business problems. The marketing research course is designed to provide students with an overview of marketing research in terms of needs, definition, process including using qualitative and quantitative data collection methods, analysis, and reporting. New technologies, global trends

and ethical issues in marketing research are also examined. *Prerequisite:* Senior Standing (90 credits); MKT 200, MKT 310, FIN 230 (or another basic statistics course); GPA 2.3 or higher.

### **MKT 422 Global Marketing 3 SH**

The aim of this course is to equip students with the tools, tenets, and concepts to explore global opportunities and to improve their abilities to assess and solve global market challenges. The focus will be placed upon the global marketing manager's role in the development and implementation of marketing plans for a variety of markets with diverse cultural, social, economic, and political/legal systems; along with an emphasis on technological and ethical aspects of global marketing. Students will gain a global perspective of marketing various goods and services in both the consumer and business-to-business markets. Using a marketing planning model, students will examine global marketing situations, objectives, strategies and marketing programs for business organizations. *Prerequisite:* Senior standing (90 credits), MKT 200; GPA 2.3 or higher.

### **MKT 490 Marketing Management: Analysis, Planning & Implementation 4 SH**

This is the capstone course for all marketing majors and serves to consolidate and strengthen the student's knowledge of marketing processes and practices. The marketing planning process is the foundation for the course and students will apply planning processes and practices to situations in real organizations. The course will cover strategy development through to program implementation and control. Emphasis will be placed on the collection, analysis and proper utilization of marketing data. Various types of marketing organizations in both consumer and business markets will be examined including those in direct/interactive marketing, service industries and multi-channel marketers. The course will also examine global, societal and ethical issues and the role of marketing in not-for-profit organizations. *Prerequisite:* Department permission is required to register in this course. MKT 490 must be taken after all other marketing courses required for the completion of the marketing degree or concurrently with the completion of the remaining marketing courses in the marketing major. Students must also have a GPA 2.3 or higher upon entering the course.

The following courses also have been approved and are offered periodically:

*MKT 322 Retailing Management*

*MKT 395 Advanced Advertising and Integrated Marketing Communications*

*MKT 412 Product Development and Management*

*MKT 455 Business Marketing*

*MKT 480 Selected Topics in Marketing*



# Macricostas School of Arts & Sciences

## OVERVIEW

### Departments

Biological & Environmental Sciences  
Chemistry  
Communication and Media Arts  
Computer Science  
English  
History & Non-Western Cultures  
Mathematics  
Philosophy and Humanistic Studies  
Physics, Astronomy & Meteorology  
Psychology  
Social Sciences  
World Languages & Cultures  
Writing, Linguistics & Creative Process

### Degree Programs

Bachelor of Arts/Science  
BA American Studies  
BA Anthropology/Sociology  
BA Biology  
BS Secondary Education: Biology  
BA Chemistry  
BS Secondary Education: Chemistry  
BA Communication  
BS Computer Science  
BA Applied Computing  
BA Digital and Interactive Media  
BA Earth and Planetary Sciences  
BA Economics  
BA English  
BS Secondary Education: English  
BA History  
BS Secondary Education: History/Social Studies  
BA Interdisciplinary Studies  
BA Mathematics  
BS Secondary Education: Mathematics  
BA Media Arts

BS Meteorology  
BA Political Science  
BA Professional Writing  
BA Psychology  
BA Social Sciences  
BA Spanish  
BS Secondary Education: Spanish  
  
Contract Major  
  
Associate in Science  
AS Liberal Arts  
  
Air Force Reserve Officers Training Corps (AFROTC)  
Pre-Professional Options

## Courses

African-American Studies  
American Studies  
Anthropology  
Arabic  
Astronomy  
Biology  
Chemistry  
Chinese  
Communication  
Computer Science  
Digital Interactive Media  
Earth Science  
Earth and Planetary Sciences  
Economics  
English  
Environmental Studies  
French  
Geography  
German  
Hebrew  
History  
Honors  
Humanistic Studies  
Italian  
Linguistics  
Mathematics  
Meteorology

Non-Western Cultures  
Philosophy  
Physics  
Political Science  
Portuguese  
Psychology  
Reserve Officers Training Corps (ROTC)  
Social Sciences  
Sociology  
Spanish  
Women's Studies  
World Languages  
Writing

# Macricostas School of Arts and Sciences

## The Macricostas School of Arts and Sciences

**Dean: Michelle Brown, Ph.D.**

Higgins Hall 109B, Midtown Campus

[brownml@wcsu.edu](mailto:brownml@wcsu.edu)

(203) 837-9400

(203) 837-8525 (fax)

**Assistant Dean: Patrice Boily, Ph.D.**

Higgins Hall 109C, Midtown Campus

[boilyp@wcsu.edu](mailto:boilyp@wcsu.edu)

(203) 837-9406

(203) 837-8525 (fax)

**Administrative Assistant: Cynthia Brockett**

Higgins Hall 109, Midtown Campus

[brockettc@wcsu.edu](mailto:brockettc@wcsu.edu)

(203) 837-9401

(203) 837-8525 (fax)

Departments:

**Biology & Environmental Sciences**

*Chair: Theodora Pinou, Ph.D.*

[pinout@wcsu.edu](mailto:pinout@wcsu.edu)

Science Building 243, Midtown campus

(203) 837-8569

(203) 837-8769 (fax)

**Chemistry**

*Chair: Russell Selzer, Ph.D.*

[selzerr@wcsu.edu](mailto:selzerr@wcsu.edu)

Science Building 323, Midtown campus

(203) 837- 8440

(203) 837- 8769 (fax)

*Associate Chair: Paula Secondo, Ph.D.*

[secondop@wcsu.edu](mailto:secondop@wcsu.edu)

Science Building 339, Midtown Campus

(203) 837-8795

(203) 837-8769 (fax)

**Communication and Media Arts**

*Co-Chair: Katie Lever, Ph.D.*

[leverk@wcsu.edu](mailto:leverk@wcsu.edu)

Higgins Hall 201G, Midtown campus

(203) 837-8872

(203) 837-8032 (fax)

*Co-Chair: William Petkanas, Ph.D.*  
[petkanasw@wcsu.edu](mailto:petkanasw@wcsu.edu)  
Higgins Hall 201H, Midtown Campus  
(203) 837-8255  
(203) 837-8032 (fax)

### **Computer Science**

*Associate Chair: Dan Coffman, Ph.D.*  
[coffmand@wcsu.edu](mailto:coffmand@wcsu.edu)  
Higgins Hall 039B, Midtown Campus  
(203) 837-8746  
(203) 837-8289 (fax)

### **English**

*Chair: Shouhua Qi, Ph.D.*  
[shouhuaq@wcsu.edu](mailto:shouhuaq@wcsu.edu)  
Berkshire Hall 210f, Midtown campus  
(203) 837-9048  
(203) 837- 8032 (fax)

### **History and Non-Western Cultures**

*Co-Chair: Martha May, Ph.D.*  
[maym@wcsu.edu](mailto:maym@wcsu.edu)  
Warner Hall 220, Midtown campus  
(203) 837-8481  
(203) 837-3960 (fax)

*Co-Chair: Joshua Rosenthal, Ph.D.*  
[rosenthalj@wcsu.edu](mailto:rosenthalj@wcsu.edu)  
Warner Hall 216, Midtown campus  
(203) 837-8449

### **Mathematics**

*Chair: Stavros Christofi, Ph.D.*  
[christofis@wcsu.edu](mailto:christofis@wcsu.edu)  
Higgins Hall 101N, Midtown campus  
(203) 837-9351  
(203) 837-8289 (fax)

### **Philosophy and Humanistic Studies**

*Co-Chair: Cigdem Usekes, Ph.D.*  
[usekes@wcsu.edu](mailto:usekes@wcsu.edu)  
White Hall 021C, Midtown campus  
(203) 837-3294  
(203) 837-8905 (fax)

*Co-Chair: Anna Malavisi, Ph.D.*  
[malavisia@wcsu.edu](mailto:malavisia@wcsu.edu)  
White Hall 021B, Midtown Campus  
(203) 837-3271  
(203) 837-8905 (fax)

### **Physics, Astronomy & Meteorology**

*Chair: Robert Eisenson*  
[eisensonr@wcsu.edu](mailto:eisensonr@wcsu.edu)  
Science Building 277, Midtown campus  
(203) 837-8989

(203) 837-8320 (fax)

*Associate Chair: Dennis Dawson, Ph.D.*

[dawsond@wcsu.edu](mailto:dawsond@wcsu.edu)

Science Building 278, Midtown campus

(203) 837-8671

(203) 837-8320 (fax)

### **Psychology**

*Chair: Dan Barrett, Ph.D.*

[barrettd@wcsu.edu](mailto:barrettd@wcsu.edu)

Warner Hall 310, Midtown campus

(203) 837-8869

(203) 837-8905 (fax)

### **Social Sciences**

*Chair: Carina Bandhauer, Ph.D.*

[bandauerc@wcsu.edu](mailto:bandauerc@wcsu.edu)

Warner Hall 211, Midtown campus

(203) 837-8650

(203) 837-3960 (fax)

*Associate Chair: Christine Hegel-Cantarella, Ph.D.*

[hegelcantarellac@wcsu.edu](mailto:hegelcantarellac@wcsu.edu)

Warner Hall 217, Midtown campus

(203) 837-3914

(203) 837-3960 (fax)

### **World Languages & Culture**

*Chair: Galina Bakhtiarova, Ph.D.*

[bakhtiarg@wcsu.edu](mailto:bakhtiarg@wcsu.edu)

Higgins Hall 218B, Midtown campus

(203) 837-8734

(203) 837-8032 (fax)

### **Writing, Linguistics and the Creative Process**

*Chair: Brian Clements, Ph.D.*

[clements@wcsu.edu](mailto:clements@wcsu.edu)

Higgins Hall 219E, Midtown campus

(203) 837-8876

(203) 837-3953 (fax)

### **Mission**

The **Macricostas School of Arts and Sciences** strives to help our students develop the habits of inquiry that are the essence of a **liberal arts education**. We are committed to placing disciplinary expertise within a broader liberal arts context in order to encourage the creative and analytic thinking that comes with interdisciplinary thought. We expect all of our graduates to be able to access and evaluate information with reason and evidence, and to effectively communicate about that information to diverse audiences. In the Macricostas School of Arts and Sciences, we believe that a liberal arts education is outstanding preparation for a productive and rewarding life.

### **Objectives**

- To provide all students with an education that supports the development of strong critical and analytic thinking.
- To present students with educational opportunities in the traditional arts and sciences disciplines that will prepare them for careers, further education, and an informed life.

- To facilitate opportunities for integrative learning, allowing students to draw connections between the classroom and their many professional and community contexts.
- To encourage interdisciplinary thinking and creative problem solving in and outside of the classroom.

To meet these objectives

- Students complete rigorous **academic programs** developed by **highly qualified faculty** who are guided by current scholarship in their disciplines.
- Our faculty engages students in collaborative research and learning opportunities, connecting theory with practice, applying topics learned in the classroom to real-world problems.
- Students have many opportunities to take their knowledge outside of the classroom through **internships/co-ops**, service learning courses, and volunteer work in the local community and abroad.
- We offer interdisciplinary majors, minors, courses, seminars, events, and **study-abroad** opportunities as a regular part of the learning environment.

The Macricostas School of Arts and Sciences plays a central role in the education of every student at Western Connecticut State University. Whether through the foundations in our **general education curriculum** or the depth of knowledge provided by our **major programs**, we are committed to creating outstanding learning opportunities for all.

# Undergraduate Degree Programs

Associate in Science

## **AS-Liberal Arts**

Bachelor Degree Programs

## **BA- American Studies**

## **BA-Anthropology/Sociology**

## **BA-Biology**

Options:

Biology

Bioscience

Ecological Science

## **BS-Secondary Education: Biology (See Education & Educational Psychology Department)**

## **BS-Chemistry**

Options:

Chemistry–ACS Approval

Chemistry

Chemistry with Biochemistry Option- ACS approved

Chemistry with Biochemistry Option

## **BS-Secondary Education: Chemistry (See Education & Educational Psychology Department)**

## **BA-Communication**

Options:

Communication Studies

**BS-Computer Science**

**BA-Applied Computing**

**BA-Contract Major**

**BS-Contract Major**

**BA-Digital & Interactive Media Arts (DIMA)**

Options:

Production

Programming

**BA-Earth and Planetary Sciences**

**BA-Economics**

Option:

Applied Studies

**BA-English**

**BS-Secondary Education: English** (See School of Professional Studies for more information)

**BA-History**

**BS-Secondary Education: History/Social Studies** (See School of Professional Studies for more information)

**BA-Interdisciplinary Studies**

**BA-Mathematics**

Option:

Computer Science

**BS-Secondary Education: Mathematics** (See School of Professional Studies for more information)

**BA-Media Arts**

Options:

Media Production

**BS-Meteorology**

**BA-Political Science**

**BA-Professional Writing**

Options:

Business and Technical Writing

Creative Writing

Journalism & Public Relations

**BA-Psychology**

**BA-Social Sciences**

Options:

Anthropology/Sociology Studies

Family Studies

Global Studies

Multicultural Studies

**BA-Spanish**



**BS-Secondary Education: Spanish** (See School of Professional Studies for more information)

Admissions

Please refer to the [department area](#) in this catalog for specific admission procedures and requirements, or contact the Office of University Admissions at (203) 837-9000.

# Biological & Environmental Sciences

## **Dr. Theodora Pinou, Chair**

[pinout@wcsu.edu](mailto:pinout@wcsu.edu)

Science Building 243, Midtown campus

(203) 837-8569

## **Kara Swenson, Department Secretary**

[swensonk@wcsu.edu](mailto:swensonk@wcsu.edu)

Science Building 220, Midtown campus

(203) 837-8791

## Faculty

T. Pinou, N. Connally J. Cordeira

Chair

K. R. Krell (Special M. Monette

Giamanco Appointment)

T. Philbrick P. Boily E. Wong

H. S. Wagener C.

Reynolds Santibanez-

Lopez

## Overview

The programs in the Department of Biological and Environmental Science provide students with the background required to succeed in a wide variety of fields such as cell and molecular biology, medicine, environmental science and education. A core of science courses provides a solid foundation in biology while electives allow students to pursue their special interests. All biology majors conduct research under the supervision of a faculty mentor.

## Mission

The programs in the Department of Biological and Environmental Sciences provide students from diversified backgrounds with the conceptual and technical knowledge for careers in biology, environmental science, teaching, and prepare them for graduate programs and careers in the health sciences. Electives at Western allow students to pursue special interests, and all biology majors conduct research under the supervision of a faculty mentor. The Department also provides service courses to support the education of students in other majors.

## Objectives

To accomplish this mission, the Department of Biological and Environmental Sciences:

- Prepares students for successful careers related to biology by training them for advanced responsibilities in research, education, industry and other biology-related fields
- Provides up-to-date courses supporting student needs
- Integrates undergraduate research with faculty research projects
- Provides a variety of general education and service courses to the student body
- Promotes faculty research and professional contributions that advance the biological and environmental sciences, teaching pedagogy and support regional needs, including science education

# Degree Programs in Biological and Environmental Sciences

## Bachelor of Arts in Biology

### Options:

Professional

Ecological Sciences

Bioscience

## Bachelor of Science in Biology

Secondary Education: Biology

## Minor Program

Biology

## Bachelor of Arts in Biology (B.A.)

### Requirements:

All degree programs require the completion of general education requirements (including foreign language), the specified courses and credits listed below and additional free electives to total a minimum of 120 semester hours. To contact the department, call (203) 837-8791.

### Learning Outcomes:

By the completion of their BA degree in biology:

1. Graduates will have a broad understanding of the following core concepts of biology:
  - a. Evolution shapes the diversity of life.
  - b. Structure and function are interrelated at all levels of biological organization.
  - c. Information is stored and exchanged, within and among, organisms.
  - d. Life depends on transformations of energy and matter.
  - e. Living systems are interconnected and interacting.
2. Graduates will be able to:
  - a. Apply the process of science.
  - b. use quantitative reasoning, including statistics, modeling and simulation.
  - c. Tap into the interdisciplinary nature of science, including communicating and collaborating with other disciplines.
  - d. Clearly convey their understanding of biology through written and oral communication.
  - e. Describe the interrelationships between science and society, including the role of ethics in scientific research.

### Professional Option

This option is for students planning to continue their education in either graduate school or professional school, such as medical, dental, veterinary, etc. It also will prepare students for entry-level positions, such as a laboratory technician in the pharmaceutical industry.

### Required Courses:

BIO 103, 104 General Biology I & II

BIO 200 Ecology

BIO 205 Animal Physiology  
BIO 260 Modes of Scientific Communication  
BIO 300 Cell Biology  
BIO 312 Genetics  
BIO 325 Evolutionary Biology  
BIO 480 Group Senior Research *or* BIO 490 Senior Research  
MAT 120 Elementary Statistics  
CHE 110, 111 General Chemistry I & II  
CHE 210, 211 Organic Chemistry I & II  
Biology electives approved by the department (see below) 7-8 SH  
Math or science electives approved by the department (see below) 14 SH

### **Bioscience Option**

For students who are not planning to continue their biology education after undergraduate school and who wish a course of study with less emphasis on physical science.

#### Required Courses

BIO 103, 104 General Biology I & II  
BIO 200 Ecology  
BIO 205 Animal Physiology  
BIO 260 Modes of Scientific Communication  
BIO 310 or 311 Vertebrate Embryology or Developmental Biology  
BIO 312 Genetics  
BIO 325 Evolutionary Biology  
BIO 480 Group Senior Research *or* BIO 490 Senior Research  
MAT 120 Elementary Statistics  
CHE 110, 111 General Chemistry I & II  
Biology electives approved by department (see below) 7-8 SH  
Math or science electives approved by department (see below) 12 SH

#### Ecology Option:

This option is for students who are interested in ecology and environmental biology and who wish to either work or attend graduate school in that field.

#### Required Courses:

BIO 103, 104 General Biology I & II  
BIO 200 Ecology  
BIO 205 Animal Physiology  
BIO 216 General Microbiology  
BIO 260 Modes of Scientific Communication  
BIO 312 Genetics  
BIO 325 Evolutionary Biology  
BIO 422 Conservation Biology *or* BIO 450 Population Ecology *or* BIO 375 Climate Ecology  
BIO 480 Group Senior Research *or* BIO 490 Senior Research  
MAT 120 Elementary Statistics  
CHE 110, 111 General Chemistry I & II  
Biology electives approved by the department (see below) 11 – 12 SH  
MAT or science electives approved by the department (see below) 12 SH

#### Bachelor of Science in Secondary Education – Biology (B.S.)

#### Requirements:

See the [Department of Education and Educational Psychology](#) within the [School of Professional Studies](#).

\**Note:* The Secondary Education – Biology (B. S.) Option is the same suggested BIO sequence as the Professional option, except there are **NO** Biology electives.

## Biology Electives

Any Biology course **200**-level or above will count in this category. Biochemistry (CHE 421, 422, 431) is acceptable in this this category.

## Math/Science Electives

For all three options (Professional, Ecological Sciences, Bioscience), the following courses are approved to count as Science/Math electives (if they are not already required by the option): All BIO courses level 200 or above; All CHE courses level 200 or above; MAT 133, 170, 171, 181, 182; PHY 110, 111, 120, 121; AST 150; MTR 150; ES 110; CS 140, 143.

### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

### Minor in Biology

At least 18 SH of biology courses\* including:

BIO 103, 104 General Biology, I & II

or BIO 110 The Animal World & BIO 111 General Botany

At least 6 SH of biology courses at or above the 200-level

Additional biology courses to total at least 18 semester hours.

\*BIO 100 Concepts of Biology will not count towards the minor; BIO 105, 106 Anatomy & Physiology I & II will count if both courses are taken. Students electing to minor in Biology should consult with the department chairperson for course selection. (A minimum of one-half of all semester hours in the minor must be taken at Western. Students must attain a minimum GPA of 2.00 for the courses taken at Western.)

# Chemistry and Biochemistry

## **Russell Selzer, Chair**

[selzerr@wcsu.edu](mailto:selzerr@wcsu.edu)

Science Building 334, Midtown Campus  
(203) 837-8440

## **Paula Secondo, Associate Chair**

[secondop@wcsu.edu](mailto:secondop@wcsu.edu)

Science Building 339, Midtown campus  
(203) 837- 8795

## **Merisa Williams, Department Secretary**

[williamsm@wcsu.edu](mailto:williamsm@wcsu.edu)

Science Building 324, Midtown campus  
(203) 837- 8669

## Faculty

D. Baluha	S. Gieschler	N. Greco
Y. Mei-Ratliff	J. Prieto	F. Robertson
P. Secondo, Assoc. Chair	R. Selzer, Chair	B. Stankus

## Adjunct Faculty

C. Harcken	J. DeVito	R. Goodman
W. Iannuccilli	S. Madison	M. Malin
M. Molinelli	S. Scozzafava	J. Wu

## Overview

The Department of Chemistry and Biochemistry provides the background necessary for graduate education, industrial careers and the allied health professions such as medicine and nursing. The chemistry program and the biochemistry option are both accredited by the American Chemical Society.

## Mission

Consistent with the university's mission to serve as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut, the Department of Chemistry and Biochemistry endeavors to provide a thorough, modern education in chemistry that is tailored to the individual student's background and career objectives. The chemistry major and the biochemistry option are both accredited by the American Chemical Society.

## Objectives

To accomplish this mission, the Department of Chemistry and Biochemistry:

- Continues to offer our students the highest quality undergraduate programs in chemistry and biochemistry.
- Emphasizes laboratory techniques throughout the undergraduate curriculum to develop students' synthetic, analytical, instrumental and computational skills.
- Provides laboratory experiences using modern instrumentation and data reduction methods.
- Provides a personalized learning environment through faculty mentored undergraduate research opportunities and cooperative education research.
- Prepares students for graduate education in the sciences, the health professions and other fields of interest.
- Assists students in discerning appropriate careers through diligent advising.
- Provides chemical training necessary for nursing and community health students.

- Fosters the growth and development of faculty through research, attendance at professional meetings, and publication and presentation of scholarly work.
- Continues to collaborate with chemical industry professionals in the tri-state area to support professional growth of faculty as well as research opportunities for the students.
- Expresses its strong commitment to public service by collaborating with regional elementary, junior and senior high school educators to promote science education. Assesses entering students' backgrounds in math and science to place students in appropriate chemistry courses.

# DEGREE PROGRAMS IN CHEMISTRY

Bachelor of Science

Chemistry, ACS approved

Chemistry

Chemistry with Biochemistry Option, ACS approved

Chemistry with Biochemistry Option

Secondary Education: Chemistry

Minor Program

Chemistry

Bachelor of Science in Chemistry (B.S.)

Requirements:

The courses listed below and additional free electives to total a minimum of 120 semester hours, including foreign language and exercise science.

CHE 110, 111 General Chemistry I & II

CHE 205 Analytical Chemistry Lecture

CHE 206 Analytical Chemistry Laboratory

CHE 210, 211 Organic Chemistry I & II

CHE 250 Chemistry Seminar (two semesters minimum)

CHE 300, 301 Physical Chemistry I & II

CHE 311 Inorganic Chemistry

CHE 400 Instrumental Analysis Lecture

CHE 401 Instrumental Analysis Laboratory

CHE 297 Cooperative Education in Chemistry (Cooperative Research in Chemistry)

or CHE 430 Senior Research in Chemistry plus CHE 421 Biochemistry I Lecture (ACS Approved)

PHY 110, 111 General Physics I & II

MAT 181 Calculus I

MAT 182 Calculus II

Senior Presentation

## Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

The following is a suggested per semester sequence of courses. However, due to the diversity of the backgrounds of students, we encourage careful consultation with the program adviser for the selection of the program which best suits the student's needs.

## Freshman Year

*Fall Semester*

CHE 110 General Chemistry I

*Spring Semester*

CHE 111 General Chemistry II

MAT 181 Calculus

MAT 182 Calculus II

**Sophomore Year**

CHE 210 Organic Chemistry I

CHE 211 Organic Chemistry II

PHY 110 General Physics I

PHY 111 General Physics II

CHE 205 Analytical Chemistry Lecture

CHE 250 Chemistry Seminar

CHE 206 Analytical Chemistry Lab

**Junior Year**

CHE 300 Physical Chemistry I

CHE 301 Physical Chemistry II

CHE 311 Inorganic Chemistry

\*Advanced Elective

or

\*Advanced Elective

Chem 250 Chemistry Seminar

**Senior Year**

\*CHE 430 Sen. Research in Chemistry

CHE 400 Instrumental Analysis Lecture

or

\*CHE 297 Cooperative Education

CHE 401 Instrumental Analysis Lab

Senior Presentation

\*If CHE 297 (12 S.H.) is chosen, no advanced elective is required; if CHE 430 is chosen, the advanced elective shall be one of the following:

MAT 281 Calculus III

MAT 282 Ordinary Differential Equations

MAT 272 Introduction to Linear Algebra

CHE 340 Materials Chemistry

CHE 3XX Properties and Applications of Nanomaterials (FDS 398)

CHE 415 Medicinal Chemistry

CHE 420 Advanced Topics in Organic Chemistry

CHE 421 Biochemistry Lecture I

CHE 438 Molecular Biochemistry of Nucleic Acids

CHE 4XX Biophysical Techniques (FDS 498)

Biochemistry Option

As an alternative to the chemistry program, the department also offers a program with a concentration in biochemistry, leading to a Bachelor of Science degree.

Requirements for the Bachelor of Science with an option in biochemistry (ACS approved) are completion of all general education requirements, the courses listed below, and additional free electives to total a minimum of 120 semester hours including exercise science and foreign language.

CHE 110, 111 General Chemistry I & II

CHE 205 Analytical Chemistry Lecture

CHE 206 Analytical Chemistry Laboratory

CHE 210, 211 Organic Chemistry I & II

CHE 250 Chemistry Seminar

CHE 297 Cooperative Education in Chemistry (Cooperative Research in Chemistry)

or CHE 430 Senior Research in Chemistry plus one advanced chemistry or biology elective

CHE 300, 301 Physical Chemistry I & II

CHE 311 Inorganic Chemistry (ACS approved)\*

CHE 421, 422 Biochemistry Lecture I & II



CHE 431 Biochemistry Laboratory  
BIO 103, 104 General Biology I & II  
PHY 110, 111 General Physics I & II  
MAT 181 Calculus I  
MAT 182 Calculus II  
Senior Presentation

Suggested sequence of major courses:

### **Freshman Year**

#### *Fall Semester*

CHE 110 General Chemistry I  
BIO 103 General Biology I  
MAT 181 Calculus I

#### *Spring Semester*

CHE 111 General Chemistry II  
BIO 104 General Biology II  
MAT 182 Calculus II

### **Sophomore Year**

CHE 210 Organic Chemistry I  
PHY 110 Physics I  
CHE 250 Chemistry Seminar

CHE 211 Organic Chemistry II  
PHY 111 Physics II

### **Junior Year**

CHE 205 Analytical Chemistry Lecture  
CHE 206 Analytical Chemistry Lab  
CHE 421 Biochemistry Lecture I

CHE 250 Chemistry Seminar  
CHE 422 Biochemistry Lecture  
CHE 431 Biochemistry Lab

\*Advanced Elective

### **Senior Year**

CHE 300 Physical Chemistry I  
CHE 430 Senior Research Senior  
Presentation  
*or*  
CHE 297 Cooperative Education in  
Chemistry

CHE 301 Physical Chemistry II

\*If CHE 297 (12 SH) is chosen, no advanced elective is required; if CHE 430 is chosen, the advanced elective shall be one of the following:

CHE 311 Inorganic Chemistry (required for ACS approved degree)  
CHE 320 Clinical Biochemistry  
CHE 400 Instrumental Analysis Lecture  
CHE 415 Medicinal Chemistry  
CHE 420 Advanced Topics in Organic Chemistry  
CHE 438 Molecular Biochemistry of Nucleic Acids

Bachelor of Science in Secondary Education–Chemistry (B.S.)

Requirements:

See the [Department of Education and Educational Psychology](#) within the [School of Professional Studies](#).

# LEARNING OUTCOMES

At the completion of their degree in Chemistry:

1. Students will demonstrate a proficiency in a majority of the six main branches of Chemistry (including: General Chemistry; Organic Chemistry; Analytical Chemistry; Biochemistry; Inorganic Chemistry and Physical Chemistry).
2. Students will demonstrate competence in the use of practical chemical laboratory safety, techniques and skills.
3. Students will demonstrate the ability to utilize scientific literature in academic and independent research.
4. Students will demonstrate the ability to clearly disseminate scientific information in a written format.
5. Students will demonstrate the ability to clearly disseminate scientific information in a verbal format.

Minor in Chemistry

Twenty semester hours of chemistry distributed as follows: CHE 110, CHE 111, CHE 205, CHE 210 plus 5 credits from the following – CHE 206, CHE 211, CHE 300, CHE 301, CHE 311, CHE 421.

# Communication and Media Arts

## **Jay Brower, Chair**

[browerj@wcsu.edu](mailto:browerj@wcsu.edu)

Higgins Hall 201K, Midtown campus

(203) 837-8833

(203) 837-8032 (fax)

## **Krista Brooks, Department Secretary**

Higgins Hall 201, Midtown campus

(203) 837-9166

(203) 837-8032 (fax)

## Faculty

J. Brower, Chair

J. Barone

P. Echeverria

J. Eckstein

J. Guzda

T. Keys

K. Lever

W. Petkanas

C. Waldbeusser

K. Wiss

## Overview

The Department of Communication & Media Arts employs a variety of resources designed to help students master the ability to participate in and evaluate the communication process. The department's curriculum provides a balance of theory and practice that can be applied to business and personal relationships, media and other communication environments.

Students who major in communication or media arts prepare for graduate studies or careers directly related to: managing interaction in settings such as social service agencies, small businesses and corporations; media use, creation, performance, analysis and criticism; and related fields that require public speaking, persuasion and application or analysis of interpersonal and public speaking skills.

## Mission

The Department of Communication and Media Arts at Western Connecticut State University is committed to teaching the theory, ethics, and skills necessary to expand and deepen students' participation in a globalized world. Students learn to engage in challenging dialogues across a variety of communicative landscapes.

Each of our degrees and options shares an emphasis on the enhancement of capacities for observation, critical appraisal, and expression. Graduates of the program are positioned to pursue careers in public service, media campaigns, advocating for the underserved, organizational relations, broadcasting, and filmmaking, among many others.

## Objectives

To accomplish this mission, the Department of Communication and Media Arts:

- Offers high-quality undergraduate courses and programs in communication and media theory including digital media production, digital interactive media arts, media studies, public communication and relational communication.
- Emphasizes development of the four modes of communication (speaking, listening, writing, and reading) as well as media production techniques throughout the undergraduate curriculum to enhance students' ability to understand and create appropriate, creative and effective interaction and media.
- Provides a personalized learning environment for students through faculty-mentored undergraduate research projects, video productions, and internships.

- Prepares students for graduate education in media arts, communication and related fields.
- Assists students in identifying appropriate classes, learning opportunities and careers through attentive advising.
- Fosters the growth and development of faculty and their students through supporting research, attendance at professional meetings, and presentation and publication of scholarly work.
- Collaborates with media-industry professionals in the tri-state area to support professional growth of faculty as well as internship opportunities for students.

### Good Academic Standing in the Major

Communication & Media Arts majors must earn a C (in some cases a B-) or better in classes that count in the major. Students must repeat a required course in the major until they earn the necessary minimum grade. Students may repeat major electives if they don't earn the minimum grade, or when possible and desirable, select another major elective in its place. The major elective earning a C- or less may then be used as a free elective. Students do not earn additional credit for retaking a class. Courses retaken may not be eligible for financial aid or count towards Satisfactory Academic Progress for financial aid, athletics, etc.

Students must be in "Good Academic Standing" to change their major to Communication or Media Arts. This means, they must have at least a 2.0 GPA, a 2.5 in classes that will count towards their major.

Communication & Media Arts majors must remain in good academic standing in the major or be placed on "Probation in the Major."

Good Academic Standing in Communication & Media Arts includes each of the following:

- Maintaining an GPA of 2.0
- Maintaining a GPA in the major of 2.5 (in classes that count towards the major requirements)
- Completing COM 290 Communication Theory and COM 219 Communication Ethics with a C or better before earning 60 credits; or within 15 credits of transferring into Communication or Media Arts if they have already earned 60 credits.
- Completing COM 390 Research Methods in Communication with a C or better before earning 90 credits or within 15 credits of changing their major to Communication or Media Arts if they have already earned or transferred in 90 credits.

Probation in the major means students are at risk of being disqualified from eligibility to earn a degree in Communication or Media Arts. After being placed on probation in the major, students have one semester to address the area that placed them on probation. If students are not able to meet the requirement within one semester, they are subject to suspension from the major. Students who are suspended from the major will be required to change their major. If they do not actively change their major, they will be changed to "Focus Undeclared" status.

The status "Probation in the Major" and "Suspension in the Major" will not appear on the student's transcript. Students will be notified of the change of status by the department. Students on *probation in the major* must meet with their advisor to discuss a plan for successful completion of the degree. Students are ultimately responsible for maintaining their GPA and successfully completing their academic work. The advisor may discuss changes in life, study habits, or attitude to improve performance. Advisors may also recommend a decreased course load or utilizing campus resources to address personal, emotional, academic or life situations which are make it difficult to perform well in school. Once the requirements for Good Academic Standing in Communication & Media Arts are met, students may reapply to change their major to Communication or Media Arts.

### Lambda Pi Eta

The department sponsors a chapter of Lambda Pi Eta (LPH), the National Communication Honors Society. As an organization, LPH recognizes, fosters and rewards outstanding scholastic achievement in the field of communication. To qualify, students must be full-time communication majors and have earned 60 credits with at least 12 in communication. They must also have a minimum 3.25 GPA in communication courses and

a 3.0 overall GPA. Students must demonstrate commitment to the field. Students may contact the department chair for more information.

### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## **Degree Programs in Communication & Media Arts**

Bachelor of Arts

Communication: Communication Studies

Media Arts: Media Production

Digital Interactive Media Arts

*Options:*

Media Production

Computer Programming

Minor Programs

Communication

Broadcast Journalism

# **BACHELOR OF ARTS IN COMMUNICATION (B.A.)**

Requirements:

Students must complete all general education requirements, the courses and credits listed below by option and additional free electives to total a minimum of 120 semester hours, including the requirements for a foreign language.

Communication Studies Option

COM 102 Orientation to Communication & Media Arts Major

COM 160 Public Speaking or COM 161 Decision Making in Groups or COM 162 Interpersonal Communication or COM 163 Introduction to Human Communication

COM 219 Communication Ethics

COM 260W Thinking through Communication

COM 290 Communication Theory

COM 390 Research Methods in Communication

COM 495 Senior Thesis

Six courses (18 credits) no more than one at the 100-level in any of the following areas which are grouped to help students select the appropriate courses: 1. Media Production, 2. Media Studies, 3. Public Relations/Public Communication Group, 4. Relational Communication.

## **BACHELOR OF ARTS IN MEDIA ARTS (B.A.)**

Requirements:

Students must complete all general education requirements, the courses and credits listed below by option, and additional free electives to total a minimum of 120 semester hours, including foreign language and physical education.

### **Media Production Option:**

COM 102: Intro to Communication & Media Arts  
COM 110 Sight, Sound & Motion  
COM 146 Basic Video Production  
COM 242 Scriptwriting or COM 243 Broadcast Writing  
COM 246 Intermediate Video Production  
COM 336 Postproduction  
COM 390 Research Methods in Communication  
COM 435 Senior Project Preproduction

COM 436 Senior Project

*15 credits of Major Electives from the following list:*

COM 242 Scriptwriting  
COM 243 Broadcast Writing  
COM 247 Live News & Election Coverage (4 credits)  
COM 252 Media Performance Techniques  
COM 270 Fundamentals of Radio Broadcasting  
COM 340 Sound for Video  
COM 394 Selected Topics in Media Production

## **Learning Outcomes:**

1. Explain Communication and/or Media Arts theories, ethical perspectives, principles, and concepts.
2. Apply Communication and/or Media Arts scholarship and creative works.
3. Formulate questions appropriate for Communication and/or Media Arts scholarship and aesthetic works.
4. Evaluate the ethical dimensions of communicative activity.
5. Analyze one's own cultural standpoint and how it influences communication.
6. Evaluate personal, private, local, national, and/or global issues from a Communication and/or Media Arts perspective.
7. Explain the importance of Communication and/or Media Arts in civic life.
8. Practice writing to inform and persuade a variety of audiences.
9. Contribute to scholarly and creative works appropriate to the purpose of inquiry.
10. Identify elements of career development in Communication and/or Media Arts

# **BACHELOR OF ARTS IN DIGITAL AND INTERACTIVE MEDIA ARTS (B.A.)**

As a field, Digital and Interactive Media Arts (DIMA) is a way of conceptualizing emerging practices of personal, commercial, and artistic expression in a variety of high tech channels. In this new terrain, traditional foundations in design and aesthetics form the ground of expression, but they are joined with the more recent fields of computer programming and video production computer animation, game design and interactive web design.

Careers that rely on competence in designing Digital and Interactive Media Arts are as varied as the fields they draw upon. Where some students may require a proficiency in the use and application of DIMA technologies and principles in the creation of artistic artifacts (fine arts, television, film, games), others may be involved in the creation of new technologies and their use as communication tools (advertising, public relations, and all web-based organizational communication).

This program seeks to ground students in the basics of aesthetics, programming, sound, and video production and design. By taking a project-based learning approach, students will come to understand and apply the full creative development process from idea to presentation. Students will touch all aspects of the creative processes in digital and interactive media arts, and then specialize in one of two options: Media Production and Programming.

## Goals

1. To provide an interdisciplinary program in which students will acquire knowledge in fundamentals and specific area(s) of focus.
2. To provide exemplary faculty who are actively engaged in their discipline.
3. To provide learning environment in which students apply appropriate learning and skills to create new digital interactive media content.
4. To provide students access to exemplary, digital interactive media software, equipment, and facilities.
5. To support experiential learning through internships and cooperative education.

Our primary goals in this degree are to create an environment in which students:

1. Conceptualize, plan and execute creative ideas using appropriate DIMA technology.
2. Learn to communicate effectively about their ideas by discussing and defending their work and critiquing others in relation to concepts, ideas, techniques, processes, and experiences.
3. Learn the value of interdisciplinary thinking and collaboration.

# Learning Outcomes:

At the completion of this program students will be able to:

1. Discuss and apply the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work
2. Discuss and apply narrative and other information/language structures for organizing content in time-based or interactive media
3. Organize and represent content structures in ways that are responsive to technological, social, and cultural systems.
4. Discuss the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems, and their influences on individuals and society
5. Discuss and apply processes for the development and coordination of digitally-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas).
6. Analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.
7. Analyze useful, usable, effective, and desirable information with respect to user/audience-centered digitally-based communication, objects, and environments.
8. Discuss and apply history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.
9. Engage in teams-based work and to organize collaborations among people from different disciplines.
10. Use the above competencies in the creation and development of professional quality interactive digital media productions.
11. Develop knowledge of legal and ethical issues across disciplines.
12. Present work in a portfolio in a professional way.

## **BACHELOR OF ARTS IN DIGITAL INTERACTIVE MEDIA ARTS (DIMA) B.A.**

### **DIMA Core Requirements:**

ART 121 Fundamentals of Two-Dimension Design  
ART 141 Drawing I  
COM 110 Sight, Sound & Motion  
COM 146 Basic Video Production  
CS 140 Intro to Programming OR CS 143 Visual Basic  
CS 170 Language OR CS 172 Intermediate Java  
DIMA 100 Introduction to Digital Interactive Media Arts  
DIMA 200 Design for Digital Interactive Media Arts  
DIMA 300 DIMA Technologies  
DIMA 400 Senior Project & Presentation

### **Production Option:**

COM 235 Preproduction for Television and Film  
COM 242 Script Writing or COM 243 Broadcast Writing  
COM 246 Intermediate Video Production  
COM 336 Postproduction  
COM 371 Film and Video Art

### **Programming Option:**

CS 220 Obj. Oriented Prog. OR CS 250 Adv. Topics in Program Java  
CS/MAT 165 Intro to Discrete Math  
CS 245 Web Applications Dev.  
CS 205 Data Modeling & Design OR MIS 301 Database Apps in Business  
CS 340 Computer Animation

### **MINOR IN COMMUNICATION**

Eighteen semester hours in communication which must include at least 12 semester hours above the 100 level. Only courses with a C grade or better will count.

### **MINOR IN BROADCAST JOURNALISM**

COM 146 Basic Video Production 3 SH  
COM 243 Broadcast Writing 3 SH  
*Three credits selected from the following list in consultation with an advisor:*  
COM 246 Intermediate Video Production (prereq. COM 146) 3 SH  
COM 247 Live News & election Coverage 4 SH  
COM 252 Video Performance Techniques 3 SH  
COM 270 Fundamentals of Radio Broadcasting 3 SH  
COM 336 Postproduction (prereq. COM 246 and COM 235) 3 SH  
COM 39 Special Topics in Media Production (see advisor) 3 SH  
WRT 270W News Writing 3 SH  
*Two classes from the following list:*  
WRT 279 Sports Writing 3 SH  
WRT 333W Editorial Environment 3 SH  
WRT 335W Fact-Based Opinion Writing 3 SH  
WRT 338W Writing About Specialized Subjects 3 SH  
WRT 375 Book, Performance, & Restaurant Reviewing 3 SH  
WRT 490 Internship/Practicum in Writing 3 SH

Sample Four-Year Degree Sequences can be found at [www.wcsu.edu](http://www.wcsu.edu).

### **Notes:**

- See Catalog section on Foreign Language Requirements to determine how language classes count.



- Free electives in the junior and senior year are often used for professional internships or minors in related areas.

# Computer Science

## **Daniel Coffman, Chair**

[coffmand@wcsu.edu](mailto:coffmand@wcsu.edu)

Higgins Hall 039B

(203) 837-8746

## **Cathy DeSisto, Department Secretary**

[desistoc@wcsu.edu](mailto:desistoc@wcsu.edu)

Higgins Hall 101

(203) 837-9299

## **Faculty**

D. Coffman, Chair

G. Ganchev

W. Joel

T. Ivanov

## **Adjunct Faculty**

T. Nassar

J. Shpunt

R. Gurkewitz, Associate Professor Emeritus

## **Overview**

The Computer Science department offers Bachelor's degrees designed to meet the needs of students interested in software development. They can accommodate students who plan to enter the profession directly from college or who plan to continue with graduate study. The programs are continuously revised to remain up to date. The department recommends that all Applied Computing and Computer Science majors pursue a minor in some field.

## **Mission**

Consistent with the university's mission of being an accessible, responsive, and creative intellectual resource for the people and institutions of Connecticut, the department's mission is to offer a broad and up-to-date curriculum that provides students with a comprehensive foundation that permits graduates to adapt to new technology and new ideas.

## **Goals**

To accomplish this mission the Department of Computer Science emphasizes the following:

1. **Technical understanding of Computer Science:** Graduates will have a mastery of Computer Science as described in the Body of Knowledge of the current ACM/IEEE Computing Curricula.
2. **Common themes and principles:** Graduates will understand a number of recurring themes, such as abstraction, complexity, and evolutionary change, and a set of general principles, such as sharing a common resource, security, and concurrency, and will recognize that these themes and principles have broad application to the field of computer science and are not relevant only to the domains in which they were introduced.
3. **The interplay between theory and practice:** Graduates will understand the interplay between theory and practice and how theory and practice influence each other.
4. **System-level perspective:** Graduates will be able to think at multiple levels of detail and abstraction. They will be able to recognize the context in which a computer system may function, including its

interactions with people and the physical world.

5. **Problem-solving skills:** Graduates will be able to apply the knowledge they have gained to solve real problems. They will realize that there are multiple solutions to a given problem and that selecting among them is not a purely technical activity, as these solutions will have a real impact on people's lives. Graduates will be able to communicate their solution to others, including why and how a solution solves the problem and what assumptions were made.
6. **Project experience:** Graduates will have been involved in at least one substantial software development project, requiring evaluation of potential solutions, work on a larger scale, integration of modules, and providing opportunities to develop their interpersonal communication skills.
7. **Commitment to life-long learning:** Graduates will realize that the computing field advances at a rapid pace and that they must continue to learn and adapt their skills throughout their careers. To develop this ability, students will be exposed to multiple programming languages, tools, and technologies as well as the fundamental underlying principles throughout their course of study.

## Degree Programs in Computing

Bachelor of Science in Computer Science

Bachelor of Arts in Applied Computing

Minor Programs

Computer Science

Digital Media

Informatics

Security

Web Development

Interdisciplinary Program

Bachelor of Arts in Digital and Interactive Media Arts (B.A.)

(See the *Department of Communication & Media Arts for requirements* – <http://catalogs.wcsu.edu/ugrad1819/sas/programs/communication/>)

## Bachelor of Science in Computer Science (B.S.)

### Program Educational Objectives

Program educational objectives are broad statements that describe what graduates are expected to attain within few years of graduation. Program educational objectives are based on the needs of the program's constituencies.

During this time, graduates of the Computer Science program will have applied their expertise to contemporary problem solving, will be engaged professionally, will have continued to learn and adapt, and will have contributed to their organizations through leadership and teamwork. The program educational objectives are therefore **expertise**, **engagement**, **learning**, **leadership** and **teamwork**. More specifically, each student will demonstrate:

1. peer-recognized **expertise** together with the ability to articulate that expertise and use it for contemporary problem solving in the analysis, design, implementation and evaluation of computing solutions
2. **engagement** in the computing profession, locally and globally, by contributing to the ethical, competent, and creative practice of software engineering or other computing professional careers.
3. sustained **learning** and adaptation to a constantly changing field through graduate work, professional development, and self-study.

4. **leadership** and initiative ethically to advance professional and organizational goals, facilitate the achievements of others, and obtain substantive results.
5. commitment to **teamwork** while working with others of diverse cultural and interdisciplinary backgrounds.

Requirements:

Students must complete all general education competency requirements (see program sheet for details), the course and credits listed below and additional free electives to total a minimum of 120 semester hours, including foreign language and exercise science. A GPA of 2.5 or better is required in the CS major and math courses for graduation.

Required Courses:

CS 140 Introduction to Programming  
 CS 170 Language C++  
 CS 205 Data Modeling and Database Design  
 CS 215 Computer Architecture  
 CS 221 Object Oriented Programming & Data Structures  
 CS 240 Computer Organization & Software  
 CS 315 Design and Analysis of Algorithms  
 CS 350 Object Oriented Software Engineering  
 or CS 305 Database Applications Engineering  
 or CS 360 Distributed Applications Engineering  
 CS 355 Programming Languages  
 CS 450 Operating Systems  
 MAT 141 Foundational Discrete Mathematics  
 MAT 181 Calculus I  
 MAT 222 Introductory Statistics  
 MAT 304 Discrete Mathematics for Computer Science  
 CS/MAT 359 Introduction to Theory of Computation  
 PHI 227 Ethics in Computing  
 Twelve semester hours of approved computer science electives.

**Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

The following is a per-semester sequence of courses. However, due to the diversity of student backgrounds, students must consult with their faculty adviser to select the program sequence which best fits their needs.

**Freshman Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
CS 140	CS 170
MAT 133 or MAT 170	MAT 141

**Sophomore Year**

CS 205	CS 215
CS 221	CS 240
MAT 181	MAT 222
	MAT 304

**Junior Year**

CS 315	CS 350 or CS 305 or CS 360
CS Elective	CS Elective
Lab science	Lab science

## Senior Year

CS 450

CS Elective

CS 355

CS/MAT 359

## Learning Outcomes

Graduates of the program will have an ability to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

## Bachelor of Arts in Applied Computing (B.A.)

### Requirements:

Students must complete all general education competency requirements (see program sheet for details), the course and credits listed below and additional free electives to total a minimum of 120 semester hours, including foreign language and exercise science.

### Required Courses:

CS 140 Introduction to Programming

CS 170 Language C++

CS 205 Data Modeling and Database Design

CS 215 Computer Architecture

CS 221 Object Oriented Programming & Data Structures

CS 240 Computer Organization & Software

CS 350 Object Oriented Software Engineering

or CS 305 Database Applications Engineering

or CS 360 Distributed Applications Engineering

CS 450 Operating Systems

MAT 120 Elementary Statistics or MAT 222 Introductory Statistics

MAT 141 Foundational Discrete Mathematics or CS/MAT 165 Introductory Discrete Mathematics

MAT 181 Calculus I

PHI 227 Ethics in Computing

Twelve semester hours of approved computer science electives

### Optional Concentrations

#### Computer Security

MAT 127 Introduction to Cryptology

MIS/JLA 341 Information Systems Security

CS 265 Computer Security Implementation with Java

#### Digital Media

MAT 272 Linear Algebra (prerequisite MAT 182 Calculus II, 4 credits)

CS 235 Digital Media

CS 340 Computer Animation

### Software Engineering

CS 166 Introduction to UNIX

*Two of the following:*

- A Second Software Engineering Course from CS 305 Database Applications Engineering or CS 350 Object Oriented Software Engineering or CS 360 Distributed Applications Engineering
- CS 250 Advanced Topics in Programming using Java
- CS 245 Web Applications Development

### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

The following is a per-semester sequence of courses. However, due to the diversity of student backgrounds, students must consult with their faculty advisor to select the program sequence which best fits their needs.

### Freshman Year

*Fall Semester*

CS 140 or CS 143

MAT 133 or MAT 170

*Spring Semester*

CS 171

MAT 141

### Sophomore Year

CS 205

CS 221

MAT 181

CS 215

CS 240

MAT 120

### Junior Year

CS 350 or CS305 or CS 360

CS Elective

Lab science

Lab science

CS Elective

### Senior Year

CS 450

CS Elective

## Learning Outcomes

Graduates of the program will have the ability to:

1. Apply knowledge of computing and mathematics appropriate to solve a variety of software development problems of moderate difficulty
2. Analyze a problem, and identify and define the computing requirements appropriate to its solution
3. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
4. Function effectively on teams to accomplish a common goal
5. Understand professional, ethical, legal, security and social issues and responsibilities as they apply to computing
6. Communicate effectively ideas and computer-based solutions with a range of audiences

# MINORS

To meet the minor requirement you can take no more than half of the credits in the major and nine credits must be taken at Western.

## MINOR IN COMPUTER SCIENCE

Sixteen semester hours are required:

CS 170 Language C++  
CS 221 Object Oriented Programming & Data Structures  
CS 215 Computer Architecture  
CS 240 Computer Organization and Software

## MINOR IN DIGITAL MEDIA

Sixteen to 18 semester hours are required:

CS 170 Language C++ *or* CS 250 Advanced Topics in Programming with JAVA  
ART 121 Design I  
ART 141 Drawing I  
CS 235 Digital Media  
CS 330 Computer Graphics  
CS 340 Computer Animation *or* ART 152 Photography I *or* ART 327 Digital Design *or* ART 328 Illustration III/Animation Production

## MINOR IN INFORMATICS

Fifteen to 16 semester hours are required:

CS 170 Language C++ *or* CS 250 Advanced Topics in Programming with JAVA  
CS 205 Database Modeling and Database Design  
CS 215 Computer Architecture  
CS 270 Computers in Society

## MINOR IN SECURITY

Fourteen to 15 semester hours are required:

CS 166 Intro to Unix  
CS 170 Language C++ *or* CS 250 Advanced Topics in Programming with JAVA  
CS 240 Computer Organization and Software  
MIS/JLA 341 Information Systems Security

## MINOR IN WEB DEVELOPMENT

Fifteen to 16 semester hours are required:

CS 110 Website Production  
CS 170 Language C++ *or* CS 250 Advanced Topics in Programming with Java  
CS 205 Database Modeling and Database Design  
CS 245 Web Applications Development

# English

## **Shouhua Qi, Chair**

[qis@wcsu.edu](mailto:qis@wcsu.edu)

White Hall, Midtown campus

(203) 837-9048

(203) 837- 8032 (fax)

## **Therese Richardson, Department Secretary**

[richardson@wcsu.edu](mailto:richardson@wcsu.edu)

White Hall, Midtown campus

(203) 837-9041

(203) 837- 8249 (fax)

## Faculty

M. Chappell

D. Gagnon

A. Govardhan

H. Levy

M. Murray

I. Pruss

S. Qi, *Chair*

## Overview

Courses in the Department of English prepare students for success in a wide variety of careers. In literature, authors examine the challenges of human existence, and readers participate by discussing and writing about what makes texts and their ideas important and pertinent to new generations. We consider the English degree to be the “degree for life” because English courses develop three skills needed in any field:

1. The ability to read analytically
2. The ability to think critically
3. The ability to write clearly

These skills are developed by close reading of literary texts and by exploring their personal and historical contexts. The English degree prepares students to enter fields where knowledge of texts, critical thinking, and written and oral communication are vital.

## Mission

The English department at Western Connecticut State University seeks to promote the university’s mission by providing students with a high-quality education in English language and literature. We are committed to developing students’ powers of critical thinking, analysis, and writing as well as knowledge of important texts, contexts, traditions, and modern developments. We believe students who complete any of the department’s programs will be prepared to compete vigorously in the global marketplace and to pursue a variety of career paths or to seek further education.

As a department, our goals are to:

- develop and maintain a solid curriculum in language and literature that stimulates student curiosity, rewards critical engagement, and is central to a valuable liberal arts education;
- emphasize critical reading and writing as an integral component of success in our program, our university, and beyond;
- build a community of scholars, professionals, and life-long learners and help initiate students in the profession(s) through regular events, faculty-student collaborative projects, and opportunities to tutor and to assist in the teaching of language and literature courses in the department;



- encourage and support research, scholarship, and professional achievement that advance the field of study and enhance the programs and visibility of the university at large;
- encourage interdisciplinary and interdepartmental initiatives to augment the intellectual vitality of the department and of the university and to help students develop an integrated approach to learning; and
- serve the community through event programming and collaborative projects and to serve as a resource to local schools and other public institutions.

### Alpha Lambda Epsilon

The department sponsors Alpha Lambda Epsilon, a local chapter of Sigma Tau Delta, the International English Honor Society. Sigma Tau Delta's central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate and professional studies. Candidates for undergraduate membership must have completed at least three semesters of college work and a minimum of two college courses in English language or literature beyond the usual requirements in freshman English. Members must also have a minimum 3.0 grade point average in English and rank at least in the highest 35 percent of their class in general scholarship. Students may contact the department chair for more information on becoming a member of Alpha Lambda Epsilon.

## DEGREE PROGRAMS IN ENGLISH

Bachelor of Arts

English

Bachelor of Science

English: Secondary Certification

## BACHELOR OF ARTS IN ENGLISH (B.A.)

Requirements:

Students must complete all general education requirements, the courses and credits listed below and additional free electives to total a minimum of 120 semester hours, including a foreign language. Students must have an overall GPA of 2.0 or better in courses used to satisfy the major requirements. Applicants to the literature program with 45 or more credits must have 2.0 cumulative GPA and 2.0 in major courses. Seniors with 3.0 overall GPA and 3.0 GPA in the major can take graduate courses for 400-level credit.

Required Courses:

- ENG 130W English Seminar
- ENG 209 American Literature to 1865
- ENG 210 American Literature from 1865
- ENG 211 English Literature to 1798
- ENG 212 English Literature from 1798
- ENG 213 Classics of Western Literature
- ENG 307W Shakespeare I *or* ENG 308W Shakespeare II
- ENG 315 Critical Theory
- ENG 470 Senior Seminar
- One 200-level literature course
- Three 300-level literature courses

Three 400-level literature courses

*Note:* ENG 402 Teaching Literature in the Schools may not be used toward the English major.

### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## **Learning Outcomes:**

At the successful completion of this program, student will be able to:

1. Demonstrate familiarity with representative literary texts;
2. Read, interpret, and analyze literary texts with in their proper historical, cultural as well as literary contexts;
3. Conduct research into both primary and secondary sources on topics concerning authors, texts, and issues;
4. Develop original positions/theses on authors, texts, and issues using both primary and secondary sources;
5. Pursue and present their original positions/theses cogently in effective, polished prose with proper documentation using the MLA Style of citation.

## **BACHELOR OF SCIENCE IN SECONDARY EDUCATION – ENGLISH (B.S.)**

Requirements:

The department's programs in the English major may be combined with secondary certification. Students must complete all general education requirements, 35 hours in professional education coursework, the courses and credits listed below, and additional free electives to total a minimum of 120 semester hours, including exercise science and foreign language. Students must have an overall GPA of 3.0 or better in English courses used to satisfy the major requirements. Applicants to the program with 45 or more credits must have 3.0 cumulative GPA and 3.0 in major courses. Seniors with 3.0 overall GPA and 3.0 GPA in the major can take graduate courses for 400-level credit. Students must pass Praxis I (or receive a waiver) and Praxis II before they are eligible to enter the Professional Development Semester. See School of Professional Studies for further information on education courses and application requirements.

Required Courses:

ENG 130W English Seminar  
ENG 209 American Literature to 1865  
ENG 210 American Literature from 1865  
ENG 211 English Literature to 1798  
ENG 212 English Literature from 1798  
ENG 213 Classics of Western Literature  
ENG 276 English Language Skills  
ENG 307W Shakespeare I or ENG 308W Shakespeare II  
ENG 315 Critical Theory

WRT 347W Teaching Writing in the Schools – High School  
ENG 402 Teaching Literature in the Schools  
ENG 447 Teaching English in Secondary Schools  
ENG 470 Senior Seminar  
One 300-level literature course  
One 400-level literature course

MINOR IN ENGLISH (18 Semester Hours)

Required Courses:

ENG 130W English Seminar  
Two 200-level English courses  
Two 300-level English courses  
One 400-level literature course

MINOR IN AMERICAN LITERATURE (18 Semester Hours)

Required Courses:

ENG 130W English Seminar  
*Two 200-level Courses in American Literature* (ENG 209 American Literature to 1865, ENG 210 American Literature from 1865, and/or ENG 214 African American Literature)  
*Two 300-level Courses in American Literature* (ENG 348 Early American Literature, ENG 349 American Literature of Identity 1820-1920)  
*One 400-level Courses in American Literature* (ENG 413 Genre Study, ENG 450 Studies in Major Authors, ENG 453 Special Topics in Literature)

# History and Non-Western Cultures

## **Martha May, Co-Chair**

[maym@wcsu.edu](mailto:maym@wcsu.edu)

Warner Hall 220, Midtown campus

(203) 837-8481

(203) 837-3960 (fax)

## **Joshua Rosenthal, Co-Chair**

[rosenthalj@wcsu.edu](mailto:rosenthalj@wcsu.edu)

Warner Hall 216, Midtown campus

(203) 837- 8449

## **Patricia Lerner, Department Secretary**

[lernerp@wcsu.edu](mailto:lernerp@wcsu.edu)

Warner Hall 224, Midtown campus

(203) 837-8484

(203) 837-3960 (fax)

### Faculty

		W.
K. Allocco	J. Duffy	Gadkar-
		Wilcox
K.	L.	M. May,
Gutzman	Lindenauer	<i>Co-Chair</i>
M. Nolan	J. Rosenthal,	A. Saad
	<i>Co-Chair</i>	

### Adjunct Faculty

A. Campanaro	G. Coleman	S. Flanagan
L. Friedman	M. Rossi	S. Walens

### Overview

In order to understand today's issues and problems — in the West and throughout the world — it is important to have a firm grasp on the foundations of our global society, to know the history and culture of America, of Europe and of the world.

### Mission

In keeping with the mission statement of Western Connecticut State University, the Department of History and Non-Western Cultures contributes to providing a comprehensive liberal arts education that prepares students for the job market, citizenship, and meaningful lives.

### Goals

Our goals are:

- To provide an interdisciplinary forum in which students can deal with political, social, cultural, religious, economic, and geographic aspects of history.
- To introduce students to non-Western cultures and help them understand global political and cultural relations.

- To help students develop their abilities to think critically, discuss, and explain clearly historical issues and problems.
- To cultivate writing, research, and analytical skills that will help students lead successful professional and personal lives.
- To provide a history/education curriculum that imparts a broad base of knowledge about historical events, principles, and theories, so that students have the foundational knowledge they need to educate others.
- To enrich our students' understanding of their national and community heritage.

## Degree Programs in History

Bachelor of Arts

History

Bachelor of Science

Secondary Education: History  
(Social Studies Endorsement)

Minor Programs

History

American History

European History

Middle Eastern Studies

Asian Studies

Latin American Studies

Urban Studies

Bachelor of Arts in History (B.A.)

Requirements:

Completion of all general education requirements, the courses and credits listed below and additional free electives to total a minimum of 120 semester hours, including foreign language and exercise science.

HIS 100 Introduction to History

*Four (4) courses at the 300 or 400 level, which must include:*

- One (1) course in European History
- One (1) course in United States History
- One (1) course in a field outside of European or United States history
- One (1) elective course

Plus six (6) additional courses in History

HIS 490 Senior Seminar

One (1) Non-Western Cultures course

### **Distinction in History**

To be awarded Distinction in History, a History major must complete all the major requirements, gain admission to HIS 494, Research Seminar, and complete HIS 494 with at least a grade of "B." HIS 494 meets the Departmental requirement for History 490.

### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Bachelor of Science in Secondary Education – History (B.S.)

Requirements:

See the [Department of Education and Educational Psychology](#) within the [School of Professional Studies](#).

## Learning Outcomes

At the completion of their degrees in History, students will be able to:

1. Demonstrate critical and analytical skills appropriate for probing complex historical topics.
2. Seek out diverse historical sources successfully; mine them for information; and cite them in the appropriate format while completing research papers.
3. Present their verbal and written evaluations of the past in a nuanced and clear manner.
4. Collaborate effectively with others on historical analysis and in critiquing each other's work.

Minor in History

Two courses at the 100 level

Four courses at the 200 level

Minor in American History

HIS 148, HIS 149

Four advanced courses in American history

Minor in European History

HIS 186, HIS 187

Four advanced courses in European history

Minor in Middle Eastern Studies:

Requirements:

Students interested in this minor are expected to have completed all course prerequisites. Students must maintain a cumulative GPA of 2.0 or better to remain enrolled in this minor.

A minor provides an option for the student who wants an academic focus in addition to a major. A student may not declare a minor that is the same as his/her major (e.g., a student majoring in History may not also declare a History minor).

Students must complete nine credits at WCSU to meet the residency requirement in the minor.

REQUIRED COURSES (18 S.H.)

NWC 107 Middle Eastern Cultures

*And 3 courses (9 S.H) from approved electives listed below*

Semester one of Middle Eastern language

Semester two of Middle Eastern language

*Approved Electives:*

HIS 281 Modern Middle East

HIS/PS 382 Contemporary Middle East

HIS 383 Islam: A Religion and Civilization

ANT/SOC 216 Anthropology of the Middle East

ANT/SOC/WS 251 Women of the Middle East

ENG 376 Non-Western Literatures

MKT 422 Global Marketing

PHI 340 Non-Western Philosophy

- You must submit formal notification to the Registrar's Office by completing the Declaration of Minor

form in order for your official university transcript to include the minor.

- Depending upon your major requirements, you may need to take credit hours over the degree credit minimum required for graduation if you choose to add this minor. Please see your adviser to review all program requirements.
- If the student spends at least one semester abroad on a university-approved study abroad program to a Middle Eastern country, the student can opt to waive the requirement of any of the two electives.

#### Minor in Asian Studies

##### Requirements:

Students interested in this minor are expected to have completed all course prerequisites. Students must maintain a cumulative GPA of 2.0 or better to remain enrolled in this minor. Choose courses from menu, below. A minor provides an option for the student who wants an academic focus in addition to a major. A student may not declare a minor that is the same as his/her major (e.g., a student majoring in History may not also declare a History minor).

Students must complete nine credits at WCSU to meet the residency requirement in the minor.

##### REQUIRED COURSES (18 S.H.)

Two courses (6 S.H.) from Approved Elective List I

Two courses (6 S.H.) from Approved Elective List II

First semester of Asian language

Second semester of Asian language

- If the student spends at least one semester abroad on a university-approved study abroad program to an Asian country, the student can opt to waive the requirement of any of the two electives.
- You must submit formal notification to the Registrar's Office in order for your official university transcript to include the minor.
- Depending upon your major requirements, you may need to take credit hours over the degree credit minimum required for graduation if you choose to add this minor. Please see your adviser to review all program requirements.

##### **Approved Electives:**

List I: *two courses from the following:*

NWC 103 Chinese Culture

NWC 104 Japanese Culture

NWC 105 Cultures of India

NWC 110 Vietnamese Culture

NWC 112 Korean Culture

List II: *two courses from the following:*

HIS 266 Vietnam War

HIS 277 Modern China

HIS 287 Chinese Religions

HIS 366 Vietnam in Literature and Film

HIS 388 Modern Vietnam

ANT/SOC 241 Social/Cultural Survey of Indian Religions

ANT/SOC 242 Buddhism

PS 306 Comparative Communist Systems

ENG 376 Non-Western Literatures

MKT 422 Global Marketing

PHI 340 Non-Western Philosophy

#### Minor in Latin American Studies

**Requirements:**

Students interested in this minor are expected to have completed all course prerequisites.

Students must maintain a cumulative GPA of 2.0 or better to remain enrolled in this minor.

A minor provides an option for the student who wants an academic focus in addition to a major. A student may not declare a minor that is the same as his/her major (e.g., a student majoring in History may not also declare a History minor).

Students must complete nine credits at WCSU to meet the residency requirement in the minor.

**REQUIRED COURSES (18 S.H.)**

HIS/NWC 115 Latin American and Caribbean Civilization

*And 3 courses (9 S.H.) from the approved list below*

First semester of Latin American Language (SPA 162 or POR 162)

Second semester of Latin American Language (SPA 164 or POR 164)

- If you spend at least one semester abroad on a university-approved study abroad program to a Latin American country, you can opt to waive the requirement of any of the two electives.
- You must submit formal notification to the Registrar's Office in order for your official university transcript to include the minor.
- Depending upon your major requirements, you may need to take credit hours over the degree credit minimum required for graduation. Please see your adviser to review all program requirements.

**Approved Electives:**

GEO 252 Latin America: A Regional Study

HIS 216 Latino/as in US History

HIS 250 Conquest and Survival in Latin America

HIS 370 Commodities in LA History

SPA 222 Cultures of Spanish America

SPA 224 Trans-Atlantic Hispanic Cultures

SPA 320 The Poetry of Spain and Latin America

SPA 336 Theater in Spain and Latin America

SPA 360 Readings on the Arts in Spain and Latin America

SPA 361 Gender and Sexuality in Spanish America

SPA 365 Revolution, Testimony and Memory in Spanish America

SPA 367 Colonial Spanish America

SPA 370 Latina/Latino Literature

SPA 371 Spanish-Caribbean Identities

PS 306 Comparative Communist Systems

ENG 376 Non-Western Literatures

MKT 422 Global Marketing

PHI 340 Non-Western Philosophy

Minor in Urban Studies

**Requirements:**

An average GPA of 2.0 in all minor courses must be maintained in order to fulfill the requirements of the minor.

A minor provides an option for the student who wants an academic focus in addition to a major. A student may not declare a minor that is the same as his/her major (e.g., a student majoring in History may not also declare a History minor).

Students must complete nine credits at WCSU to meet the residency requirement in the minor.

**REQUIRED COURSES (18 S.H.)**



Select 6 courses (18 S.H.) from the approved list below.

- To obtain a minor, you must notify the History or Social Sciences Department Chairperson of your interest.
- You must submit formal notification to the Registrar's Office in order for your official university transcript to include the minor.
- Depending upon your major requirements, you may need to take credit hours over the degree credit minimum required for graduation. Please see your adviser to review all program requirements.

**Approved Electives:**

*(Courses selected with the approval of a History or Social Sciences adviser)*

Students may select no more than 9 semester hours from 100-level courses and no more than six semester hours should be selected from any one discipline or form the student's major. Students are strongly encouraged to apply 3-6 semester hours earned in an approved cooperative education internship to this program.

ANT 350 Modern & Postmodern Societies (ANT 100 or SOC 100)

ART 101 History and Appreciation of Western Art: Renaissance to the Present

ECO 211 Principles of Macroeconomics or ECO 207 Contemporary Domestic Economic Issues (sophomore standing)

ECO 209 Urban Environments (sophomore standing)

GEO/ENV 150 Urban Environments as a Human Ecological Problem

HIS 201 Immigrant NYC

HIS 208 Rise of Industrialism in America

HIS 363 The American City

HIS 368 New York City: History and Culture

HIS X99 Independent Study

PS 218 American State & Local Government (PS 100 or PS 102 or permission of the instructor)

SS/CED 297 Coop Internship

SOC 101 Social Problems

SOC 210 Urban Sociology (SOC 100)

# Mathematics

## **Stavros Christofi, Chair**

[christofis@wcsu.edu](mailto:christofis@wcsu.edu)

Higgins Hall 101N, Midtown Campus

(203) 837-9351

(203) 837-8289 (fax)

## **David Burns, Associate Chair (Sabbatical Spring 2021)**

[burnsd@wcsu.edu](mailto:burnsd@wcsu.edu)

Higgins Hall 101A, Midtown campus

(203) 837-9346

## **Cathy Desisto-Reynolds, Department Secretary**

[reynoldsc@wcsu.edu](mailto:reynoldsc@wcsu.edu)

Higgins Hall Office Suite 101 Reception, Midtown Campus

(203) 837-9299

(203) 837-8289 (fax)

## **Faculty**

D. Burns, Assoc. Chair

S. Christofi, Chair

B. Hall

S. Hayes (*Sabbatical Fall 2020*)

S. Lightwood

A. Lubell

P. Maida

C. Rocca

M. Shoushani

T. Trimble (*Visiting Assistant Prof. Fall 2020*)

X. Wang

## **Adjunct Faculty**

M. Aldrich      M. Alexandru      W. Barrett

J. Breen      D. Ciskowski      J. DiGiacomo

P. Ganchev      C Hall      R. Hopkins

E. Lehman      W. Newsom-  
Stewart      H. Q. Nguyen

P. O'Donnell      C. Peterson      K. Pisano

M. Saccucci      K. Sherman      C. Wallace

## Overview

In the exciting, technologically advanced, and dynamic age we live in, mathematics has become one of the primary players in developing useful solutions to practical problems, receiving its rightful recognition as one

of the foundational components of discovery and innovation.

Employers from businesses and government agencies to schools and foundations understand more and more the benefits of hiring an employee with quantitative competencies able to think abstractly, critically, and problem-solve — an employee with the skills that mathematics teaches.

Math Students at WCSU may choose major options in pure or applied mathematics or math education and are challenged to gain mastery in a variety of mathematical areas while fulfilling all requirements of a liberal arts education. The B.S. in Applied and Computational Mathematics as well as the B. S. in Secondary Education – Mathematics weave career applications into the curriculum. All programs are flexible and up-to-date.

Students have the opportunity to pursue their particular mathematical interests by working closely with Western's dedicated mathematics professors on independent research projects. These may be in such diverse areas as analytical and numerical methods for partial differential equations, combinatorics, actuarial math, axiomatic set theory, cryptology, data science and machine learning, wavelets, topological measure theory, scientific computing, 3-D printing and more.

For students who plan to continue with graduate studies in mathematics, applied mathematics or a related field, as well as those who look forward to beginning a career upon graduation, studying mathematics at Western will provide the knowledge and skills required to achieve success.

### Mission

It is the mission of the mathematics department to contribute to our society's mathematical competency in a manner consistent with the university's mission. To accomplish this, the department has defined its goals for the following three constituencies.

- I. The department supports the development of the mathematics student by providing students with:
  - a. A breadth of knowledge in core areas of mathematics.
  - b. A depth of knowledge in a specific area.
  - c. Strong skills in mathematical communication, problem-solving, mathematical reasoning, and applications to related areas.
  - d. Personalized learning experience in mathematics.
- II. The department supports the mission of the university by:
  - a. Developing mathematical literacy for all students.
  - b. Meeting the mathematical needs of all majors.
  - c. Providing expertise in mathematics, applied mathematics, math education, and statistics.
  - d. Conducting theoretical and applied research in the mathematical sciences.
  - e. Maintaining a wide presence in the university community outside the department.
- III. The department supports the needs of the community by:
  - a. Providing expertise in mathematics, math education, and statistics.
  - b. Conducting research in the mathematical sciences.
  - c. Providing continuing education and retraining in mathematics, applied mathematics, and mathematics-based fields.
  - d. Fostering the appreciation of mathematical sciences.

### University Mathematics Testing and Placement Program

All students admitted to the university are assigned mathematics placement prior to registration. Placement level is determined primarily by SAT scores. A placement test is available during the first class meeting for those students placed into developmental math in the Math Emporium, but wish to place higher. The purpose of the placement/testing is to determine whether the student possesses the basic quantitative skills needed for success in college-level quantitative studies.

If the student requires additional work in the skills area (SAT below 570), placement will be in MAT 098

Elementary Algebra, MAT 100P Intermediate Algebra Plus or MAT 100 Intermediate Mathematics. Otherwise, the student may opt for any general education course appropriate to the student's educational goals. Students wishing to register for Calculus must have an SAT score of 620 or above. A 3, or higher, in AP Calculus AB allows a student to earn credit for Calculus I MAT 181. Detailed information regarding placement testing and placement levels can be found on the departmental website (<http://www.wcsu.edu/math/placement-testing/>).

### **Instruction in MAT 098, MAT 100 and MAT 100P**

MAT 098, MAT 100 and 100P are taught following the Emporium Model of instruction. Traditional lecture methods are reduced and the emphasis is placed on individual work and one-on-one help from an instructor or teaching assistant. The text, homework assignments and course exam preparations are part of an online delivery system. Exams, including the final, are given as traditional paper and pencil tests. This should not be confused with an online class as daily attendance is required. Students use a required software program, ALEKS, Assessment and E-Learning in Knowledge Spaces, that guides them to the necessary videos, learning content and required practice assignments needed during the learning process. Meeting weekly assignment goals as well as the completion of the periodic progress checks and self assessments are mandatory and are incorporated into the student's final grade. These courses are designed to have the student constantly engaged in the learning process using adaptive learning technologies. A professor and/or teaching assistants are always present during the lab's open hours and available to teach/help/guide a student when needed, but there is little "Chalk and Talk" in the traditional sense.

### **Thomas Grant, Math Emporium Coordinator**

[granttt@wcsu.edu](mailto:granttt@wcsu.edu)

Higgins Hall 122A, Midtown Campus

(203) 837-9370

(203) 837-8289 (fax)

## **Degree Programs in Mathematical Sciences**

### **Bachelor of Arts**

Mathematics

Mathematics with Computer Science Option

### **Bachelor of Science**

Applied and Computational Mathematics with options in:

- Mathematics of Data Science and Machine Learning
- Actuarial Science
- Applied Differential Equations and Scientific Computing

Secondary Education: Mathematics (in collaboration with the Education and Educational Psychology Department)

### **Minor Programs**

Mathematics

### **Bachelor of Arts in Mathematics (B.A.)**

Requirements:

#### Part 1: General Education Competency Requirement

See: ( <http://wcsu.edu/catalogs/undergraduate/academic-programs-degrees/> )

All math majors must complete the university's general education requirements. See description [here](#):

## Part 2: General Education Exploration Requirements (40 cr.)

You need to complete a total of 40 credits outside your major; this includes the required cognate courses listed below as well as any other courses outside your major.

WRT 101: Composition I (Writing Tier 1)

CS 140 Intro to Programming or CS 143 Visual Basic

Sequence Option: Choose from 1 of: BIO 103/104 or CHE 110/111 or PHY 110/11 or ECO 211/213

## Part 3: Major Requirements (45 cr.)

Courses with     require a C or better.

MAT 150 & 151: Math Seminar I & II

MAT 141: Foundations in Discrete Math

MAT 182: Calculus II

MAT 185: Math with Symbolic Computation

MAT 207: Proofs

MAT 222: Introductory Statistics

MAT 272: Introduction to Linear Algebra

MAT 281: Calculus III

MAT 282: Differential Equations

MAT 332: Intro. to Applied Math

MAT 375: Algebraic Structures

MAT 383: Introduction to Analysis

MAT 453 Senior Seminar Experience

MAT 467 Topics Sequence Elective

Choose 1 Department Approved Elective (MAT 250, 251, 298, 299, 342, 351, 359 or 363)

## Part 4: General Electives (35 cr.)

MAT 181: Calculus I or MAT 170/171

Take additional credits to earn a total of at least 120 credits.

### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Bachelor of Arts: Mathematics with Computer Science Option (B.A.)

## Part 1: General Education Competency Requirement

See: ( <http://wcsu.edu/catalogs/undergraduate/academic-programs-degrees/>)

All math majors must complete the university's general education requirements. See description [here](#):

## Part 2: General Education Exploration Requirements (40 cr.)

You need to complete a total of 40 credits outside your major; this includes the required cognate courses listed below as well as any other courses outside your major.

WRT 101: Composition I (Writing Tier 1)

Lab Science Sequence Option: Choose from 1 of: BIO 103/104 or CHE 110/111 or PHY 110/11 or PHY 120/121

### Part 3: Major Requirements (45 cr.)

Requirements:

Courses with     require a C or better.

MAT 150 & 151: Math Seminar I & II

MAT 182: Calculus II

MAT 207: Proofs

MAT 272: Introduction to Linear Algebra

MAT 281: Calculus III

MAT 375: Algebraic Structures

MAT 453: Senior Seminar Experience

MAT 165: Introductory Discrete Math

Choose 1 of: MAT 222 Introductory Statistics or MAT 282 Differential Equations

Choose 1 of: MAT 332 Intro. to Applied Math or MAT 359 Theory of Computation

CS 170: Computer Science I: Language

CS 205: Data Modeling and Database Design

CS 315: Design and Analysis of Algorithms

Choose 1 CS Engineering Elective: CS 305 or CS 350 or CS 360

### Part 4: General Electives (35 cr.)

MAT 181: Calculus I or MAT 170/171

Choose 1 of: CS 140: Introduction to Programming or CS 143 Visual Basic

Take additional credits to earn a total of at least 120 credits

## Learning Outcomes

At the completion of their B.A. in Mathematics:

1. Students will communicate mathematics in written form, using appropriate mathematical writing conventions.
2. Students will read, explain and create mathematical exposition.
3. Students will analyze, model and solve problems.
4. Students will be required to demonstrate proficiency in a variety of technological tools (computer algebra systems, visualization software, statistical packages and some computer programming language).

*For those completing a BS in Secondary Education*, students will demonstrate competence in the 16 standards for preparation of mathematics teachers as set by the National Council of Teachers of Mathematics. These standards are:

1. Knowledge of Mathematical Problem Solving
2. Knowledge of Reasoning and Proof
3. Knowledge of Mathematical Communication
4. Knowledge of Mathematical Connections
5. Knowledge of Mathematical Representation
6. Knowledge of Technology
7. Dispositions
8. Knowledge of Mathematics Pedagogy
9. Knowledge of Number and Operation
10. Knowledge of Different Perspectives on Algebra
11. Knowledge of Geometries

12. Knowledge of Calculus
13. Knowledge of Discrete Mathematics
14. Knowledge of Data Analysis, Statistics, and Probability
15. Knowledge of Measurement
16. Field-Based Experiences

More information about specific indicators can be found on the Math department website at [www.wcsu.edu/math](http://www.wcsu.edu/math).

## **Bachelor of Science in Applied and Computational Mathematics (B.S.)**

### **Requirements:**

In addition to the courses listed below, students must complete all university general education requirements and sufficient additional free electives to total a minimum of 120 semester hours, including foreign language and physical education.

#### *All Option Areas Must Take:*

- MAT 141 – Foundational Discrete Math
- MAT 150 – Math Seminar I
- MAT 151 – Math Seminar II
- MAT 181 – Calculus I
- MAT 182 – Calculus II
- MAT 207 – Proofs
- MAT 222 – Introductory Statistics
- MAT 272 – Linear Algebra
- MAT 281 – Calculus III
- MAT 282 – Ordinary Differential Equations
- MAT 322 – Probability
- MAT 332 – Applied Linear Algebra and Math of Machine Learning
- MAT 380 – Math Modeling with Symbolic and Scientific Computations
- MAT 383 – Introduction to Mathematical Analysis
- MAT 453 – Senior Seminar (CE,W3) (OR SIS with Project) (OR Senior Thesis) (OR Internship)

### **Further Requirements (Option Specific)**

#### **Mathematics of Data Science and Machine Learning Option:**

Further Required MAT Courses

- MAT 422 – Statistics for Data/Actuarial Science and Machine Learning
- MAT 470 – Applications of Machine Learning and Wavelets

*One of the following:*

- MAT 468 – Partial Differential Equations
- MAT 469 – Numerical Methods for Ordinary and Partial Differential Equations (OPDEs)

Cognates

- PHI 227 – Ethics in Computing
- CS 140 – Introduction to Programming (Python)

Application Area Courses:

- CS 172 – Intermediate Java Programming
- CS 205 – Data Modeling and Database Design
- CS 250 – Introduction to Data Structures, Algorithms and Complexity
- CS 303 – Introduction to Data Science with Python

### **Applied Differential Equations and Scientific Computing Option:**

Further Required MAT Courses

*Regardless of the sequence pursued, students interested in this option must take:*

MAT 468 – Partial Differential Equations

MAT 469 – Numerical Methods for Ordinary and Partial Differential Equations (OPDEs)

MAT 470 – Applications of Machine Learning and Wavelets

Cognates

Cognates (Sequence CHE)

CS 140 – Introduction to Programming (Python)

Cognates (Sequence MTR)

CS 140 – Introduction to Programming (Python)

PHY 110 – General Physics I (Calculus)

Application Area Courses

Currently, students interested in this option will need to pick one of the following sequences to pursue: a chemistry sequence (CHE) or meteorology sequence (MTR). For students interested in other application areas, please contact the department chair.

Sequence CHE

CHE 110 – General Chemistry I

CHE 111 – General Chemistry II

CHE 300 – Physical Chemistry I

CHE 301 – Physical Chemistry II

Sequence MTR

PHY 111 – General Physics II (Calculus)

MTR 310 – Atmospheric Thermodynamics

MTR 311 – Atmospheric Dynamics

MTR 340 – Mesoscale Meteorology and Numerical Forecasting

### **Actuarial Science Option:**

Further Required MAT Courses

MAT 329 – Actuarial Mathematics

MAT 422 – Statistics for Data/Actuarial Science and Machine Learning

*One of the following:*

MAT 468 – Partial Differential Equations

MAT 469 – Numerical Methods for Ordinary and Partial Differential Equations (OPDEs)

MAT 470 – Applications of Machine Learning and Wavelets

Cognates

CS 143 – Visual BASIC

Application Area Courses

ACC 201 – Financial Accounting

ECO 211 – Principles of Macroeconomics

ECO 213 – Principles of Microeconomics



### Learning Outcomes:

The BS in Applied and Computational Math program will graduate students who will:

1. Demonstrate possession of a resilient mathematical foundation that allows them to reason rigorously in mathematical arguments and that is adaptable to current and future trends. This foundation encompasses the core areas of:
  2. Real and numerical analysis
    - b. Differential equations
    - c. Linear algebra
    - d. Probability and statistics
  3. Connect different areas of mathematics with other disciplines and demonstrate proficiency in at least one of the following modern applications:
    4. Data Science and Machine Learning
      - b. Scientific Computing (coupled with a specific discipline/application area)
      - c. Actuarial Science.
    5. Demonstrate an ability to synthesize and apply major theoretical and/or computational techniques and concepts to analyze, construct, and solve realistic models of practical importance and:
    6. Recognize the limitations of the theoretical concepts in building solutions to real-world problems
    7. Adapt theoretical ideas to develop efficient numerical solutions to real-world problems
    8. Adapt theoretical ideas to develop efficient algorithms that can be applied to real-world problems.
    9. Use relevant software and technology (such as MATLAB, Mathematica, Python, and LaTeX) and/or write computer programs to construct, visualize, analyze, and interpret solutions to applied mathematical problems.
  10. Be able to, working independently or collaboratively, apply concepts learned either from relevant coursework, possible internships, or research projects with faculty, to write mathematical reports that effectively communicate findings to others (for instance, other classmates and/or attendees at local/international conferences or research symposia such as Western Research Day), and that can serve as the basis for possible publications.

### Bachelor of Science in Secondary Education – Mathematics (B.S.)

#### Part 1: General Education Competency Requirement

See <http://wcsu.edu/catalogs/undergraduate/academic-programs-degrees/>

#### Part 2: General Education Exploration Requirements (40 cr.)

You need to complete a total of 40 credits outside your major; this includes the required cognate courses listed below as well as any other courses outside your major.

WRT 101: Composition I

CS 140 Intro to Programming

Fine Arts class

Lab Science class (that satisfies Scientific Inquiry)

HIS 148 or 149

#### Part 3: Major Requirements (80 cr.)

##### Math Requirements (43 cr.)

MAT 150 & 151: Math Seminar I & II

MAT 141: Foundations in Discrete Math

MAT 181: Calculus I or MAT 170/171  
 MAT 182: Calculus II  
 MAT 207: Proofs  
 MAT 212: Math in the Middle Grades  
 MAT 222: Introductory Statistics  
 MAT 242: Foundations of Geometry  
 MAT 272: Introduction to Linear Algebra  
 MAT 281: Calculus III  
 MAT 342: Topics in Geometry  
 MAT 375: Algebraic Structures  
 Choose one of: MAT 363 History of Math or MAT 383 Intro. to Analysis  
 Choose one other 200-400 level math course

Certification Requirements (37 cr.)

You must earn a B or better in each of the following.

ED 206: Introduction to Education  
 ED 212: Educational Psychology II  
 HPX 215: Health Issues in Schools  
 ED 385: Methods of Teaching  
 ED 386: Secondary Education Professional Dev.  
 ED 405: Introduction to Special Education  
 ED 440: Integrating Language  
 ED 449: Teaching Math in Secondary Schools  
 ED 340: Assessment of Teaching Strategies  
 ED 342: Student Teaching (Pass/Fail)

See the [Department of Education and Educational Psychology](#) within the [School of Professional Studies](#).

The following are suggested course selections for mathematics majors. Due to the diversity of students' backgrounds, students must consult with their (math faculty) adviser to select the program sequence that best fits their needs. For example, students with an inadequate math background may have to begin with MAT 170 instead of MAT 181. B.S. majors (secondary education) have a professional semester in the fall and student teaching in the spring of their senior year.

Mathematics (B.A.)

**Freshman Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
MAT 150	MAT 151
MAT 181	MAT 182
MAT 141	

**Sophomore Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
MAT 185	MAT 222
MAT 207	MAT 272
MAT 281	MAT 282
	MAT 375

**Junior Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
MAT 332	MAT 467
Science Sequence I	Science Sequence II
	MAT 383

**Senior Year***Fall Semester*

Math elective

*Spring Semester*

MAT 453

Math elective

Mathematics – Secondary Education (B.S.)

**Freshman Year***Fall Semester*

MAT 150

MAT 181

*Spring Semester*

MAT 151

MAT 182

MAT 141

**Sophomore Year***Fall Semester*

MAT 207

MAT 281

*Spring Semester*

MAT 222

MAT 272

MAT 212

**Junior Year***Fall Semester*

MAT 242

*Spring Semester*

MAT 342

MAT 375

Math elective

**Senior Year***Fall Semester*

Professional semester

Minor in Mathematics

*Spring Semester*

Student teaching

At least 17 credits in major mathematics courses, including MAT 171 or 181, and MAT 182. In addition, the student must achieve a GPA of 2.0 or better in the courses used to fulfill the minor requirements.

# Philosophy and Humanistic Studies

## **Stuart Dalton, Chair**

[daltons@wcsu.edu](mailto:daltons@wcsu.edu)

White Hall 021a, Midtown campus

(203) 837-3282

(203) 837-8905 (fax)

## **Carol O'Connor, Department Secretary**

[occonnorc@wcsu.edu](mailto:occonnorc@wcsu.edu)

Warner Hall 304, Midtown campus

(203) 837-8470

(203) 837-8905 (fax)

## **Faculty**

S. Dalton, Chair

A. Malavisi

D.L. Stephenson

Ç. Üsekes

## **Adjunct Faculty**

J. Clark

X. Hodza

S. Ironbiter

G. Lebanidze

J. Lott

G. Mangiameli

C. Paone

D. Richmond

D. Shafer

## **Overview**

Philosophy courses explore the fundamental questions of human existence, which are: What is the ultimate nature of reality? What is the ultimate nature of truth and knowledge? What is the ultimate nature of moral and aesthetic value? All philosophy courses emphasize close and careful reading, precise and persuasive writing, and creative and collaborative problem solving.

Humanistic studies courses are interdisciplinary courses. Every Humanistic Studies course focuses on a topic that is naturally interdisciplinary, and it explores this topic from the perspective of at least 3 different disciplines. Humanistic Studies courses emphasize creative and critical thinking in addressing the complex questions and challenges of an interconnected world.

## **Mission**

The mission of the philosophy and humanistic studies department is to:

1. offer philosophy courses that cover all of the most important philosophical questions and also every period of the history of philosophy.
2. offer interdisciplinary humanistic studies courses on interesting and important topics that are best understood from a variety of different disciplinary perspectives;
3. offer major and minor degree programs in both philosophy and interdisciplinary studies.

# BA in Interdisciplinary Studies

This major allows students to combine two different fields to best suit their interests and career plans. The gateway class to the major is HUM 151 Introduction to Interdisciplinary Studies. This class provides the basic tools for interdisciplinary study. Students then complete at least 18 credits in 2 different disciplines or concentrations. At least 1 of the concentrations must be from the Macricostas School of Arts and Sciences, and at least 6 credits in each concentration must be at the 300 or 400 level. Admission to the major requires a written rationale for the two concentrations selected. After completing all the classes in the 2

concentrations students take the capstone class for the major: HUM 451 Advanced Interdisciplinary Studies. In this class students complete a final interdisciplinary project that brings together their 2 concentrations. Please contact the Department of Philosophy and Humanistic Studies to initiate a major in Interdisciplinary Studies.

## BA Contract Major in Philosophy

Students who major in philosophy at WCSU design their own program of study in the form of a contract major. A contract major in philosophy gives students the opportunity to customize their major and graduate with a degree that is uniquely their own.

Please contact the Department of Philosophy and Humanistic Studies to initiate a contract major in philosophy.

## Learning Outcomes

Students who take courses in philosophy will develop:

1. An understanding of the meaning and the connections between the 3 areas of philosophy: metaphysics, epistemology, and axiology.
2. An understanding of the characteristics and the accomplishments of the main periods in the history of philosophy: ancient, medieval; modern; contemporary.
3. Skills in close and careful reading, logical analysis, and textual criticism.
4. Communication skills. Students learn to express themselves with clarity and precision through assignments involving spoken presentations and written essays.

Students who take courses in humanistic studies will develop:

1. Knowledge and skills from multiple disciplines. Humanistic studies courses include at least 3 disciplinary perspectives and therefore students will gain knowledge and skills from a variety of different disciplines including the physical sciences, the social sciences, the humanities, and the arts.
2. Skill in synthesizing ideas from multiple disciplines. Students learn to think beyond the traditional limits of departments and disciplines. They learn to clarify questions and solve problems using the best ideas from every tradition.
3. Skills in close and careful reading, logical analysis and textual criticism.
4. Communication skills. Students learn to express themselves with clarity and precision through assignments involving spoken presentations and written essays.

### Minor in Philosophy (18 SH)

A minor in philosophy requires 18 PHI credits, including at least 9 credits at the 200-level or above, at least one course in logic, at least one course in the history of philosophy, and at least one course in ethics. Courses in logic, history of philosophy and ethics must be chosen from the list below; all current PHI courses can be applied toward the remaining 9 elective credits. (New courses may be added to those listed below so please contact the Department for an up to date list.)

#### Current Logic Courses

PHI 209 Informal Logic

PHI 211 Formal Logic

#### Current History of Philosophy Courses

PHI 231 Ancient Philosophy

PHI 232 Medieval Philosophy

PHI 233 Modern Philosophy

th

th

PHI 234 19 and 20 Century Philosophy

### **Current Ethics Courses**

PHI 120 Introduction to Ethical Theory  
PHI 106 Philosophy of Happiness  
PHI 221 Ethical Issues in Business  
PHI 223 Ethical Issues in Health Care  
PHI 225 Ethics and the Animals  
PHI 227 Ethics in Computing  
PHI 229 Philosophy of Law & Legal Theory  
PHI 245 Philosophy of Death and Dying  
PHI 262 Philosophy of Love & Friendship  
PHI 320 Social and Political Philosophy  
PHI 334 Existentialism

### **Minor in Logic (15 SH)**

A minor in logic requires 15 credits, including: PHI 209 Informal Logic and PHI 211 Formal Logic, at least one more class in informal logic from the list below, at least one more class in formal logic from the list below, and at least one other class in either formal or informal logic from the list below. (New courses may be added to those listed below so please contact the Department for an up to date list.)

### **Formal Logic Courses**

MAT 141 Foundational Discrete *OR*  
MAT/CS 165 Introductory Discrete Mathematics (only one of these 2 classes can be applied to the minor)  
MAT 207 Proofs  
MAT 242 Foundations of Geometry  
MAT 342 Topics in Geometry  
MAT 359 Introduction to Theory of Computation  
CS 215 Computer Architecture  
CS 285 Artificial Intelligence  
CS 355 Programming Languages

### **Informal Logic Courses**

COM 200 Language and Communication  
COM 263 Persuasion and Propaganda  
COM 264 Argumentation and Debate  
COM 268 Public Communication  
COM 276 Debate Workshop  
COM 408 Strategies of Persuasion  
WRT 103W Composition II: Research and Writing  
WRT/JLA 321W Legal Writing  
WRT 335W Fact-Based Opinion Writing  
WRT 371W Writing the Weird: Conspiracy Theories

### **Minor in Theoretical and Applied Ethics (18 SH)**

A minor in theoretical and applied ethics requires 18 credits, including PHI 120 Introduction to Ethical Theory, and 5 more classes from the following list. (New courses may be added to those listed below so please contact the Department for an up to date list.)

### **Anthropology Courses**

ANT/SOC 206 Culture and Law  
ANT/COM 208 Intercultural Communication

### **Communication Courses**

COM 219 Communication Ethics  
COM 247 Live News & Election Coverage

### **Humanistic Studies Courses**

HUM 110 Moral Issues in Modern Society

### **Justice and Law Administration Courses** *(only 2 JLA courses can apply toward the minor)*

JLA/SOC 201 Criminology

JLA/SOC 205—Juvenile Delinquency

JLA/SOC 336—White Collar Crime

JLA 408 Human Rights

### **Philosophy Courses**

PHI 221 Ethical Issues in Business

PHI 223 Ethical Issues in Health Care

PHI 225 Ethics and the Animals

PHI 227 Ethics in Computing

### **Political Science Courses**

PS 201 Political Theory

PS 401 Global Conflict Resolution

PS 402 Violent and Nonviolent Conflict Resolution

### **Psychology Courses**

PSY 309 Social Psychology & the Law

PSY 346 Moral Development

### **Social Science Courses**

SS 401 Fundamentals of Conflict Resolution

SS 402 Mediation: Theory and Practice

### **Minor in Humanistic Studies (18 SH)**

This minor requires 18 HUM credits, including HUM 151 Introduction to Interdisciplinary Studies, and at least 9 credits at the 200-level or above. All current HUM courses can be applied toward the minor.

### **Minor in Intellectual History (18 SH)**

A minor in intellectual history requires 18 credits: 9 credits of History and 9 credits of Philosophy selected from the following courses. (New courses may be added to those listed below so please contact the Department for an up to date list.)

#### History Courses

- HIS 211 American Legal History (prereq: HIS 148 and HIS 149)
- HIS 262 The History of the American Constitution
- HIS 287 History of Chinese Religions
- HIS 288 Renaissance, Reformation and the Age of Exploration
- HIS 289 Scientific Revolution and Age of Enlightenment (prereq: Sophomore standing or instructor permission)
- HIS 302 The American Revolution: 1763-1789 (prereq: HIS 148)
- HIS 303 The Age of Jefferson (prereq: HIS 148)
- HIS 304 The Antebellum Era, 1815-1861 (prereq: HIS 148)
- HIS 388: Modern Vietnam: Memory and History
- HIS 415 American Intellectual History (prereq: HIS 148)
- HIS 450 Historiography (prereq: HIS 100 and Junior or Senior standing)

#### Philosophy Courses

- PHI 231 Ancient Philosophy

- PHI 232 Medieval Philosophy
- PHI 233 Modern Philosophy
- PHI 234 19<sup>th</sup> & 20<sup>th</sup> Century Philosophy
- PHI/WS 339 Women in the History of Philosophy (prereq: any PHI course)

### **Minor in Sustainability (18 SH)**

A minor in sustainability requires 18 credits, including HUM 222 Sustainability: Economics, Ecology, Ethics (3), and 15 more credits derived from the following elective courses. (New courses may be added to those listed below so please contact the Department for an up to date list.) No more than 9 credits in this minor may be taken within a student's major.

#### Biology Courses

- BIO 200 Ecology (4) (prereq: C- or better in both BIO 103 & BIO 104)
- BIO 422 Conservation Ecology (4) (prereq: BIO 200, BIO 260 & one BIO 300-level course)
- BIO 375 Climate Ecology (3) (prereq: C- or better in BIO 200, BIO 260 and either MAT 115 or MAT 120)

#### Earth Science Course

- ES 103 Planet Earth (4)

#### Economics Courses

- ECO 211 Principles of Macroeconomics (3)
- ECO 213 Principles of Microeconomics (3)
- ECO 240 Environmental Economics (3)
- ECO 317 Economic Development and Growth (3) (prereq: ECO 211)

#### Environmental Studies Courses

- ENV 100 Environmental Resources (4)
- ENV/BIO 156 Biology of the Environment (3)
- ENV/MTR 162 Air Pollution Sources (4)
- ENV/SS 250 Society and the Environment (3)

#### Physics Courses

- PHY/ENV 136 Energy (4)

#### Geography Courses

- GEO 100 Principles of World Geography (3)
- GEO/ENV 150 Urban Environment as a human Ecological Problem (3)
- GEO 270 The Geography of the Environment and Development (3) (prereq: GEO 100)

#### Health Promotion & Exercise Courses

- HPX 100 Health Promotion and Maintenance (3)
- HPX 240 Introduction to Principles of Holistic and Integrative Health (3)
- HPX/HUM 2xx Indigenous Spirituality & Environmental Activism (3)
- HPX/HUM 2xx Approaches to Well Being in Indo-Tibetan Philosophy (3)



HPX 353 Environmental and Global Health (3)

Humanistic Studies Courses

HUM 101 Our Relation to Nature (3)

HUM 212 Technology and Humanity (3)

HUM/HPX 246 Approaches to Well Being in Indo-Tibetan Philosophy (3)

HUM/HPX 247 Indigenous Spirituality & Environmental Activism (3)

HUM 421 Development & Humanitarian Ethics (3) (prereq: any one of the following courses: PHI, NUR, SW, ANT, SOC)

Management Courses (All students must take 9 credits outside the required classes of their major.)

MGT 405 Small Business Entrepreneurship (prereq: ACC 202, FIN 310, MKT 301 and GPA 2.3 or higher.)

MGT 410 Current Issues in Management (prereq: senior standing and GPA 2.3 or higher)

Marketing Courses

MKT 305 Global Environment of Business (3) (prereq: GPA >2.3, Junior standing, MKT 200, MGT 250, FIN 310)

Meteorology Courses

MTR 150 Meteorology (4)

MTR 240 Climatology (4) (prereq: MTR 150)

Philosophy Courses

PHI 225 Ethics and Animals (3)

PHI 226 Environmental Philosophy (3)

Political Science Courses

PS 315 Environmental Issues in International Relations (3)

Psychology Courses

**PSY 270 Psychology of Sustainability (3) (prereq: PSY 100)**

**Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

# Physics, Astronomy & Meteorology

## **Robert N. Eisenson, Chair**

[eisensonr@wcsu.edu](mailto:eisensonr@wcsu.edu)

Science Building 277, Midtown Campus

(203) 837-8989

(203) 837-8320 (fax)

## **James P. Boyle, Associate Chair**

[boylej@wcsu.edu](mailto:boylej@wcsu.edu)

Science Building 273, Midtown Campus

(203) 837-8856

(203) 837-8320 (fax)

## **Merisa Williams, Department Secretary**

[williamsm@wcsu.edu](mailto:williamsm@wcsu.edu)

Science Building 324, Midtown Campus

(203) 837-8669

(203) 837-8320 (fax)

## **Full-Time Faculty/Staff**

R. Eisenson, Chair

J. Boyle, Associate Chair

D. Dawson

G. Lessor

A. Owino

## **Part-Time Faculty**

M. Coleman

P. Garbarino

A. Eidelson

A. Rodriguez

## **Overview**

The goal of the Department of Physics, Astronomy and Meteorology is to provide students the opportunity to understand the physical laws governing the universe. The fundamental relationships between energy and matter are studied, from the age of the ancient scientists through the eras of Newton and Einstein and up to the present day. Applications are made to the fields of astronomy, earth and planetary sciences, electronics, engineering, meteorology and to the many branches of physics, from classical mechanics to quantum nuclear physics. In addition to experiencing practical applications of the laws of nature, students develop an understanding of the role of science and technology in contemporary society.

## **Mission**

Consistent with the university's mission to serve as an accessible, responsive, and creative intellectual resource for the people and institutions of Connecticut, the Department of Physics, Astronomy, and Meteorology endeavors to provide a complete and current education in the principles and applications of physics, astronomy, earth and planetary sciences and meteorology, in ways that accommodate the students' backgrounds and career objectives.

## **Objectives**

To accomplish this mission, the Department of Physics, Astronomy, and Meteorology:

- Stresses an understanding of the fundamental relationships between matter and energy and the various transformations between them.
- Provides an understanding of the relationship between classical and modern physics and their application to the more applied disciplines of astronomy, earth and planetary sciences, and

meteorology.

- Provides students with the experimental and theoretical background necessary to pursue careers as teachers in earth and planetary sciences.
- Provides undergraduates with the theoretical and operational background necessary to pursue careers in broadcast meteorology and weather forecasting.
- Maintains an active and publicly responsive program of outreach and extension through the WCSU Observatory and Planetarium and the Meteorological Studies and Weather Center.
- Provides students with the opportunity to gain real-world, hands-on experience while developing professional skills in forecasting, now-casting, and consulting meteorology through academic internships offered through the Meteorological Studies and Weather Center.
- Develops the professional skills required by broadcast meteorologists by supervising students who produce and present weathercasts as part of on-campus radio and TV programming.
- Provides students with a breadth of working knowledge about aspects of the earth and planetary sciences (such as climate change and remote sensing) as well as the opportunity to develop marketable skills (such as familiarity with instrumentation, data analysis methods and software) through coursework, research projects with faculty and departmental internships.
- Provides students with pre-engineering training and the necessary skills to enter various technical fields.
- Provides laboratory and research experiences using modern instrumentation and data reduction techniques.
- Fosters critical thinking, creativity, computational and analytical skills through laboratory exercises, course assignments and personalized research experiences.
- Provides a personalized learning environment for our students through faculty-supervised research opportunities, student-faculty research collaborations, student internships, and individualized instruction.
- Supports science education efforts in regional schools and for the public, through open houses, lecture series, activities sponsored by student clubs and other special events, and by collaborations between department faculty and other science educators.
- Fosters the growth and development of its faculty through research, attendance at professional meetings, publication and presentation of scholarly work, and support of research initiatives.
- Expresses a strong commitment to public service by collaborating with regional elementary, junior and senior high school educators to promote science education.

### Programs in Physics, Astronomy and Meteorology

#### **Major Degree Programs**

Bachelor of Arts Earth and Planetary Sciences

Bachelor of Science Meteorology

#### **Minor Programs**

Astronomy

Earth and Planetary Sciences

Meteorology

Physics

#### **Bachelor of Arts in Earth and Planetary Sciences (B.A.)**

The earth and planetary sciences degree gives the student both a broad and detailed working knowledge in the major areas (astronomy, geology, meteorology, oceanography) of the earth and planetary sciences. This is accomplished through experiential and inquiry-driven learning, exposure to current research topics, the use of modern equipment and guidance in experimental techniques by experienced faculty. Emphasis is on

well-defined and frequently assessed performance goals such as critical thinking and mastery of concepts, and on the development of marketable skills including: project design and reporting, and the use of modern programming languages and software, instrumentation and methods of data analysis. Research experiences are available through student-faculty collaborations and internships in astronomy, meteorology, oceanography and planetary sciences.

## Requirements

Students must complete all university general education requirements, the courses and credits listed below and additional free electives to total a minimum of 120 semester hours, including exercise science and foreign language. To fulfill the natural sciences, mathematics and computer science requirements for the B.A. Earth and Planetary Sciences degree, students must take General Chemistry 110/111 (8 SH) and MAT 171 or 181 (Calculus I) in addition to the major requirements listed below.

Major Core Courses (46-47 SH))

ES 110 Physical Geology

AST 150 General Astronomy

MTR 150 Meteorology

PHY 110, 111 General Physics I & II

MAT 182 Calculus II

CS 140 Introduction to Programming or CS 143 Visual Basic

ES 210 Introduction to Physical Oceanography

AST 231 Introduction to Planetary Sciences

EPS 331 Practicum in Earth and Planetary Sciences Research

AST 405 Planetary Physics

EPS 450 Senior Research in Earth and Planetary Sciences

Major Elective Courses (12 SH minimum)

PHY/ENV 136 Energy

CS 170 Computer Science: Language I

CS 205 or higher course (CS 166 or CS 200 with approval)

EPS 220/221 Seminar in Earth and Planetary Sciences (may be taken twice in different semesters)

MTR 440 Atmospheric Physics and Remote Sensing

EPS 490 Advanced Topics in Earth and Planetary Sciences

## Sample Four-Year Sequence Earth and Planetary Sciences Major

### Freshman Year

#### *Fall Semester*

CHE 110 General Chemistry I

MAT 181 Calculus I

AST 150 General Astronomy

CS 140 Intro to Programming

#### *Spring Semester*

ICHE 111 General Chemistry II

MAT 182 Calculus II

MTR 150 Meteorology

EPS 220 Seminar in EPS I

General education course

### Sophomore Year

#### *Fall Semester*

PHY 110 General Physics I

ES 110 Physical Geology

General education course

Free elective course

#### *Spring Semester*

IPHY 111 General Physics II

AST 231 Intro to Planetary Sciences

General education course

General education course

HPX 177 Fitness for Life

### Junior Year

#### *Fall Semester*

ES 210 Intro to Physical Oceanography

#### *Spring Semester*

EPS 221 Seminar in EPS II

CS 200 Applied Topics	EPS 331 Practicum in EPS Research
General education course	General education course
General education course	General education course

### **Senior Year**

<i>Fall Semester</i>	Spring Semester
AST 405 Planetary Physics	EPS 450 Senior Research in EPS
EPS 490 Advanced Topics in EPSMTR	440 Atmospheric Physics & Remote Sensing
General education course	General education course
General education course	General education course

### **Course Restrictions**

For a complete list of prerequisites, co-requisites and other restrictions for all courses, please consult the Course Description section of this catalog.

### **Learning Outcomes**

At the completion of their studies in Earth and Planetary Sciences:

1. Students will have a knowledge of fundamental physics, especially as it is applied to disciplines of the earth and planetary sciences.
2. Students will be able to work with scientific theories, including scientific method and theories used in the disciplines of the earth and planetary sciences.
3. Through the EPS major core courses and their selection of major elective courses, students will have developed a marketable set of skills tailored to employers' needs as well as the students' current interests and their personal goals.
4. Students will be able to use computer software for graphical analysis of data, manipulation of databases, numerical modeling and internet researches in areas of the earth and planetary sciences.
5. Students will gain knowledge from workplace experiences, through internships or research under the supervision of department faculty.
6. Graduating seniors will demonstrate competence in the development, execution, completion and reporting of scientific research projects in the earth and planetary sciences.

### **Bachelor of Science in Meteorology (B.S.)**

The meteorology degree provides its students with a broad background of fundamental skills in meteorology, mathematics, computer science, earth science, physics and chemistry and allows them to enter professional employment in both public and private sectors. A student completing the B. S. Meteorology degree will have the necessary expertise and have met requirements to seek employment with the National Weather Service or other government agencies, apply for graduate school in the physical and environmental sciences, and get jobs with a wide range of private sector employers who value students with a solid, quantitative science degree. The B.S. Meteorology degree can also be an excellent background for students choosing to further their education in business or other professional graduate schools. Students who choose the Broadcast Meteorology option will also get media experience producing and performing on-camera television weathercasts in our department TV studio or on the local cable television system as a member of The WestConn Weather Team, our student broadcast meteorologists. We have an impressive record of placing graduating students in on-camera meteorologist positions. Paid undergraduate research assistantships are available for qualified students with our faculty. Practical experience is available to students through paid employment or volunteering in the Meteorological Studies and Weather Center.

### **Requirements**

Students must complete all general education requirements, core courses in mathematics and computer science, physics, astronomy, earth/planetary sciences and meteorology to total a minimum of 120 semester hours. Students may choose an additional option in broadcast meteorology.

1. **Core Courses in Mathematics and Computer Science (17 SH)**  
 CS 140 Introduction to Programming *or* CS 143 Visual Basic  
 MAT 120 Elementary Statistics  
 MAT 182 Calculus II  
 MAT 281 Calculus III  
 MAT 282 Ordinary Differential Equations
2. **Core Courses in Physics (8 SH)**  
 PHY 110, 111 General Physics (Calculus-based) I & II (8 SH)
3. **Core Courses in Earth and Planetary Sciences (8 SH)**  
 AST 150 General Astronomy *or* ES 110 Physical Geology  
 ES 210 Intro to Physical Oceanography
4. **Core Courses in Meteorology (36 SH)**  
 MTR 150 Meteorology  
 MTR 230 Weather Analysis and Forecasting I  
 MTR 231 Weather Analysis and Forecasting II  
 MTR 240 Climatology  
 MTR 310 Atmospheric Thermodynamics  
 MTR 311 Atmospheric Dynamics  
 MTR 340 Mesoscale Meteorology and Numerical Forecasting  
 MTR 370 Internship in Meteorology *or* MTR 450 Senior Research in Meteorology  
 MTR 430 Meteorological Instrumentation  
 MTR 440 Atmospheric Physics and Remote Sensing
5. **Additional elective option in Broadcast Meteorology (9 SH)**  
 MTR 330, 331 Operational Forecasting and Weathercasting I & II  
*Choose one of the following:*  
 THR 260 Voice and Diction  
 COM 268 Public Communication  
 COM 310 Business and Professional Speaking

### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Meteorology program students may obtain a minor in mathematics with substitution of MAT 222 Introductory Statistics for MAT 120 Elementary Statistics, acceptable grades in MAT courses and approval from the MAT department. MAT 222 is an acceptable substitution for MAT 120 for graduation and for prerequisite requirements.

### Sample Four-Year Sequence Meteorology Major

#### Freshman Year

##### *Fall Semester*

WRT 101 Composition I

COM 160, 161, 162 or 163 COM skills

MTR 150 Meteorology

MAT 181 Calculus I

##### *Spring Semester*

Writing Intensive Course (WI)

CS 140 Intro to Programming or CS 143 Visual Basic

MTR 240 Climatology

MAT 182 Calculus II

HPX 177 Fitness for Life

#### Sophomore Year

##### *Fall Semester*

##### *Spring Semester*

PHY 110 Gen. Physics I	PHY 111 Gen. Physics II
MTR 230 Weather Anal. & Forecast. I	MTR 231 Weather Anal. & Forecast. II
AST 150 Astronomy or ES 110 Geology	MAT 120 Elem. Statistics
MAT 281 Calculus III	MAT 282 Ord. Diff. Equations

**Junior Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
CHE 110 Gen. Chemistry I	CHE 111 Gen. Chemistry II
MTR 310 Atmosph. Thermodynamics	MTR 311 Atmosph. Dynamics
ES 210 Intro. Physical Oceanography	General Education course
General Education course	General Education course
General Education course	Free Elective course

**Senior Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
MTR 430 Meteor. Instrumentation	MTR 440 Atmos. Phys. & Rem. Sensing
MTR 340 Meso. Meteo. & Num. Forecasting	MTR 370 Internship or MTR 450 Senior Research
General Education course	General Education course
General Education course	General Education course
Free Elective course	Free Elective course

**Learning Outcomes**

At the completion of their studies in meteorology:

1. Students will have a basic knowledge of fundamental physics, especially those topics in thermodynamics and hydrodynamics which are relevant to the understanding of the structure and evolution of important atmospheric processes.
2. Students will have a basic background in quantitative, mathematical and computational analysis, especially as it applies to understanding the atmospheric and earth sciences.
3. Students will be able to use meteorological skills to analyze real-time weather data available via the internet and other data sources to make an operational weather forecast.
4. Students will have a basic knowledge of earth and planetary sciences, especially oceanography, astronomy and/or geology.
5. Students will gain knowledge from workplace experiences via internships or research experience under the supervision of department faculty.
6. Students who avail themselves of certain elective courses will have knowledge of/experience with communication of scientific information through video weathercast production, graphics and performance.

**Minor in Astronomy**

Nineteen semester hours of astronomy or physics courses. Advisement must be through the department Chairperson.

**Minor in Earth and Planetary Sciences**

Twenty semester hours of courses noted as earth science or earth and planetary sciences. Advisement must be through the department Chairperson.

**Minor in Meteorology**

Twenty-one or 22 semester hours of meteorology courses. Advisement must be through the department Chairperson.

**Minor in Physics**

Twenty semester hours of physics are required, including PHY 110, 111, General Physics (Calculus) I & II and 12 semester hours by departmental advisement. In most cases these 12 credits additional credits include PHY 136 and PHY 170.

**Program in Engineering Technology at Central Connecticut State University**

Students are advised of an accredited engineering and engineering technology program leading to a bachelor's degree at Central Connecticut State University. For further information, review the CCSU catalog.



# Psychology

## **Daniel Barrett, Chair**

[barrettd@wcsu.edu](mailto:barrettd@wcsu.edu)

Warner Hall 310, Midtown campus  
(203) 837-8869

## **Carol O'Connor, Department Secretary**

[oconnorc@wcsu.edu](mailto:oconnorc@wcsu.edu)

Warner Hall 304, Midtown campus  
(203) 837-8470

## Faculty

D. Barrett, <i>Chair</i>	M. Aloni	N. Gallucci
B. Gee	R. Gustafson	R. Khoo
J. Kraybill	T. Kuther	S. Murphy
M. Nelson	P. O'Neill	L. Oberleitner

## Adjunct Faculty

B. Alvarado	J. Brennan Sousa	J. Chen
J. Conrad	C. Darragh	R. Fernandes
K. Fry	R. Grant	J. Julian
P. Lemay	S. Lyons-Kelley	M. MacArthur
A. Murphy	M. Murphy	D. Naddeo
D. Rentler	L. Rene Reynolds	M. Rieve
M. Rivera	M. Sachse-Skidd	A. Santucci
A. Saracino	K. Sharpe	M. Tarsi-Addressi

## Overview

Courses in the Psychology Department are designed to offer the psychology major a comprehensive education in the methods and content of the discipline of psychology while simultaneously providing some flexibility in course selections.

Students are given a broad overview of the field in their first course, Introduction to Psychology, and are required to complete a three-course sequence dealing with the methods and statistics used by psychologists. In addition to the required methods courses, students must satisfy a breadth requirement by taking at least one course from each of five major areas within psychology (cognitive, biological, developmental, social-personality, and clinical-counseling).

Lastly, in their junior or senior year, students are required to take an advanced seminar in a specific area or in research. An optional opportunity also exists for qualified students to graduate with the designation "psychology with distinction" by completing psychology honors courses, PSY 475 and PSY 476.

The department sponsors a chapter of the international psychology honor society, Psi Chi, and students majoring or minoring in psychology are eligible for membership. Each applicant must meet high standards of scholastic excellence to be selected as a member. Applications are made online at [http://www.psichi.org/?page=become\\_member](http://www.psichi.org/?page=become_member). Also available to all students enrolled in the university is membership in the Psychology Student Association. Students majoring in psychology are automatically members and may participate in all activities of the association.

## Mission

The psychology program offers a comprehensive education in the methods and content of the discipline of

psychology while remaining true to the liberal arts ideal. The program provides flexibility, so that students can expand their intellectual horizons, and structure, so that students can acquire the core ideas and skills of psychology.

Students graduate with skills in interpersonal and intrapersonal interactions, quantitative analysis skills for understanding social science data, and with exposure to a tiered writing experiencing emphasizing critical analysis and argument based on empirical evidence.

The department prepares our students to be productive members of a culturally diverse society embedded within a changing global environment.

## Learning Outcomes

At the completion of their studies, Psychology majors will be able to:

1. Be knowledgeable of the facts, theories and principles of scientific psychology, including the areas of cognitive, biological, developmental, social and personality, and clinical and counseling psychology.
2. Describe applications of psychology.
3. Interpret, design, and conduct basic psychological research.
4. Demonstrate psychology information literacy.
5. Engage in innovative and integrative thinking and problem-solving.
6. Apply ethical standards to evaluate psychological science and practice.
7. Write in a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity.
8. Produce a research study or other psychological project, explain scientific results, and present information to a professional audience.
9. Apply psychological content and skills to career goals.
10. Develop meaningful professional direction for life after graduation.

## Degree Programs in Psychology

Bachelor of Arts in Psychology (B.A.)

(Also available evenings)

Requirements:

Students must complete all general education requirements, 39 semester hours in psychology including the courses specified below with a minimum GPA of 2.0 in psychology and additional free electives to total a minimum of 120 SH including a foreign language.

Required Courses:

A. PSY 100, 201\*, 204\* and 324

\*Note that a minimum grade of C- is required to complete both PSY 201 and PSY 204 in order to move on to PSY 204 and PSY 324 respectively.

B. Breadth Requirement: at least one course from each of the five areas:

Area A—Cognitive: PSY 220 or 251

Area B—Biological: PSY 230, 349 or 352

Area C—Developmental: PSY 210, 211 or 222

Area D—Social-Personality: PSY 205 or 215

Area E—Clinical-Counseling: PSY 202, 203, or 260

C. Advanced Seminar: one of the following courses: PSY 412, 415, 425, 426, 439, or 450. *Note that the Advanced Seminar is not offered in the summer. PSY 439 is a 4-credit course that includes a one-credit applied practicum experience.*

D. Nine elective credits in psychology; at least one of which must be at the 300-or 400-level. Majors have the option of choosing internship or practical courses which help prepare them for a career in mental health care via applied experience.

Students are advised and encouraged to complete their required introductory and methods courses in their first two years or, if transfer students, in their first three or four semesters following their transfer.

E. Psychology with Distinction (optional). Eligible students (minimum overall GPA of 3.30 and minimum psychology GPA of 3.50) who elect to take the Psychology Honors Option must take PSY 475: Psychology Honors Guided Readings and PSY 476: Psychology Honors Thesis in addition to the 39-credit major. It is the student's responsibility to identify a psychology faculty member willing to direct the student for this 6-credit honors work. PSY 475, the first course in the sequence, cannot be taken sooner than second semester in the junior year or after at least 75 SH and PSY 324 have been completed. The Advanced Seminar (PSY 412, 415, 425, 426, 439 or 450) must be completed prior to or simultaneously with PSY 475. Please consult with your advisor if you are interested in this option.

### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Below is a recommended PSY major requirements course sequence. Other combinations are possible, but the focus should be on completing the research methods/stats sequence as early as possible:

#### Freshman

<i>Fall Semester</i>	<i>Spring Semester</i>
PSY 100 Intro to Psychology	PSY 201 Prin of Research in Psychology
	PSY Area A, B, C, D, or E course

#### Sophomore

<i>Fall Semester</i>	<i>Spring Semester</i>
PSY 204 Psychology Statistics	PSY 324 Experimental Psychology
PSY Area A, B, C, D, or E course	TWO PSY Area A, B, C, D, or E courses

#### Junior

<i>Fall Semester</i>	<i>Spring Semester</i>
TWO PSY Area A, B, C, D, or E courses	Psychology elective course (300 or 400 level)
Psychology elective course	Advanced Seminar in Psychology

#### Senior

<i>Fall Semester</i>	<i>Spring Semester</i>
Psychology elective course	Optional PSY 306 Internship
Optional Honors course PSY 475	Optional Honors course PSY 476

---

## Minor in Psychology

Eighteen semester hours of psychology courses including PSY 100 with a minimum GPA of 2.0 in those courses. At least nine credits towards the psychology minor must be taken at Western.

## Internship in Applied Psychology

Students with junior or senior standing and instructor's permission may apply for PSY 306, the Internship in Applied Psychology. In this course, students obtain experience in the application of psychological principles in community settings. These settings include social service, mental health, medical, veteran's services and educational agencies. Students collaborate with the course instructor in selecting their practicum site, and must obtain 120 hours of practicum experience in a semester, over a period of at least 10 weeks in a spring or fall semester.

Prerequisites are PSY 201, and either PSY 202 or PSY 203. Entry is competitive and places are limited to 15 students per semester.

### Substance Use Disorder Counseling Courses

The psychology department offers four courses (PSY 392, PSY 393, PSY 394 and PSY 395) for a total of 16 semester hours in substance abuse counseling. These courses meet the academic requirements for Certification of Substance Abuse Counselors (CADC) as defined by the Connecticut Certification Board (CRB). Other requirements for certification are 6,000 hours of paid substance abuse counseling experience and a passing score on the national certification exam. Students should check the Connecticut Certification Board homepage at <http://ccb-ing.org/ccb.html> for the most up-to-date certification information.

### **Agencies That May Be Used for Student Placements in PSY 439: Community Psychology:**

Arms Acres, Carmel, N.Y.  
Birth to Three Danbury CT  
Blue Sky mental health Danbury CT  
Connecticut Counseling Center Danbury CT  
Danbury Head Start, Danbury CT  
Department of Children and Families, Danbury CT  
Kennedy Center, sites in Trumbull, Newtown & Southbury  
Mid-Western Connecticut Council on Alcoholism (MCCA), Danbury CT  
Nurturing Families/Parents As Teachers Danbury CT  
Women's Center, Danbury CT

*Note:* Students are required to have significant flexibility in their schedule to accommodate hours required by the required practicum experience in PSY 439.

Students cannot take both PSY 439 and PSY 306 (Internship) in the same semester.

# Social Sciences

## **Carina Bandhauer, Chair (2020-2022)**

[bandhauerc@wcsu.edu](mailto:bandhauerc@wcsu.edu)

Warner Hall 207, Midtown campus

(203) 837-8650

(203) 837-3960 (fax)

## **Christine Hegel-Cantarella, Associate Chair**

[hegelcantarellac@wcsu.edu](mailto:hegelcantarellac@wcsu.edu)

Warner Hall 205, Midtown campus

(203) 837-8457

(203) 837-3960 (fax)

## **Patricia Lerner, Department Secretary**

[lernerp@wcsu.edu](mailto:lernerp@wcsu.edu)

Warner Hall 224, Midtown Campus

(203) 837-8484

(203) 837-8905 (fax)

Faculty by major program focus:

### **Anthropology & Sociology**

C. Bandhauer, *Chair*

C. Hegel-Cantarella, *Assoc. Chair*

M. Misra

R. Whittemore

### **Economics**

Z. Pan

R. Lumbantobing

O. Owoye

### **Geography**

TBA

### **Political Science**

A. Manes

J. Schofield

H.H. Williams

### **Adjunct Faculty**

A. El Moustakim

B. Fitzpatrick

F. Khan

L. Huber

J. Jowdy

B. Ramamurthy

B. Morrison

A. Mukherjee

P. Southard

J. Regan

J. Russo

S. Thiruvadhanthai

F. Schneiderman

C. Sgarlata

T. Barry

M. Sperrazza

J. TelRav

### **Overview**

Convinced that it has a special responsibility to prepare students for the ever-changing demands of contemporary society, the department provides disciplinary and methodological instruction and practice in

the social sciences. To this end, courses are offered in anthropology, economics, geography, political science, sociology and social sciences research methodology. The department awards the B.A. degree in four programs: anthropology and sociology; economics; political science; and interdisciplinary social sciences.

This curricular effort is supported by department computer and archaeology laboratories and a map room. The department's role in the university-affiliated Jane Goodall Institute generates opportunities for students to become academically involved in the institute's mission of environmental, conservation and primate studies. Additionally, the department has cooperative departmental cross-listing of some courses and exchange of faculty instruction with several university departments such as communication, theatre arts, education, environmental sciences, finance, history and non-western cultures, justice and law administration, management (public administration) and social work.

The department sponsors a campus chapter of an international honor society in the social sciences, Pi Gamma Mu. Membership gives recognition to scholastic achievement, thereby enhancing employer and graduate admissions consideration. The campus chapter also provides the opportunity for members to contribute their talent for the benefit of the university and general community. Obtain details from the department office.

The department also sponsors and publishes annually the Social Sciences Journal of original research written by students. Students are invited to contribute their essays or research papers for review. Two student editors and one faculty choose and edit the best examples of student work for publication.

#### Mission

The four social science programs at Western provide students with a holistic understanding and critical appreciation of the cultural, political, social and economic elements of society. The department curriculum presents a broad-based foundation in the social sciences while offering a rich and diverse range of degree programs and options.

#### **B.A.: ANTHROPOLOGY/SOCIOLOGY**

The allied fields of anthropology and sociology offer ways of understanding the world that are fundamental to many courses of study. Anthropology and sociology look at everyday life in the context of groups, societies and cultures to which humankind contribute. The program is designed to provide background for varied business, government and social service careers as well as for advanced graduate studies in a wide area of disciplines.

#### **B.A.: ECONOMICS**

The economics program provides students with an understanding and appreciation of the economic behavior of individuals, business and society. The focus is on social outcomes of economic transactions and events, as well as on economic performance. Economics is taught as part of a liberal arts education at Western and provides an especially relevant background for careers in business, finance, international organizations or government, as well as for graduate study in economics, law or business.

#### **B.A.: POLITICAL SCIENCE**

Students of political science are given an opportunity to develop a critical understanding of the political aspects of society. They are provided with a practical background for a variety of legal, government, public and social service careers, and a preparation for graduate studies in political science, as well as in related fields, such as pre-law. .

#### **B.A.: SOCIAL SCIENCES**

This interdisciplinary major provides students with both a broad-based foundation in the social sciences and with a variety of course choices, allowing a student to focus on a specific topic or theme, such as global studies, family studies, or multi-cultural studies.

#### Objectives

- Emphasizes social research methodology and analytical skills.
- Provides a personalized learning environment for students through faculty mentored undergraduate research opportunities and cooperative education research.
- Prepares students for graduate education in the social sciences and allied fields.
- Assists students in discerning appropriate careers through advising.
- Fosters the growth and development of faculty through research, attendance at professional meetings, developing and directing public forums and discipline-related training workshops, and publication and presentation of scholarly work.
- Expresses its strong commitment to public service by collaborating with agencies and organizations, such as Jane Goodall Institute, Housatonic Valley Association, Connecticut State Archaeology Office and Institute for American Indian Studies, and with regional elementary, junior and senior high school educators to promote social sciences education.

### **Degree Programs in Social Sciences**

Degree and minor programs require a minimum GPA of 2.0. All department majors are required to earn at least a “C” (2.0) minimum grade in any foundation course (100 level or as specified and required in the student’s major program) and in the three required methods courses: SS 201, SS 300 and SS 400. Students should contact the department chair in order to sign up for their required research seminar, SS 400, one semester prior to registration.

An electronically submitted portfolio of work in the social sciences is required of all students during the final semester before graduation. Four elements of the portfolio include:

- 1) Two “Course of Study” statements.
  1. a) A written discussion of the student’s course of study, including courses contributing to scholarly development, steps taken to meet challenges in that development, and future plans based on the course of study;
  2. b) A proposal of a significant question or line of inquiry of importance to the student in the major and an account of having arrived at that question or inquiry. Included will be a discussion of several research sources of bearing on the student’s question or inquiry, and a critical response to the inquiry’s assumptions or a proposal for a methodology that answering the question would require.
- 2) A research paper (previously submitted in a major course).
- 3) A senior thesis (previously submitted in SS 400: Senior Research Thesis).
- 4) A professional résumé (including the student’s curriculum vitae).

Details of the below listed programs are presented on the next several pages.

### **Bachelor of Arts**

Anthropology/Sociology

Economics

Political Science

Social Sciences

Options:

Anthropology/Sociology Studies

Family Studies

Global Studies

Multi-cultural Studies

### **Minor Programs in Social Sciences**

Anthropology

Conflict Resolution  
Cultural Resource Management  
Economics  
Geography  
International Studies  
Multi-cultural Studies  
(with elective African-American focus)  
Political Science  
Sociology  
Urban Studies  
Women's Studies

### **Bachelor of Arts Anthropology/Sociology (B.A.)**

#### ***Advisors assigned by department chair:***

The anthropology/sociology program is an interdisciplinary effort towards understanding the social and cultural aspects of human behavior. The program is designed to provide background for varied business, government and social service careers as well as for advanced graduate studies in a wide area of disciplines.

The anthropology/sociology program requires 27 semester hours in the courses specified below and 15 semester hours of anthropology and sociology electives. The B.A. requirements consist of a minimum total of 120 semester hours, including the courses of the major, the required general education courses, free electives, exercise science and foreign language. Students should complete their general education requirements in writing and mathematics/computer science by their sophomore year.

Majors are required to earn at least a "C" (2.0) minimum grade in foundation courses (100 level) and in the three required methods courses: SS 201, SS 300 and SS 400.

Students should contact the department chair one semester prior to registering for their required research seminar, SS 400.

#### **Specified courses for the B.A. in Anthropology/Sociology**

ANT 100 Introduction to Cultural Anthropology

ANT 110 Introduction to Physical Anthropology or ANT 104 Introduction to Archaeology

SOC 100 Introduction to Sociology

SOC 101 Social Problems

ANT/SOC 330 Social and Cultural Theory

SS 201 Researching Social Issues

SS 300 Quantitative Research Methods in Social Sciences

SS 400 Senior Research Thesis

Eighteen (18) semester hours, 6 courses total in ANT and/or SOC as specified in Tiers 1 & 2 below (SS 301 is permissible)\*; ).

TIER 1: Three approved 200-400 level courses in ANT and/or SOC.

TIER 2: Three approved 300-400 level courses in ANT and/or SOC

\* May include up to 2 total from the following list: NWC (Tier 1 only), or GEO, or SOC/JLA 201, 205, 334 or 336). At least 4 courses must be ANT/SOC courses and not include NWC, GEO, or SOC/JLA cross-listed courses.

#### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Suggested four-year course sequence for B.A. in Anthropology/Sociology



## First Year

### Fall Semester

MAT 100 Intermediate Mathematics or Gen Ed: Math (above MAT 100)

WRT 101 Composition I: Habit of Writing or Writing Intensive

ANT 100 Introduction to Anthropology

Gen Ed: Humanities (Foreign Language if required)

Gen Ed: Communication Skills

## Sophomore Year

ANT 110 Intro to Physical Anthropology

SOC 101 Social Problems (SOC 100)

Gen Ed: Lab Science or Gen Ed: MAT/CS

Gen Ed: Humanities

Free Elective

## Junior Year

ANT/SOC 330 Social and Cultural Theory

Tier 1 Major Elective 1

Gen Ed: Humanities

Gen Ed: Psychology or Non-Western Cultures

Free Elective

## Senior Year

Tier 1 Major Elective 3

Tier 2 Major Elective 2

SS 400 Senior Research Thesis

Free Elective

Free Elective

*\*minimum grade of "C" required*

### Spring Semester

Gen Ed: Math (above MAT100) or Gen Ed: Computer Science

Writing Intensive or Gen Ed: Humanities

SOC 100 Intro to Sociology

Gen Ed: Humanities (Foreign Language if required)

Gen Ed: Psychology or Non-Western Cultures

SS 201 Researching Social Issues (One intro course in ANT/SOC/PS/ECO at C or better and WRT101)

Gen Ed: Lab Science OR Gen Ed: MAT/CS

Free Elective

HPX 177 Fitness for Life (Lecture & Activity)

SS 300 Social Science Research

Tier 1 Major Elective 2

Tier 2 Major Elective 1

Free Elective

Free Elective

Sign up for SS 400

Tier 2 Major Elective 3

Free Elective

### Minor in Anthropology

Eighteen semester hours, to include:

ANT 100 Introduction to Cultural Anthropology  
ANT 110 Introduction to Physical Anthropology  
Four anthropology electives (200 level or above)

### Minor in Cultural Resource Management (CRM)

Cultural resource management has become an increasingly significant subfield of archaeology as a result of federal and state legislation. Examples of such legislation are the Archaeological Resources Protection Act (1979) and the Native American Graves Protection and Repatriation Act (1990). The minor in CRM presents students with theoretical, methodological and practical experience, which will help them obtain professional employment in archaeology.

Minimum 18 semester hours to include:

ANT 213 North American Indians  
ANT 225 Rocks, Stones and Bones: Introduction to Archaeology *or* ANT 226 New England Archaeology  
ANT 229 Archaeological Field Methods  
ANT 297 Coop Education Internships  
ANT 341 Cultural Resource Management  
HIS 294 Introduction to Historical Research

### Minor in Sociology

Eighteen semester hours, to include:

SOC 100 Intro. to Sociology  
SOC 101 Social Problems  
Four sociology electives (200 level or above)

## Bachelor of Arts in Economics (B.A.)

### Requirements:

The economics program seeks to foster an understanding and appreciation of the economic behavior of society. The focus is on the social outcomes of economic transactions and events rather than on individual economic performance per se. Economics provides an especially relevant background for employment in business, finance, international organizations or government, as well as for graduate study in economics, law or business.

The B.A. in Economics is awarded upon completion of all general education requirements, the courses listed below, and free electives to total a minimum of 120 semester hours, including exercise science and a foreign language. Majors are required to earn a minimum "C" (2.0) GPA in major courses and a minimum "C" in the three required methods courses: SS 201, SS 300, and SS 400 *or* ECO 450. Students should contact the department chair one semester prior to registering for their required research seminar, ECO 450 or SS 400.

Specified courses for B.A. in Economics:

ECO 211 Principles of Macroeconomics\*  
ECO 213 Principles of Microeconomics\*  
ECO 318 Intermediate Microeconomics  
ECO 319 Intermediate Macroeconomics  
SS 201 Researching Social Issues  
SS 300 Quantitative Research Methods in the Social Sciences  
SS 400 Senior Research Thesis *or* ECO 450 Seminar in Economic Research  
MAT 181 Calculus I *or* MAT 118 Elementary Applied Mathematics

Six economics courses (200 level or above; PS/ECO 110 allowed)

\*Note for ECO 211 and ECO 213: Prerequisites: MAT 118 or higher.

Students should complete their general education requirements in writing and mathematics/computer science by their sophomore year.

### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

### Suggested four-year course sequence for B.A. in Economics

#### First Year

##### *Fall Semester*

WRT 101

##### *Spring Semester*

Gen Ed Critical Thinking (CT)

MAT 118 or MAT 181

Foreign Language if required.

MAT 100 or MAT 118 or MAT 181

Gen Ed: Creative Process (CP)

Gen Ed: Writing Intensive Tier II (W2)

Gen Ed: Intercultural Competency (IC)

Foreign language if required.

Gen Ed: First Year Experience (FY)

Gen Ed: Oral Communication (OC)

#### Sophomore Year

ECO 211 or ECO 213

Gen Ed: Scientific Inquiry (SI)

Gen Ed: Information Literacy (IL)

Gen Ed: Health & Wellness (HW)

ECO 213 or ECO 211

Gen Ed: Repeat Competency

Gen Ed: Repeat Competency

Gen Ed Elective (Must be outside of major)

Two Gen Ed Electives (Must be outside of major)

#### Junior Year

ECO 318 or ECO 319

SS 201\*

Economics Elective

Any two Free Electives

ECO 318 or ECO 319

SS 300\*

Any two Economics Electives

Any Free Elective

#### Senior Year

Any two Economics Electives

SS 400\*

Economics Elective

Any three Free Electives

Any two Free Electives

*\*A minimum of a "C" grade is required.*

#### Minor in Economics

Eighteen semester hours, to include:

ECO 211 Principles of Macroeconomics

ECO 213 Principles of Microeconomics

Four economics electives (200 levels or above)

Applied Economics Option

(15 S.H.) Courses; Take one from each of the following category:

ECO 311 Money and Banking or ECO/FIN 360 Money, Banking and Capital Markets

ECO 400 Theory of International Economics or ECO 317 Economic Development and Growth

ECO 402 Introduction to Econometrics

ECO 403 Fundamental Methods of Mathematical Economics

ECO 404 Economics of Entrepreneurship and Industrial organization or ECO 308 Labor Economics

## **Bachelor of Arts in Political Science (B.A.)**

***Program Advisors: A. Manes and H. H. Williams***

#### Requirements

The department's program in political science is designed to provide a foundation for public service careers as well as graduate studies in political science or related fields in the social sciences.

The B.A. requires completion of the courses listed below, all general education requirements and additional free electives to a minimum of 120 semester hours, including exercise science and foreign language. Students should complete their general education requirements in writing and mathematics/computer science by their sophomore year. Majors are required to earn at least a "C" (2.0) minimum grade in foundation courses (100 level) and in the three required methods courses: SS 201, SS 300 and SS 400. Students should contact the department one semester prior to registering for their required research seminar, SS 400.

Specified courses for B.A. in Political Science:

PS 100 Introduction to Political Science

PS 102 American Government

PS 104 World Governments, Economies and Cultures *or* PS/ECO 110 Political Economy

SS 201 Researching Social Issues

SS 300 Quantitative Research Methods in the Social Sciences

SS 400 Senior Research Thesis

Five approved courses in political science (200 – 400 level)

Two approved courses from the following areas: anthropology, economics, geography, history, sociology.

Students seeking the elementary education teaching certificate must choose courses in geography and sociology.

#### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Suggested four-year course sequence for B.A. in Political Science

#### **First Year**

### *Fall Semester*

WRT-as per writing placement

MAT-as per mathematics placement

PS 100 Intro to Political Science\*

Any two general education courses

### **Sophomore Year**

Any two political science courses

General Ed laboratory science

Two courses\* from ANT, ECO, HIS, or SOC

### **Junior Year**

SS 201 Research Social Issues\*

SS 300 Quantitative Research Methods in the Social Sciences\* (fall or spring)

Any political science course

Any two general education courses, and/or any courses as free electives, or as add'l political science courses, or as courses for a second major or for a minor

### **Senior Year**

Any five courses as free

electives, or as add'l political

science courses, or as courses

for a second major or for a minor

### *Spring Semester*

PS 102 American Government\*

PS 104 World Governments, Economies & Cultures\*

Any three general education courses

Any two political science courses (300/400 level recommended)

Any three general education courses (incl. psychology and NWC courses)

Any four courses as free electives, or

as add'l political science courses, or as

courses for a second major or for a minor

Any four courses as free electives, or as

add'l political science courses, or as courses

for a second major or for a minor

*\*A minimum of a "C" grade is required.*

Minor in Political Science

Eighteen semester hours, to include:

PS 100 Introduction to Political Science

PS 102 American Government

Four political science electives (200 level or above)

## **Bachelor of Arts in Social Sciences (B.A.)**

(Also available evenings)

### ***Advisors assigned by department chair:***

The interdisciplinary major in social sciences is designed to provide a broad foundation in the social sciences and to allow a variety of course choices through which one of several topics or themes may be emphasized.

The B.A. requires completion of the courses listed below, as well as elective and specified general education requirements and additional free electives to a minimum of 120 semester hours, including exercise science and foreign language. Majors are required to earn at least a “C” (2.0) minimum grade in foundation courses (100 level) and in the three required methods courses: SS 201, SS 300 and SS 400. Students should complete their general education requirements in writing and mathematics/computer science by their sophomore year. Students should contact department one semester prior to registering for their required research seminar, SS 400.

Specified courses for B.A. Social Sciences

HIS 148 American History to 1877\*

HIS 149 American History since 1877\*

Non-Western Cultures

SOC 101 Social Problems\*

SS 201 Researching Social Issues\*

SS 300 Quantitative Research Methods in the Social Sciences\*

SS 400 Senior Research Thesis\* (You must sign up for SS 400 the semester prior to registration.)

Select any three of the five courses listed\*:

ANT 100 Introduction to Cultural Anthropology

ECO 211 Principles of Macroeconomics

GEO 100 Principles of World Geography

PS 100 Introduction to Political Science or PS 102 American Government

SOC 100 Introduction to Sociology

MAJOR ELECTIVES\*: 5 courses total in ANT, ECO, GEO, PS, SOC, and/or SS as specified in Tiers 1 & 2 below.

Tier 1: Three Approved 200-400 LEVEL COURSES in ANT, ECO, GEO, PS, SOC, and/or SS (may include up to 1: NWC, or SOC/JLA 201, 205, 205, 334 or 336). At least 2 courses must be ANT, ECO, GEO, PS, SOC, and/or SS courses and not include NWC, GEO, or SOC/JLA cross-listed courses.)

Tier 2: Three Approved 300-400 LEVEL COURSES in ANT, ECO, GEO, PS, SOC, and/or SS (may include up to 1: SOC/JLA 334 or 336). At least 1 course must be ANT, ECO, GEO, PS, SOC, and/or SS courses and not include NWC, GEO, or SOC/JLA cross-listed courses.)

Forty-two semester credits of free electives

### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

### Suggested four-year course sequence for B.A. Social Sciences

#### First Year

##### *Fall Semester*

MAT 100 Intermediate Mathematics or Gen Ed: Math (above MAT 100)

WRT 101 Composition I: Habit of Writing or Writing Intensive

Select two from ANT/ECO/GEO/PS/SOC100 or PS102

##### *Spring Semester*

Gen Ed: Math (above MAT 100) or Gen Ed: Computer Science

Writing Intensive or Gen Ed: Humanities

HIS 149 American History Since 1877

Gen Ed: Communication Skills

HIS 148 American History to 1877

**Sophomore Year**

HIS 186 Europe: Pagan & Medieval  
Major – Non-Western Cultures  
Requirement

Gen Ed: Lab Science

Gen Ed: Humanities (Foreign Language if  
required)

HPX 177 Fitness for Life (Lecture &  
Activity)

HIS 187: Modern Europe

ANT/ECO/GEO/PS/SOC100 or PS102

Tier 1 Major Elective 1

Gen Ed: Humanities (Foreign Language if required)

Gen Ed: PSY 100 Introduction to Psychology

**Junior Year**

SS 201 Researching Soc. Issues

Tier 1 Major Elective 2

Tier 1 Major Elective 3

Gen Ed: Humanities

Gen Ed: Math (above MAT 100) or Gen Ed: Computer  
Science

SS 300 Social Science Research

Gen Ed: Non-Western Cultures  
Elective

Tier 2 Major Elective 1

Free Elective 3

Free Elective 3

Sign up for SS 400

**Senior Year**

Tier 2 Major Elective 2

SS 400 Senior Research Thesis  
(SS 300 at C or better, Writing Intensive) Any five Free Electives

Any three Free Electives

*\*A minimum "C" grade is required.*

**Options in the Social Sciences**

OPTIONS are not required. The fifteen semester hours forming each option may be selected in place of the 15 hours of electives within the social sciences major. Students choosing to complete one of the five options must still meet the Tier 1 and Tier 2 requirements using the specified courses for their Option. The options suggest themes for study and give transcript recognition for such study.

Anthropology/Sociology Studies Option in Social Sciences

(15 S.H.) Any five ANT or SOC 200-400 level courses (ANT 110 Intro to Physical Anthropology, or SS 301 is

permissible). ).

#### Family Studies Option in Social Sciences

(15 S.H.): Five courses. Must take ANT/SOC 221 Human Family Systems; and any 4 of the following:

ANT/SOC204 Culture and Personality

or SOC 205 Juvenile Delinquency

or SOC 211 Latina/os in the US

or SOC 225 Alternatives to Traditional American Families

or SW/SOC260 Aging: Impact, Needs & Services,

or SOC 301 Globalization & Migration,

or ANT/SOC305 Contemporary Family Problems,

or SS301 Guided Readings in Family Studies.

#### Global Studies Option in Social Sciences

(15 S.H.) Five courses from the following two categories; at least 2 courses from each category must be taken:

##### Category 1:

SS 101 Intro to Third World Development

or SOC 211 Latina/os in the US

or SOC 301 Globalization & Migration

or ANT/AAS/SOC 212 Peoples and Cultures of Africa

or SOC/ANT 216 Anthropology of the Middle East

or ANT 222 Peasant Societies

or ANT/SOC/ECO 234 Economic Anthropology

or SOC/ANT/WS 251 Women and Gender in the Middle East

or SOC/ANT 318 Third World and Development

##### Category 2:

ECO/PS 110 Introduction to Political Economy

or ECO 201 Comparative Economic Systems

or ECO 204 Economic Development & Growth

or PS 200 International Relations

or PS 305 Comparative Government & Politics

or PS 306 Comparative Communist & Post-Communist Systems

or PS 315 Environmental Issues on International Relations

or PS 401 Global Conflict Resolution

or PS 402 Violent and Nonviolent Conflict Resolution

or PS 403 International Institutions



## Multi-cultural Studies Option in Social Sciences

(15 S.H.) Five courses from the following three categories; at least 1 course from each category must be taken:

### Category 1:

SOC 200 Concepts of Race & Racism

### Category 2:

SOC 202 Class, Status & Power

or ANT/COM 208 Intercultural Communication

or SOC 210 Urban Sociology

or ANT/WS 236 Culture, Sex and Gender

or SOC 301 Globalization & Migration

or PS/SOC 310 Political Sociology

or ANT/SOC 322 Comparative Minority Relations

or ANT/SOC 340 Culture Change & Planning, or ANT 351 Transnational Feminisms

### Category 3:

SOC 211 Latina/os in the US

or ANT/AAS/SOC 212 Peoples and Cultures of Africa

or ANT 213 North American Indians

or ANT 214 Peoples and Cultures of the Pacific

or ANT 215 Peoples and Cultures of Asia , or SOC/ANT 216 Anthropology of the Middle East

or SOC/ANT/WS 251 Women and Gender in the Middle East

or ANT/WS 314 Native Peoples of the Southwest: Women, Spirituality and Power

or SOC 419 20th Century Black Experience

## Learning Outcomes

At the completion of their studies, Social Science majors will demonstrate:

1. Mastery of or proficiency in the theories and concepts of their field in the social sciences.
2. Mastery of or proficiency in the research methodologies of the social sciences.
3. Mastery of or proficiency in the application of their skills/ behaviors in the social sciences.
4. Mastery of or proficiency in information technology and literacy.

## Social Sciences Interdisciplinary Minor Programs

Minor in Conflict Resolution

### **Faculty Advisor: A. Manes**

To successfully negotiate today's stressful and competitive environment, people require highly refined communication and conflict resolution skills. This minor program in conflict management allows students to learn about, practice and further develop some key fundamental behaviors designed to establish powerful rapport with others, and to manage conflict creatively and constructively when it occurs. In addition, the knowledge and insights gained in the basic core courses heighten intellectual pursuits in many other disciplines, such as political science, sociology, economics, history, psychology, communication, theater arts,

social work, criminal justice and law, and management.

To enroll in this minor program, contact the program adviser listed above. In addition to two required foundation courses, SS 401 and PS 401 or SS 402, your adviser will help you select four additional elective courses from the list below. The program adviser may approve other elective courses if content is deemed relevant to the program. No more than six credit hours should be selected from any one discipline or from the student's major. The conflict resolution minor program sheet/guide is available from the program adviser.

#### Required Foundation Courses

SS 401 Fundamentals of Conflict Resolution *AND*

SS 402 Mediation: Theory & Practice *OR* PS 401 Global Conflict Resolution

#### **Electives offered by the Dept. of Social Sciences:**

ANT/COM 208 Intercultural Communication

ANT/SOC 322 Comparative Minority Relations

ECO 308 Labor Economics

ECO 321 Urban Economics

PS 200 International Relations

PS 290 Geopolitics in the 20th Century

PS 402 Violent & Nonviolent Conflict Resolution

PS 403 International Institutions

SOC 101 Social Problems

SOC 200 Concepts of Race & Ethnic Relations

SOC 202 Class, Status & Power

SOC 210 Urban Society

SS 299 Student Developed Study

#### **Electives offered by other departments:**

COM 210 Nonverbal Communication

COM 212 Effective Listening

COM 362 Organizational Communication

COM 408 Strategies of Persuasion

HIS 256 Background to the Civil War

HIS 382 Contemporary Middle East

JLA 426 Conflict Resolution & Management

MGT 350 Management Negotiations

MGT 376 Managing People

PSY 205 Social Psychology

SW 220 Cultural Diversity

Minor in Geography

#### **Faculty Advisor: Joshua Regan**

Eighteen semester hours, consisting of three required courses and three electives. Specialized knowledge in one world region or country is encouraged.

Emphasizing the interaction between humans and geo-physical environments, this minor explores the fundamental importance of location, place, region and the inter-relationships between differing localities in order to master geographic skills and knowledge.

Experience in spatial analysis skills includes data management, map reading, collation and presentation of geographical information, and related inferential thinking about human and geo-physical relationships. Spatial interactions, including trade, environmental management systems, as well as natural environmental conditions all contribute to a developing knowledge of world regions, countries, cities, and cultures.

Finally, moral questions encountered in geographical study are examined, including cultural differences, development prospects, and the importance of environmental management and conservation.

## Requirements

GEO 100 Principles of World Geography

GEO 215 Geographical Information Systems (offered every spring)

GEO 270 Geography of Environment and Development (offered every spring)

*Electives: (at least two of which must be at the 200 level or above)*

GEO 290 Geopolitics in the Twenty-First Century

GEO 250 USA and Canada: A Regional Study

GEO 252 Latin America: A Regional Study

GEO 253 Russia and Euro-Asia: A Regional Study

ENV/GEO 150 Urban Environment as an Ecological Problem

ES 103 Planet Earth

AAS/GEO 251 Africa: A Regional Study

HIS/AAS 219 African-American History and Culture (contemporary)

NWC 103 Chinese Culture

NWC 104 Japanese Culture

NWC 105 Cultures of India

NWC 107 Middle Eastern Culture

NWC/AAS109 Equatorial African Cultures

NWC 110 Vietnamese Culture

NWC 112 Korean Culture

NWC/AAS 113 Southern African Cultures

NWC 115 Latin American and Caribbean Civilizations

Other electives with significant geographical components will be considered at the discretion of the faculty adviser.

*Minor in International Studies: Interdisciplinary*

### **Faculty Advisor: R. Whittemore**

Eighteen semester hours are required.

The object of the international studies minor is to encourage students to adopt a more expansive view of the world around them.

As a world power the United States continues to be more and more involved in the political, economic and cultural affairs of many countries. Our own security is dependent to an important degree on our relations with other countries, large and small. Many American jobs are dependent on overseas markets. Our well-being, therefore, depends on the understanding of foreign peoples, their histories and cultures. Giving our students some recognition in the form of an international studies minor may very well assist them in their career goals no matter what their majors happen to be.

To fulfill the requirements of the international studies minor the student must:

1. Satisfactorily complete four 200-level or above courses, the content of which are substantially international in nature. The coordinator of the Western International Center will have a list of the appropriate courses. The decision as to which courses fulfill this requirement shall be left to the coordinator of the Western International Center who shall advise the student accordingly. These four courses must be selected from at least two of the following six interdisciplinary categories:
2. ANT/SOC/SS
  2. ED/HED
  3. ECO/FIN/MKT
  4. FR/SPA
  5. ENG/COM/PHI
  6. GEO/HIS/PS

3. Satisfactorily complete two 100-level courses which examine cultures other than European or American (NWC designations).

#### Minor in Multi-cultural Studies

(with elective African-American Focus)

**Faculty Advisor: R. Whittemore**

Eighteen semester hours are required.

In addition to the required course, SOC 200 Concepts of Race and Racism, courses may include those listed for the Multi-cultural Studies Option in Social Sciences as well as any course from any other discipline (100-400 level), provided (a) the student requests and receives approval from the Minor Faculty Adviser and (b) the university catalog course descriptions of those alternative courses indicate substantial ethnic, minority and cultural diversity subject coverage.

If at least 12 semester hours are in African-American studies (AAS) courses (100-400 level), the student's transcript shall read: minor in multi-cultural studies: African-American focus.

#### Minor in Urban Studies

**Faculty Advisor: C. Banhauer**

The urban studies minor is an interdisciplinary program focusing on urban issues, concepts, and problems. The minor affords students the opportunity to explore urban concerns through a variety of disciplinary lenses and the chance to examine practical solutions to urban problems. The minor also prepares students for increased employment possibilities at the municipal, state, or federal level, or for graduate work in one of several areas related to urban studies (e.g., urban studies, urban, town, or regional planning, urban geography, demography, etc.).

Students select 18 semester hours from the courses listed below; no more than nine hours should be from 100-level courses and no more than six hours should be selected from any one discipline or from the student's major. Students are strongly encouraged to apply 3-6 semester hours earned in an approved cooperative education internship to this program.

ANT 350 Modern & Postmodern Societies

ART 101 History and Appreciation of Western Art: Renaissance to the Present

ECO 211 Principles of Macroeconomics *or* ECO 107 Contemporary Domestic Economic Issues

ECO 321 Urban Economics

GEO/ENV 150 Urban Environment as a Human Ecological Problem

HIS 201 Immigrant NYC

HIS 208 Rise of Industrialism in America

HIS 363 The American City

HIS 368 New York City: History and Culture

HIS X99 Student Independent Study

PS 218 American State & Local Government

SS/CED 297 Coop Internship

SOC 101 Social Problems

SOC 210 Urban Sociology

Any appropriate substitute course must have prior department approval.

#### Minor in Women's Studies (WS)

**Faculty Advisor: C. Hegel-Cantarella**

The women's studies minor is an interdisciplinary and interdepartmental program that provide the opportunity for students to increase their awareness and knowledge about women's achievements and contributions to society, and about social concerns and issues that are of particular importance to women and to all minority groups.

The 18 credits in the minor shall consist of electives with a WS label or courses with a discipline label which are identified as relevant by a committee drawn from participating departments. Students should contact their faculty adviser for a list of recommended electives.

WS 200 Introduction to Women's Studies

WS/ANT 236 Culture, Sex and Gender

WS/ANT 314 Native Peoples of the Southwest: Women, Spirituality and Power

WS/COM 211 Women, Language and Communication

WS/COM 444 Women and the Media in the U.S.

WS/ECO 327 Economics of Gender

WS/ENG 334 Women Writers

WS/HIS 320 Women and Leadership

WS/JLA 301 Women and Criminal Justice

WS/NUR 250 Women's Health Issues

WS/PSY 217 Psychology of Women

**Recommended cognate elective courses for Women's Studies**

SOC 221 Human Family Systems

SOC 305 Contemporary Family Problems

SW 220 Cultural Diversity

# World Languages and Cultures

## **Galina Bakhtiarova, Professor of Spanish, Chair**

[bakhtiarg@wcsu.edu](mailto:bakhtiarg@wcsu.edu)

Higgins Hall 218B, Midtown campus

(203) 837-8734

(203) 837-8032 (fax)

## **Alba Hawkins, Professor of Spanish**

[hawkinsa@wcsu.edu](mailto:hawkinsa@wcsu.edu)

Higgins Hall 218C, Midtown campus

(203) 837-8485

(203) 837-8032 (fax)

## **Krista Brooks, Department Secretary**

[brooksk@wcsu.edu](mailto:brooksk@wcsu.edu)

Higgins Hall 201, Midtown campus

(203) 837-9166

(203) 837-8032 (fax)

## **Faculty**

G. Bakhtiarova

S.A. Hawkins

## **Adjunct Faculty**

H. El Khalfi, *Arabic*

R. Ludanyi, *German*

C. Crisostomo-Lenz, *Spanish*

M. Purgatorio, *Spanish*

Y. Toma, *Chinese*

P. Farina, *Italian*

E. Fabrizio-Garcia, *Spanish*

S. Pena, *Spanish*

J. Matranga, *French*

A. Rodrigues-da-Cunha, *Portuguese*

## **Overview**

The Department of World Languages and Cultures creates a strong foundation for learning a variety of languages, both in our courses and through study abroad opportunities.

Major programs in the bachelor of arts degree in Spanish, and education programs in elementary or secondary education with a concentration in Spanish, offer students a curriculum that is balanced between the study of language, cultures, and literary traditions from Spain, Latin America and Latinxs in the USA with an emphasis on a greater awareness of the vital connections between global and local Hispanic communities.

In advanced courses for majors and minors, our curriculum retains the strengths of traditional linguistic analysis, and adds a cutting-edge cultural studies focus to the study of literature and civilizations. Students at all levels develop language proficiency, in addition to critical thinking and problem solving skills, oral communication, and writing abilities, which are all key competencies for a variety of professional careers.

## **Mission**

The Department of World Languages & Cultures opens doors to the 21st century global economy with the continued growing demand for language skills for business, government, community groups, and international organizations.

In our language programs, students are encouraged to be critical thinking citizens and leaders of our increasingly interdependent world community. Our students learn to view the world from diverse perspectives, and to cross borders through effective communication based on an appreciation of cultural

diversity.

Through the study of language, culture, translation and interpretation, and great works, students gain access to professional opportunities: travel, promotions, and an edge in our increasingly competitive employment market. Language and culture proficiency gives students the power to think quickly from diverse viewpoints to make proposals, solve problems, and interact with diverse local and international populations, students, or clients. Even when bilingualism is not the deciding factor for initial employment, evidence confirms that language skills can enhance mobility and aid in admission to graduate study and job promotion.

## Degree Programs in World Languages

Bachelor of Arts  
Spanish

Bachelor of Science  
Secondary Education: Spanish

Minor Programs  
Spanish  
Spanish Translation

### Foreign Language Requirements

All students enrolled in B.A. programs and secondary education majors must fulfill the foreign language requirement in one of the following ways:

1. By completing through the third year of one foreign language in high school with an overall "C" average.
2. By studying a total of three years of two foreign languages in high school with an overall "B" average.
3. By successfully completing a foreign language proficiency examination, or by providing the necessary documentation outlined in the language waiver policy in this catalog.
4. By successfully completing a language immersion experience of one semester abroad. Consult the Department of World Languages and Cultures or ISEP.
5. By successfully completing the specified language courses at WCSU. Students may fulfill the foreign language requirement by successfully completing an Introductory II second-semester course in languages offered in the Department of World Languages and Cultures, or any one semester of a language course at the intermediate level or above that is taught in the target language, not in English.

Bachelor of Arts in Spanish (B.A.)

### Requirements:

Students must complete all general education requirements, the courses and credits listed below and additional free electives to total a minimum of 120 semester hours, including exercise science.

#### **Choose one from below:**

SPA 203: Conversation and Composition: Film  
SPA 204: Conversation and Composition: Essay

#### **Choose one from below:**

SPA 212: Spanish for Business and Law  
SPA 213: Spanish for Health and Community  
SPA 214: Introduction to Spanish Translation

#### **Choose three from below:**

SPA 221: Cultures of Spain  
SPA 222: Cultures of Spanish America  
SPA 224: Trans-Atlantic Hispanic Cultures

SPA 225: Hispanic Cultures: Connecticut

SPA 226: Global Immersion: Spain

**Choose six 300-level literature courses from below:**

SPA 311: Spanish Translation: Theory and Practice

SPA 330: Representative Authors: Spain

SPA 331: Representative Authors: Spanish America

SPA 337: Modern Spanish Novel

SPA 360: Readings on The Arts in Spain and Latin America

SPA 361: Gender & Sexuality in Spanish America

SPA 365: Revolution, Testimony, and Memory in Spanish America

SPA 370: US Latina/Latino Literature

SPA 371: Spanish-Caribbean Identities

**One linguistics course:**

SPA 400 Linguistics

**Choose an elective:** Any Spanish course from the 200-, 300- or 400-level

**Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Bachelor of Science in Secondary Education–Spanish (B.S.)

Requirements: See the [Department of Education and Educational Psychology](#) within the [School of Professional Studies](#).

## Learning Outcomes

### LEARNING OUTCOMES FOR STUDENTS IN WORLD LANGUAGES & CULTURES

The Department of World Languages & Cultures at Western Connecticut State University adheres to national standards for foreign language learning determined by ACTFL (American Council on the Teaching of Foreign Languages) for language proficiency and cultural competency through the: [Communication, Cultures, Comparisons, Connections, and Communities](#).

The [ACTFL proficiency scale](#) from 2012 established guidelines for language proficiency at the following levels:

- Novice (Low, Mid, High)
- Intermediate (Low, Mid, High)
- Advanced (Low, Mid, High)
- Superior
- Distinguished

### INTRODUCTORY LEVEL – FOREIGN LANGUAGE REQUIREMENT

Students who complete the second semester of an introductory language sequence at WCSU achieve a minimum level of Novice Mid as defined by the [ACTFL proficiency scale](#) in the following courses or their equivalents: French 164, German 164, Italian 164, Portuguese 164, and Spanish 164. Students may complete the foreign language requirement with an academic language study abroad, which includes:

- Summer Study Abroad in Spain,
- Wintersession in Florence
- ISEP

Students who complete the second semester of an introductory language sequence achieve a minimum level of Novice Low as defined by the [ACTFL proficiency scale](#) in oral and writing proficiency in the following



courses or their equivalents: Arabic 102 and Chinese 164. Arabic 101 and 102 will be offered in 2020-2021; Chinese 162 and Chinese 164 will be offered in 2021-2022. Assessment at this level is conducted by faculty teaching the course in a final exam or project at the end of the semester.

### **MINOR IN SPANISH TRANSLATION**

The Spanish Translation minor (18 SH) is open to all students with at least a minimum of intermediate Spanish proficiency through completion of SPA 197: Continuing Spanish Language & Culture.

#### **Required courses (12 SH)**

SPA 212 Spanish for Business & Law

SPA 213 Spanish for Health and the Community

SPA 214 Introduction to Spanish Translation

SPA 311 Spanish Translation Theory & Practice

*And choose 2 courses (6 SH) from the following:*

SPA 330 Representative Authors: Spain

SPA 331 Representative Authors: Spanish America

SPA 337 Modern Spanish Novel

SPA 360 Readings on the Arts in Spain & Latin America

SPA 361 Gender & Sexuality in Spanish America

SPA 365 Revolution, Testimony and Memory in Spanish America

SPA 370 US Latina/Latino Literature

SPA 371 Caribbean Identities

### **MAJOR IN SPANISH**

#### **(B.A. SPANISH, B.S. SPANISH-SECONDARY ED.)**

Students who complete a major in Spanish (B.A. Spanish, B.S. in Spanish-Secondary Ed.) achieve a minimum level of Advanced Low as defined by the [ACTFL proficiency scale](#). Spanish majors and minors are assessed annually for oral and writing proficiency as part of an internal program assessment through a final exam or project during at least one 200-level and one 300-level Spanish course on cultural and/or literary topics.

#### **B.S. SPANISH – SECONDARY EDUCATION CERTIFICATION**

Students admitted to the professional semester for the B.S. in Spanish-Secondary Education achieve a minimum level of Advanced Low as defined by the [ACTFL proficiency scale](#). In addition to assessment of cultural competency of students in final exams and projects in culture and literature courses, candidates for teacher certification demonstrate oral proficiency and writing proficiency through the following external assessments:

- OPI (Oral Proficiency Interview) [Language Testing International](#)
- WPT (Writing Proficiency Interview) [Language Testing International](#)

# WRITING, LINGUISTICS and CREATIVE PROCESS

## **Brian Clements, Chair**

[ClementsB@wcsu.edu](mailto:ClementsB@wcsu.edu)

Higgins Hall 219B, Midtown campus

(203) 887-8876

## **Krista Brooks, Department Secretary**

Higgins Hall, 201, Midtown campus

(203) 837-9041

Fax (203) 837-3953

## Faculty

Dr. Brian Clements, Chair	Dr. Kelli Custer	Prof Anthony D'Aries
Dr. Oscar De Los Santos	Dr. Edward Hagan	Dr. Michael Lewis
Prof John Roche		

## Overview

The Bachelor of Arts in Professional Writing program prepares students for careers in fields that include creative writing, technical writing, public relations, online and print journalism, as well as writing intensive professions such as the law, publishing, business and education. Students may choose one of three B.A. degree options: 1. Creative Writing, 2. Business and Technical Writing, 3. Journalism and Public Relations.

## Mission

To prepare students for careers as professional writers, the Department of Writing, Linguistics and Creative Process focuses on the following objectives:

- Engaging students through innovative and cutting-edge writing programs in writing as a process of making form and meaning.
- Training professional writing students for work in business, publishing in all its facets, and teaching.
- Immersing students in the rich environment of professional writing activities and talent available in New York City and author-endowed Fairfield and Litchfield counties.
- Emphasizing writing as key to critical thinking.
- Highlighting the importance of linguistics and understanding the basic components of language and texts to professional writers.
- Assisting students with the development of style, voice and attunement to genre.
- Creating a community of writers at Western that fosters an awareness of the importance of writing across the curriculum.

## General Education Writing Requirement

The Department of Writing, Linguistics and Creative Process participates broadly in the university's general education program. The general education writing requirement consists of a sequence of three courses: a Tier 1 Writing course (WRT 101 Composition I), a subsequent Tier 2 Writing-Intensive course, and, finally, a Tier 3 Writing-Intensive course.

The department's First-Year Coordinator supervises placement of entering students. Most students' placement is based upon SAT or ACT test scores.

Students are placed into either Writing Tier 1 or Tier 2:

1. Tier 1: Student will take WRT 101: Composition I.
2. Tier 2: Student may take a writing-intensive course (W2). Any student placed directly into Tier 2 need not take WRT 101.

The following courses offered by the Writing department fulfill the general education Writing Intensive Tier 2 course requirement:

WRT 103W: Composition II: Modes of Research (W2, IL)  
WRT 210W: Managerial Writing (W2)  
WRT 273W: Writing Identity (W2)  
WRT 245W: Technical Writing: Topic (W2)  
WRT 371W: Writing the Weird: Conspiracy Theories (W2)

The following courses offered by the Writing department fulfill the Creative Process (CP) general education course requirement:

WRT 102: Introduction to the Creative Process (CP)  
WRT133: Introduction to Writing Fiction (CP)  
WRT134: Introduction to Writing Poetry (CP)  
WRT 171W: Conversations with Predecessors (CP)  
WRT 172W: Conversations with Contemporaries (C-)  
THR/WRT 244W: Playwriting Workshop I (CP)  
WRT 274W: Form and Inspiration (CP)

## DEGREE PROGRAMS IN PROFESSIONAL WRITING

### **Bachelor of Arts**

#### **Major in Professional Writing with three options:**

Business and Technical Writing  
Creative Writing  
Journalism and Public Relations

#### **Minor Programs**

Broadcast Journalism  
Creative Writing  
Journalism  
Professional Writing

## **BACHELOR OF ARTS IN PROFESSIONAL WRITING (B.A.)**

Students must complete all general education requirements, the required major courses listed below, the courses and credits listed in one of the options below, and additional free electives for a total of 120 semester hours.

*Important note:* Students must have an overall G.P.A. of 2.5 or better in courses used to satisfy the major.

### **Learning Outcomes**

Students who earn degrees in Professional Writing will:

1. Demonstrate strong critical thinking skills through writing for a variety of audiences, purposes, and situations.
2. Demonstrate an extensive ability to identify, assess, and perform—in both academic and professional settings—the types of writing for the chosen area of focus, such as creative writing, professional writing, and journalism.
3. Demonstrate a working ability to identify and perform types of writing outside of the specific area of focus.
4. Produce a senior portfolio that demonstrates an increasing level of professionalism in writing in terms of choice of topic, application of style, and ability to produce error-free texts

### **Courses Required for all B.A. in Professional Writing Majors:**

All Professional Writing majors in the three B.A. options must take the following courses:

#### **Core (9 S.H.)**

WRT 171W: Conversations with Predecessors (CP)  
 WRT 172W: Conversations with Contemporaries (CP)  
 WRT 274W: Form and Inspiration (CP)

#### **Writers' Studio (9 S. H.)**

WRT 190FY Writers' Studio FY  
 WRT 290 Writers' Studio II  
 WRT 390 Writers' Studio III

#### **Required Upper-Level Courses (9 S.H.)**

LNG 320: Modern English Grammar  
 WRT 442W: Publication Design and Development  
 WRT 465W: Thesis Project (W3)

#### **Writing Electives (6 S.H.):**

*Any two (2) WRT courses at 200-level or above.*

### **Additional Courses Required for Each Option in the Major**

In addition to the above courses required of all Professional Writing majors, students must take the following courses according to their Option of choice:

#### **Business and Technical Writing Option (18 S.H)**

WRT 210W: Managerial Writing (W2)  
 WRT 245W: Technical Writing (W2)  
*Plus any four courses from among the following:*  
 WRT 246: Science Writing  
 WRT 247: Multimedia Writing  
 WRT 255W: Advertising, Copywriting, and Promotion  
 WRT 270W: News Writing  
 JLA/WRT 321W: Legal Writing, Research, and Analysis  
 WRT 340W: Public Relations Writing, Concepts, and Practices  
 WRT 490: Practicum/Internship

#### **Creative Writing Option (18 S.H.)**

*Any six courses from among the following:*  
 WRT 242W: Poetry Workshop I (CP)  
 WRT 243W: Fiction Workshop I (CP)  
 WRT/THR 244W: Playwriting Workshop (CP)

WRT 247: Multimedia Writing  
WRT 261: Forms of Poetry  
WRT 262: Forms of Fiction  
WRT 271W: Human Interest Writing  
WRT 273W: Writing Identity  
WRT 339W: Creative Essay  
WRT 342W: Poetry Workshop II  
WRT 343W: Fiction Workshop II  
WRT/THR 346W: Playwriting Workshop II  
WRT 345: Writing Prose Poetry & Flash Fiction

*Note:* In order to take WRT 342W Poetry Workshop II, the student must first take WRT 242W Poetry Workshop I and WRT 261 Forms of Poetry. In order to take WRT 343 Fiction Workshop II, the student must first take WRT 243W Fiction Workshop I and WRT 262 Forms of Fiction.

### **Journalism & Public Relations Option (18 S.H.)**

WRT 270W News Writing  
WRT 340W: Public Relations Writing, Concepts and Practice  
WRT 373W Editing and Copyediting  
*And any three courses from among the following:*  
WRT247: Multimedia Writing  
WRT 255W: Advertising, Copywriting, and Promotion  
WRT 271W: Human Interest Writing  
WRT 279: Sports Writing  
JLA/WRT 321W: Legal Writing, Research, and Analysis (W2)  
WRT 335W: Fact-Based Opinion Writing  
WRT 338W: Writing about Specialized Subjects  
WRT 375: Book, Performance, and Restaurant Reviewing  
WRT 490: Practicum/Internship  
COM 230: History of Mass Media  
COM 243: Broadcast Writing

**Required Portfolio:** As a graduation requirement, all B.A. Professional Writing majors must submit a writing portfolio during the semester prior to graduation. In most cases, the student will complete the portfolio in the context of the Thesis course during the final semester.

### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## **MINORS IN PROFESSIONAL WRITING**

Minor in Broadcast Journalism (18 S.H.)

*Required Communication courses:*

COM 146: Basic Video Production

*Plus two classes selected from the following list:*

COM 243: Broadcast Writing

COM 246: Intermediate Video Production

COM 247: Live News & Election Coverage

COM 252: Media Performance Techniques (prereq. THR 181)

COM 270: Fundamentals of Radio Broadcasting

COM 442: Communication Law

*Required Writing courses:*

WRT 270W: News Writing

*Plus two classes selected from the following list:*

WRT 279: Sports Writing

WRT 333W: Editorial Environment

WRT 335: Fact-Based Opinion Writing

WRT 338W: Writing about Specialized Subjects

WRT 375W: Book, Performance, and Restaurant Reviewing

WRT 490: Internship/Practicum in Writing

Minor in Creative Writing (18 S.H.)

WRT 242W: Poetry Workshop I (CP) or WRT 243: Fiction Workshop I (CP)

*Plus any five courses from among the following:*

WRT 255W: Advertising, Copywriting, and Promotion

WRT 271W: Human Interest Writing

JLA/WRT 321W: Legal Writing, Research, and Analysis (W2)

WRT 335W: Fact-Based Opinion Writing

WRT 338W: Writing about Specialized Subjects

WRT 340w: Public Relations Writing, Concepts and Practices

COM 230: History of Mass Media

COM 243: Broadcast Writing

*Note:* In order to take WRT 342W Poetry Workshop II, the student must first take WRT 242W Poetry Workshop I and WRT 261 Forms of Poetry. In order to take WRT 343 Fiction Workshop II, the student must first take WRT 243W Fiction Workshop I and WRT 262 Forms of Fiction.

### **Minor in Journalism (18 S.H.)**

*Required course:*

WRT 270W: News Writing

*Plus any five courses from among the following:*

WRT 255W: Advertising, Copywriting, and Promotion

WRT 271W: Human Interest Writing

JLA/WRT 321W: Legal Writing, Research, and Analysis (W2)

WRT 333W: The Editorial Environment

WRT 335W: Fact-Based Opinion Writing

WRT 338W: Writing about Specialized Subjects

WRT 340w: Public Relations Writing

COM 230: History of Mass Media

COM 243: Broadcast Writing

### **Minor in Professional Writing (18 S.H.)**

*Required courses:*

WRT 210W Managerial Writing (W2)

WRT 245W Technical Writing (W2)

*Plus any two of the following Creative Writing courses:*

WRT 242W: Poetry Workshop I (CP)

WRT 243W: Fiction Workshop I (CP)

WRT/THR 244W: Playwriting Workshop (CP)

WRT 342W: Poetry Workshop II

WRT 343W: Fiction Workshop II

*Plus any two of the following Journalism/Public Relations courses:*

WRT 255W: Advertising, Copywriting, and Promotion

WRT 270W: News Writing

JLA/WRT 321W: Legal Writing, Research, and Analysis (W2)

WRT 338W: Writing about Specialized Subjects

WRT 340W: Public Relations Writing, Concepts and Practices

*Note:* In order to take WRT 342W Poetry Workshop II, the student must first take WRT 242W Poetry Workshop I and WRT 261 Forms of Poetry. In order to take WRT 343 Fiction Workshop II, the student must first take WRT 243W Fiction Workshop I and WRT 262 Forms of Fiction.

# Education and Educational Psychology: Secondary Education

**Dr. Catherine O'Callaghan, Chair**

[ocallaghanc@wcsu.edu](mailto:ocallaghanc@wcsu.edu)

White Hall 321A, Midtown campus

(203) 837-3267

(203) 837-8413 (fax)

**Ana Cangialosi, Department Secretary**

[cangialosia@wcsu.edu](mailto:cangialosia@wcsu.edu)

White Hall 321, Midtown campus

(203) 837-8510

(203) 837-8413 (fax)

## Faculty

C. O'Callaghan, Chair	J. Burke	T. Canada
J. Caruso	M. Daria	M. Delcourt
N. Deronck	J. Jaslow	S. Kuhn
G. Lomas	D. Marotti	P. Michael
L. Monte	K. Roe	T. Stewart

## Education Department Mission Statement

The mission of the Education and Educational Psychology Department is to prepare candidates for careers as teachers, counselors, and specialized professionals committed to the continuous support and development of collaborative projects with area schools and community agencies. We embrace the broader mission of Western Connecticut State University by providing our students with a quality education by fostering their growth as individuals, scholars, professionals, and leaders in a global society. To achieve this mission students will:

- Participate in field experiences and service in the community,
- Demonstrate academic competence in their selected fields,
- Value and infuse cultural diversity,
- Demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner, and,
- Demonstrate the ability to incorporate appropriately the use of technology in instructional practice.

**PROGRAM DISCLAIMER:** *Please note that Connecticut teacher certification regulations are subject to change due to legislative proposals and mandates; the information in the catalog may not reflect the most recent modifications in the WCSU Education program. Therefore, it is imperative that students check often with their advisors and attend Education Department information sessions for updates and new requirements.*

**Important note for all Music Education and Health Education majors:** Only the Secondary Education degree program is detailed in this part of the WCSU Undergraduate Catalog.

- **For students seeking a Bachelor of Science degree in Health Education (B.S., PK-12):**  
Information for this education degree is listed in this catalog in the Health Promotion and Exercise Sciences section.
- **For students seeking a Bachelor of Science degree in Music Education (B.S., PK-12):**  
Information for this education degree is listed in this catalog in the Department of Music section.



## Transfer Students

1. Before meeting with Admissions or an advisor, transfer students should download, print and read the [Education section](#) from the online undergraduate catalog available on the WCSU website. Bring your program sheet to every meeting with an advisor.
2. It may take more time for transfer students to complete the Secondary Education program at WCSU because some electives taken at other colleges/community colleges may not transfer into the Education major. Because of the demanding coursework in the Secondary Education program at WCSU, the number of courses taken as free electives is restricted. (Please consult Secondary Education program sheets for information related to free electives.)
3. Grades from previous colleges or universities will be calculated when determining the cumulative 3.0 GPA or higher (*subject to change based on state mandates*) for admission to and retention in the Education program. However, in order to graduate as an Education major from WCSU, students must maintain a 3.0 GPA (*subject to change*) which is calculated solely on grades earned at WCSU.

## Bachelor of Science in Secondary Education (B.S.) (Grades 7–12)

# Learning Outcomes

The goals, objectives and learning outcomes of WCSU's Secondary Education Program are varied and are critical to facilitate the development of secondary educators to work in diverse classrooms. The program is designed to prepare educators to:

1. Graduates of the program will demonstrate and apply knowledge of content;
    1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for secondary students as indicated by the design of learning segments.
  2. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;
    1. Understand the role of professional judgment and practical knowledge for improving all students' development and achievement as indicated by performance in student teaching.
    2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on student learning.
  3. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals;
    1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in student teaching.
- D. Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.
1. Demonstrate expertise in working collaboratively with colleagues to design instruction as indicated by clinical performance in student teaching.

## Program Summary

Secondary Education students will become *dual majors*: they will major in Education AND they will major in a content area offered within the School of Arts and Sciences; students must select an academic major in arts and sciences in addition to completing their professional education courses. Students must select one of the

following academic majors.

**Secondary Education (grades 7-12) with Arts and Sciences Majors in:**

Biology  
Chemistry  
English  
History (with Minor option in Social Studies)  
Mathematics  
Spanish

**Secondary Education Content Area courses**—See specific content area program sheets listed in [online undergraduate program sheets](#) on the WCSU website.

**For content area specific questions, students should contact one the following Arts & Sciences Department Chairs:**

**Biology**

Pat Boily, *Chair*  
[boilyp@wcsu.edu](mailto:boilyp@wcsu.edu)  
Science Building 243, Midtown campus  
(203) 837-8569

**Chemistry**

Paula Secondo, *Co-chair*  
[secondop@wcsu.edu](mailto:secondop@wcsu.edu)  
Science Building 339, Midtown campus  
(203) 837-8795

**English**

Shouhua Qi, *Chair*  
[qis@wcsu.edu](mailto:qis@wcsu.edu)  
White Hall, Midtown campus  
(203) 837-9048

**History**

Marcy May, *Assoc. Chair*  
[maym@wcsu.edu](mailto:maym@wcsu.edu)  
Warner Hall 223, Midtown campus  
(203) 837-8483

**Mathematics**

Stavros Christofi, *Chair*  
[christofis@wcsu.edu](mailto:christofis@wcsu.edu)  
Higgins Hall 102G, Midtown campus  
(203) 837-9351

**Spanish (World Languages & Literature)**

Galina Bakhtiarova, *Chair*  
[bakhtiarg@wcsu.edu](mailto:bakhtiarg@wcsu.edu)  
Higgins Hall 218B, Midtown campus  
(203) 837-8734

**Exams: Required for Eligibility for State Teacher's Certification**

In addition to all the coursework required by the Education Department as well as the content area major, the following two exams are required:

[PRAXIS Core](#)

The Praxis Core is no longer required for certification, however it is required by CSDE for diagnostic purposes. Candidates must take Connecticut state mandated basic skills examination (PRAXIS Core) in mathematics, reading and writing or present their SAT/ACT scores to demonstrate proficiency in basic skills.

### PRAXIS Subject Assessment

- Although not a graduation requirement, passing scores on appropriate PRAXIS Subject Assessment exams are necessary for program completion and subsequent recommendation for certification. The exam tests the essential subject area knowledge unique to each certification teaching area.
- *Secondary Education students must pass PRAXIS Subject Assessment before being admitted to the Professional Development Semester (PDS).*
- Students will not be recommended by WCSU for state teacher's certification until passing scores are received and filed with *the university's teacher education certification officer*, the Associate Dean of the School of Professional Studies, who is located in White Hall 121. Detailed information on PRAXIS Subject Assessment testing is available in the Office of E&EP in Westside 249. Additional information is available online from the [Educational Testing Service](#).
- Once a student has completed all his/her bachelor's degree teacher certification requirements and passed PRAXIS Subject Assessment, the university's teacher certification officer will file with the Connecticut State Department of Education (CDE) the necessary documents for the student's receipt of CDE teacher certification.

### edTPA Assessment

Beginning Fall 2019, all program completers must pass the edTPA assessment to be recommended for certification. The edTPA assessment is a teaching portfolio that demonstrates candidates' skills in planning, instruction, and assessment.

## Declaring an Education Major/Acceptance into the Program

At the end of the freshman year, students may apply to enter the Education Department. All freshman students who wish to become Education majors must demonstrate a cumulative grade point average (GPA) of 3.0 or higher (subject to change based on state mandates) upon completing 30 credits.

Students who fail to meet this GPA requirement will not be eligible to declare an Education major. Once accepted as Education majors, students must continue to maintain a cumulative GPA of 3.0 or higher (subject to change based on state mandates) in order to remain in the Education program. Admission into the professional development and student teaching semesters during the senior year is also contingent on the 3.0 GPA or higher standard (subject to change based on state mandates).

## Criteria for Professional Development Semester (PDS) Acceptance

*The Secondary Education program at WCSU is rigorous and not all candidates applying for PDS admission are accepted. Students seeking admission to WCSU's Professional Development Semester must have completed and met the following criteria:*

- Pass a Connecticut State Department of Education mandated subject area examination (PRAXIS II). (See the detailed requirements for this exam in a previous section.)
- Present at least a 3.0 cumulative average (*subject to change based on state mandates*) for undergraduate courses taken prior to professional program acceptance (approximately 90 credits and reflecting courses in progress). All work done both at WCSU and other colleges will be considered in

the computation of the cumulative grade point average. *Note: Students with less than a cumulative 3.0 GPA (subject to change based on state mandates) will not be admitted to or retained in the program.*

- Complete the university's general education requirements as well as complete a writing intensive course. *Students should refer to their concentration area program sheet for a list of specific courses that meet individual degree program criteria.*
- Pass the courses below with a minimum grade of "B." If a student receives grades in these three courses that are lower than a "B," the student will be blocked from PDS and student teaching, with likely suspension and possible dismissal from the Education program.
  - HPX 215 Health Issues in the Schools (Grades PK-12)
  - ED 206 Introduction to Education
  - ED 212 Educational Psychology: Children and Adolescents II

*After all these criteria have been met, then students must fulfill these additional requirements:*

- Present at least two letters of recommendation from persons who are able to testify to the candidate's suitability as a prospective teacher.
- Participate in an interview by a teacher education faculty team, which will assess candidate's personal attributes and perceived teaching dispositions.

### **Submission Deadline Dates Applying for Professional Developmental Semester Acceptance**

- Secondary education candidates may only apply in the spring semester of their junior year for the fall semester PDS.
- Students must have all their materials submitted to content area advisor and/or Arts and Sciences Department Chair. It is the student's responsibility to ensure that all materials are submitted by the deadline date of April 1. Once materials are received, students are contacted for an interview. Only complete files are reviewed for PDS.

### **Reapplication Process if Denied PDS Acceptance**

If the interview team recommends that a student not be admitted to the teacher education program, the student may reapply for admission one semester after the notification of denial. Students have the right to review a copy of the completed interview form.

### **SUGGESTED COURSE SEQUENCE**

The Secondary Education program is demanding, so it is important for students to adhere to the suggested course sequence in order to complete the program in four years. **Note that some of these courses have minimum grade requirements. (See courses with asterisks.)** \*\*These courses must be completed with a minimum grade of "B."

#### Freshman Year

General Education and Content Area requirements — SEE CONTENT AREA PROGRAM SHEET FOR SPECIFIC DETAILS

#### Sophomore Year

\*\*ED 206 Introduction to Education

\*\*ED 212 Educational Psychology: Children and Adolescents II

\*\*HPX 215 Health Issues in Schools

General Education and Content Area requirements — SEE CONTENT AREA PROGRAM SHEET FOR SPECIFIC DETAILS

#### Junior Year

General Education and Content Area requirements — SEE CONTENT AREA PROGRAM SHEET FOR SPECIFIC DETAILS

#### Fall Semester of Senior Year (Professional Development Semester)\*\*

ED/BIO/CHE/ENG/ES/HIS/MAT/SPA/SSS 385 Methods of Teaching in the Secondary Schools  
ED/BIO/CHE/ENG/ES/HIS/MAT/SPA/SSS 386 Secondary Education Professional Development School Experience

\*\* EPY 405 Introduction To Special Education

\*\* ED 440 Integrating Language

\*\* ED/HIS/SS 441 Teaching History and Social Studies in Secondary Schools *or*

\*\* ED/BIO/CHE/ES 442 Teaching Science in Secondary Schools *or*

\*\* ED/ENG 447 Teaching English in Secondary Schools *or*

\*\* ED/SPA 448 Teaching Spanish in Secondary Schools *or*

\*\* ED/MAT 449 Teaching Mathematics in Secondary Schools

### Spring Semester of Senior Year (Student Teaching Semester)

ED/MED 340 Assessment of Teaching Strategies

ED 342 Student Teaching for Secondary Education Majors—Pass/Fail Grade Only

*Note: Field experience components require that students provide their own transportation to and from their assigned schools.*

### **Student Teaching Process** (see [Student Teaching Handbook](#).)

- Students are not eligible for student teaching course work unless they have received professional program acceptance.
- During their last year, students enter the student teaching phase of the program. In order to register for student teaching, which is offered only during the spring semester, secondary education majors must present at least a 3.0 cumulative GPA (*subject to change due to state mandates*) for all courses taken in their academic and professional education course work. The student teaching requirement for secondary education majors consists of one full semester (70 contact days) of supervised teaching.
- Secondary Student Teaching (ED 342) is offered only in the spring semester. Applications must be approved by the Arts & Sciences content area advisor and the Chair of the E&EPY department.
- **Applications must be filed in the Office of E&EPY by November 1**
- During the student teaching semester, students must concurrently register for ED 342 (Student Teaching) and ED 340 (Assessment of Teaching Strategies); students should not register for any other courses during the student teaching semester; students are also advised not to work during this semester due to the high time commitment required of planning lessons and grading student work after official school hours.
- Students are responsible for providing their own transportation to and from the school to which they are assigned for student teaching.

### **Student Teaching Grading Policy**

Students earning less than a “P” grade in student teaching may be required to complete additional student teaching and/or course work before receiving a recommendation for graduation and certification.

### **Dismissal from Student Teaching or Professional Semester**

On occasion, difficulties may arise during the PDS Clinical Experience or during the Student Teaching semester. In these instances, the Secondary Education Coordinator, PDS liaison, or Student Teacher Supervisor works with the student and other school or university stakeholders to resolve these situations.

Every effort is made to assess the situation quickly and to establish a plan of action. Based upon the specifics of the situation, the student may: (1) be reassigned to a different PDS or student teaching placement; (2) be removed from the clinical school experience by the Chair of the department. Students will be informed in writing of decisions regarding their status and may appeal these decisions to the Dean of the School of Professional Studies.

Superintendents, school district TEAM facilitators, cooperating teachers, principals, university supervisors and faculty members of the E&EPY department, in consultation with the appropriate arts and sciences,

health education, or music education faculty members, reserve the right to remove a student teacher from any student teaching/clinical experience. (For specific details, see [Student Teaching Handbook](#).)

See the [Student Teaching Handbook](#) for specific details.

### **Student Teacher Dismissal Appeal Process**

The student teacher has the right to submit a written appeal within seven days of a notification of dismissal, to the Chair of the E&EP department, the coordinator of student teaching, and the university supervisor. The affected student also has the right — within two weeks of the hearing date — to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

### **Dismissal from the Professional Teacher Education Program**

Strict guidelines for admission to, and retention in, the teacher education certification programs are part of academic excellence. Students who fail to meet or maintain established admission and retention criteria will be suspended from the program. Students may be given one year according to the school's academic calendar to retake a course and regain good standing for consideration of readmission except for ethical issues, felonies and violations of the professional code. At the end of one year, students will be dismissed if their GPA has not met the 3.0 minimum standard (*subject to change based on state mandates*), which includes all WCSU and transfer credits.

- Dismissal from the Education department program by the E&EP department chair may occur when a student fails to maintain the academic standards of the university and department (see this catalog, "Good Standing: WCSU Student Handbook, "Student Rights and Responsibilities," WCSU Student Teacher Handbook); and/or when a student in class or the field is considered inappropriate for the teaching profession, based on behavior which is not consistent with the standards of ethical conduct and professional behavior prescribed by the Connecticut Code of Professional Responsibility.
- In such cases, discussions take place among the student, faculty involved, and department chair. The Chair may call a meeting of the Student Academic Review Committee to decide the case. *The Chair has the authority to make final decisions.* Decisions reached are communicated in writing by the Chair to the student in a timely fashion.
- The student may appeal these decisions to the Dean of the School of Professional Studies or employ the university process for appeal. The university maintains guidelines for student rights and responsibilities and judicial procedures which can be found in the WCSU Student Rights and Responsibilities Handbook. The department adheres to these guidelines in all such matters and may establish additional responsibilities based upon professional training criteria.

### **Professional Education Fees**

- **LiveText.** Each student in the Education Program is required to obtain a LiveText license. LiveText is a comprehensive data management system used to collect, store, and analyze the results of selected assessments. These data are used to improve the degree and certificate programs in education and to provide evidence to external accrediting bodies that accreditation standards have been met.
- **Fingerprinting and Background Check. (Subject to change pending CT regulation)**  
The State of Connecticut requires that any person who observes in a public school as part of a teacher preparation program submit to a state and national criminal history record check within the first 30 days of the date of the first observation. The process includes the checking of fingerprints by the State Police Bureau of Identification and the F.B.I. The results of the criminal history record checks (both state and federal) are reported to the employing school district. If the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district shall notify the Bureau Educator Standards and Certification.

# Associate in Science Program

*Program advisers can be found at the Academic Advisement Center – Old Main Floor 2*

This degree may be awarded to students who have completed:

1. All general education requirements including exercise science.
2. A minimum of 60 total credits with at least half earned at Western.

Students must maintain a minimum grade point average of “C” (2.0) to receive the Associate in Science degree.

# AIR FORCE RESERVE OFFICERS TRAINING CORPS (AFROTC)

## **ROTC**

Students may earn a commission in the United States Air Force by completing requirements of the Reserve Officer Training Corps (ROTC) program as part of their studies at the university.

## **AIR FORCE ROTC (AFROTC)**

Students at Western Connecticut State University are able to take AFROTC classes at Yale University and receive commissions as second lieutenants.

The AFROTC program is available to Western Connecticut State University students at Yale University's main campus in New Haven. Through the AFROTC program, Western Connecticut State University students, without paying extra tuition, can pursue a commission as an officer in the United States Air Force. The freshmen and sophomore courses carry no military obligation and are open to all students. Scholarships are also available for qualified students. These scholarships pay up to full tuition and fees, as well as money for books and a monthly tax-free stipend.

Students enroll in a four-year or three-year (if joining in their sophomore year) AFROTC sequence. Students commute to New Haven on the days listed below for AFROTC-specific classes and events.

Qualified students should contact the AFROTC office at (203) 432-9431 or visit our website at [yalecollege.yale.edu/content/air-force-rotc-yale](http://yalecollege.yale.edu/content/air-force-rotc-yale).



# Pre-Professional Options

The university offers students a wide range of programs and curricula providing pre-professional education to prepare for graduate programs in professional schools.

No single undergraduate program meets the requirements for admission to all graduate programs. Most professional programs give preference to applicants with a broad general education at an accredited undergraduate institution. Students should demonstrate outstanding aptitude and ability, thorough preparation in fields basic to the chosen profession, and high levels of achievement.

Each student has the responsibility to determine whether or not a particular undergraduate program meets the entrance requirements of the professional program selected. To help students fulfill this responsibility, pre-professional faculty advisers and advisory committees provide academic and career counseling, updated information on requirements, and a composite evaluation to serve as part of a student's application to the professional school of choice. Students should register with the appropriate committee or adviser as early as possible, preferably before the end of the sophomore year.

Students must realize that undergraduate studies do not guarantee admission to any professional school, nor do they directly prepare students to score successfully on any of the various admissions tests (e.g. MCAT, LSAT, DAT, GRE, VAT, OAT).

## **Pre-Health Professions**

Dr. Joshua Cordeira, Department of Chemistry, and Dr. Paula Secondo, Department of Chemistry, serve as the health professions advisers at Western. They are available to help students plan and prepare for post-graduate study in the following fields:

- Chiropractic
- Dentistry
- Medicine
- Optometry
- Pharmacy
- Physical Therapy
- Physician Assistant
- Podiatry
- Veterinary Sciences

There is no pre-health major at WCSU, though students can designate a pre-health pathway upon entering Western. For many students the biology or the chemistry major with a biology minor or biochemistry option are programs whose requirements include many, if not all, of the courses needed for admission these schools. For most programs, however, students may major in and subject provided they complete the prerequisite coursework.

Schools of veterinary science often specify courses which undergraduates must complete before admission to professional programs. Schools of optometry expect undergraduate concentrations in mathematics and/or the sciences (biology, chemistry, physics).

## **Pre-Law**

The Pre-Law Advisory Committee includes in its membership Dr. Averell Manes, Department of Social Sciences, Dr. Kevin Gutzman, Department of History, and Dr. Terrence Dwyer of the Division of Justice and Law Administration, Ansell School of Business.

A broad education in the liberal arts is considered to be better preparation for the study of law than a rigid, specialized program of study. Pre-law studies should include the social sciences, the humanities, and basic courses (at least) in the natural sciences. Facility in written and oral expression is essential to the successful study and practice of law.

Acceptance into law school depends upon the requirements specified by individual institutions and aptitude for legal study as measured by the Law School Admissions Test (LSAT). It is important for students to realize that undergraduate studies do not guarantee admission to law school, nor do they directly prepare students to score successfully on the LSAT.

Pre-law students should consult with faculty members of the Pre-Law Advisory Committee, who are knowledgeable about professional programs and admissions requirements in schools of law.

*\*Please note that the Pre-Law program is an option and not an academic major. Students must select an academic major in conjunction with the Pre-Law Program option.*

**Divinity**

Programs in the humanities (philosophy, ethics, literature, history) are appropriate for admission to divinity school, although any undergraduate concentration may be accepted. Students should consult with faculty in their field of interest.

# African-American Studies

## **AAS 100 The Black Experience in America 3 SH**

This is an interdisciplinary course that examines major historical and contemporary conditions that have contributed to shaping the experiences of black people in America. The course utilizes a variety of original source material in history, literature, art, music, film, sociology and politics in order to understand the thinking of and reaction to African-Americans over nearly 400 years.

## **AAS/NWC 109 Equatorial African Cultures 3 SH**

See *NWC/AAS 109*.

## **AAS/NWC 113 Southern African Cultures 3 SH**

See *NWC/AAS 113*.

## **AAS/ANT/SOC 212 Peoples & Cultures of Africa 3 SH**

See *ANT/AAS/SOC 212*.

The following courses also have been approved and are offered periodically:

*AAS/HIS 219 African-American History and Culture*

*AAS/GEO 251 Africa: A Regional Study*

*AAS/HIS 284 Africa: From Antiquity to Colonialism*

*AAS/HIS 285 Modern Africa*

*AAS 350 Topics in African-American Studies*

# American Studies

## American Studies

### **AS/ENG/HIS/SOC 217 The American Dream: Visions & Revisions 3 SH**

An exploration of some components of the “American dream” — intellectual, social, economic and/or political — as these are posited in the following disciplines: literature, art, music, history, political science, sociology, anthropology, and philosophy. The focus in the field of concentration will depend upon the teacher giving the course, but the perspective of the course will be interdisciplinary. Spring semester.

### **AS/ENG/HIS 400 American Studies Seminar 3 SH**

This course allows advanced students to examine — by research and discussion — the question, “What is the central character of America?” This course may be repeated for credit, provided the subject matter is different. The subject matter will be indicated in its post-colon designation. *Prerequisite:* Junior standing.

# Anthropology

## **ANT 100 Introduction to Cultural Anthropology 3 SH**

A study of human behavior and the structure of society. Emphasis will focus upon cultures outside the Western European area, using a few selected societies as the framework in which to study the theories and principles of social anthropology. Listed as behavioral and social sciences general education elective. Every semester. Competency: Intercultural.

## **ANT 104 Introduction to Archaeology 3 SH**

This course is a broad survey of prehistory around the world. It will examine the following questions: how do we know, what we know about the past and what methods and theories help us interpret archaeological sites.

## **ANT 110 Introduction to Physical Anthropology 3 SH**

Examines the relationship between biological and social behavioral aspects of human evolution, with emphasis on basics of evolutionary theory, fossil hominids and social behavior, especially of the non-human primates. Listed as behavioral and social sciences general education elective. Fall semester.

## **ANT/SOC 204 Culture and Personality 3 SH**

The social and cultural factors influencing the structure and development of the personality. Emphasizes studies and cross-cultural analysis. Fall semester of even-numbered years. *Prerequisite:* ANT 100 or SOC 100.

## **ANT/COM 208 Intercultural Communication 3 SH**

Students will investigate theoretical and practical aspects of intercultural communication processes. Spring semester. *Prerequisite:* COM 161 or COM 162; ANT 100 or SOC 100. Spring semesters.

## **ANT/AAS/SOC 212 Peoples and Cultures of Africa 3 SH**

Designed to acquaint the student with the cultures and peoples of Africa as they existed before European colonization. Attention will also be directed to the problem of cultural change. Spring semesters of odd-numbered years. *Prerequisite:* ANT 100.

## **ANT 213 North American Indians 3 SH**

Devoted to the study of North American Indians as they existed before contact with Europeans. Attention will also be directed toward problems of acculturation, as well as pre-historic background, linguistics and history of the various culture areas. Spring semesters of odd-numbered years.

## **ANT/SOC 216 Anthropology of the Middle East 3 SH**

As the world becomes more interconnected and linked globally, our society is increasingly faced with beliefs, practices, ideals, ideas, and ways of life that at times baffle us and discomfort us. Current conflicts in the world point to a need to actually go beyond stereotypes and understand both sameness and difference when it comes to cultures. This course seeks to look beyond common stereotypes of the Middle East and focus on daily life experiences of families and individuals who live in the region through applying an anthropological lens and reading ethnographic studies. *Prerequisites:* ANT 100 or SOC 100 or permission of instructor.

## **ANT 222 Peasant Societies 3 SH**

Between two-thirds and three-quarters of the world's people may be classified as peasants and out of this, the Third World, comes today's principal revolutionary potential. Spring semester of even-numbered years. *Prerequisite:* ANT 100.

## **ANT/SOC 223 Contemporary Family Problems**

*please see SOC/ANT 223*

## **ANT 229 Archaeological Field Methods 6 SH**

Course consists of evaluating local archaeological sites through survey, excavation, analysis and interpretation. Students will be expected to devote 6-8 hours a day in both the field and the laboratory. Summer session only. *Prerequisite:* ANT 100 or ANT 104 or ANT 110 or ANT 225. Competency: Scientific Inquiry.

### **ANT/SOC 232 Religion and Culture 3 SH**

Analysis of religion as a universal aspect of human culture expressed as belief and ritual concerned with supernatural beings, powers and forces. The function of religion in society. Fall semester of even-numbered years. *Prerequisite:* ANT 100 or SOC 100.

### **ANT/SOC/ECO 234 Economic Anthropology 3 SH**

This course will give both a theoretical and a practical grounding in economic anthropology by focusing on recent fieldwork and publication within economic and cultural anthropology. After students are introduced to theoretical debates and issues in the field, they will read about and discuss people in specific ethnographic contexts as they grapple with poverty, globalization, modernization, and development — always keeping in mind that the economy is closely intertwined with and cannot be understood apart from sociocultural factors in people's lives. The course will involve small-group and large-group discussions, interesting reading and a commitment to the formation of a critically thoughtful and engaged classroom community. *Prerequisites:* ANT 100 or SOC 100 or ECO 100 or permission of instructor.

### **ANT/WS 236 Culture, Sex and Gender 3 SH**

Course examines the cross-cultural background of sex and gender, tracing the configurations of gender from egalitarian hunting and gathering societies through gender-stratified horticultural, pastoral, agricultural and industrial societies. The course will address gender issues, such as the feminization of poverty, gender as portrayed by the media, and contemporary theoretical perspectives about the dialectics of power. Not open to first-year students. Offered periodically.

### **ANT/SOC 242 Buddhism and Culture 3 SH**

This course offers a fundamental understanding of the societal context and cultural principles of a major world religion. The course surveys the major events and personalities in Buddhism, and provides a basic understanding of the religion in several of its main "streams" or traditions. Principally, the course seeks to provide for students a foundational understanding of Buddhism and Buddhist societies through an ethnographic approach. Topically, the course considers Theravada, Mahayana, Vajrayana, Pure Land, Zen and Bon. Spring semester of even-numbered years. *Prerequisite:* ANT 100 or SOC 100 or permission of the instructor.

### **ANT/SOC/WS 251 Women and Gender in the Middle East 3 SH**

This course will explore the complex and multi-layered processes and dimensions, including texts, cultural values and practices, institutions and events which have shaped, and continue to shape, gendered experience in the Middle East. We will consider these processes in their historical context focusing mainly on the contemporary Middle East. *Prerequisite:* ANT 100 or SOC 100 or WS 100 or permission of instructor. Competency: Intercultural.

### **ANT 297 Cooperative Education**

### **ANT 298 Faculty Developed Study 1–6 SH**

### **ANT 299 Student Developed Study 1–6 SH**

### **ANT/WS 321 Gender and Globalization 3 SH**

This class will question the complexities of globalization, paying particular attention to gendered difference. After discussing major theoretical conceptualizations of globalization, we will move on to discuss specific issues, such as: feminization of poverty; global activism; structural adjustment; and neoliberalization. Fall semester of odd-numbered years. *Prerequisite:* ANT 100 or SOC 100, or by permission of the instructor.

### **ANT/SOC 330 Social and Cultural Theory 3 SH**

The course proposes to integrate theoretical perspectives in sociology and anthropology. Focus is upon problems and applications of theory-building. Several major classical and modern theories of society and

culture will be analyzed, investigating both their substance and their methods of approach. Alternate fall semesters. *Prerequisite:* SS 201 or advanced class standing.

### **ANT 341 Cultural Resource Management 3 SH**

The course presents a broad overview of the subfield of archaeology called, Cultural Resource Management (CRM). This overview covers everything from federal and state legislation (Connecticut, New York, Massachusetts, Rhode Island) to the relationship of anthropologists with Native Americans. Offered periodically. *Prerequisite:* ANT 100 or ANT 110 and one course in archaeology.

### **ANT/SOC 350 Modern and Postmodern Societies 3 SH**

Using a comparative and historical perspective, this course examines the cultural and social differences between societies that are labeled “modern” and those that are “traditional.” The course explores the development of the cultural and social form known as “modernity” in Western societies and its subsequent spread throughout large portions of the world. The course also looks at more contemporary changes taking place in Western societies, such as the movement towards a postmodern culture, globalization and the information revolution. Spring semester. *Prerequisite:* ANT 100 or SOC 100.

### **ANT 400 Advanced Topics in Anthropology 2-6 SH**

The content and credit hours of this course will vary from year to year, depending on the interests of the students and faculty. Aspects of anthropology not introduced, or not treated in depth, in other courses of the major will be introduced and/or treated in depth. Offerings will be drawn from physical, cultural and archeological subfields of anthropology. Possible topics might include: Mesoamerican archaeology, non-human primate behavior, ritual and symbolism, or anthropology of dance. The course may be repeated for credit with different content and permission of the department. The department will determine the number of credits prior to the course offering. Offered periodically. *Prerequisite:* Determined at time of offering. Open to juniors and seniors.

The following courses also have been approved and are offered periodically:

*ANT 214 Peoples and Cultures of the Pacific*

*ANT/SOC 223 Contemporary Family Problems*

*ANT 226 New England Archaeology*

*ANT/SOC 241 Socio-Cultural Survey of Indian Religions*

*ANT 301 Human Evolutionary Theory: Planet of the Apes*

*ANT/WS 314 Native Peoples of the Southwest: Women, Spirituality and Power*

*ANT/SOC 322 Comparative Minority Relations*

*ANT/SOC 340 Culture, Change and Planning*

# Arabic

## **ARB 101 Introductory Arabic I 3 SH**

A course for students who have no prior knowledge of Arabic. Aimed at introducing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* Level 1 language placement in Arabic. *Special Info:* Native speakers and students with 4 years of high school Arabic may not take for credit. **General Education: Humanities/ World Languages and Cultures (if ARB 102 is successfully completed); Competency: Intercultural.**

## **ARB 102 Introductory Arabic II 3 SH**

The second semester course in the introductory Arabic sequence. Aimed at further developing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* ARB 101 or Level 2 language placement in Arabic. **General Education: Humanities/World Languages and Cultures; Competency: Intercultural.**



# Astronomy

## **AST 122 Introductory Astronomy 4 SH**

This course is designed for non-science majors, covering current frontiers of astronomy and providing a general but firm background in astronomy. Laboratory work emphasizes the techniques of obtaining observational data and analyses and the use of the planetarium. May not be taken for credit by those having taken AST 150 Every semester. (3 hrs lecture — 2 hrs laboratory). **General Education: Lab Science.**

## **AST 126 Navigation & Nautical Astronomy 4 SH**

The course emphasizes spherical astronomy, planetary motion, position and time measuring. Topics include navigation and piloting, the use of navigational instruments and charts, satellite and space navigation and space travel (3 hrs lecture — 2 hrs laboratory). **General Education: Lab Science.**

## **AST/ENV 134 Extraterrestrial Environments and Intelligence 4 SH**

This course deals with the origins, nature and definitions of life, internal and external factors (especially astronomical factors) that may affect earth's environment, evidence for planetary systems around other stars, and the search for extraterrestrial intelligence (SETI). This course should be attractive to both non-science and science students (3 hrs lecture — 2 hrs laboratory). **General Education: Lab Science.**

## **AST 150 General Astronomy 4 SH**

Intended for science and mathematics students, this course surveys the theories and observations astronomers use to explore the universe. Topics include the solar system, extrasolar planets, the formation, structure and evolution of stars, galactic astronomy and cosmology. Required for the B. S. in Secondary Education – Earth Science, the B. A. in Earth and Planetary Sciences, and Minor in Astronomy (3 hrs lecture — 2 hrs laboratory). *Prerequisite:* MAT 100 or equivalent. Offered every fall (3 hrs lecture — 2 hrs laboratory). **General Education: Lab Science.** Competency: Scientific Inquiry.

## **AST 231 Introduction to Planetary Sciences 4 SH**

This course deals with the observations and theories used to understand the development, structure and modification of the sun, planets and smaller bodies in our solar system and others. Among the topics considered are planetary system formation, exoplanets, remote sensing, planetary surfaces and interiors, and asteroids and comets. Required for B.A. in Earth and Planetary Sciences and Minor in Astronomy (3 hrs lecture — 2 hrs laboratory). *Prerequisite:* PHY 103 or appropriate test score and AST 150. *Pre/Co-requisite:* MAT 181 or equivalent. Offered every other spring, alternating with EPS 220/221. **General Education: Lab Science.** Competency: Quantitative Reasoning and Scientific Inquiry.

## **AST 298 Faculty Developed Study 1–6 SH**

## **AST 299 Student Developed Study 1–6 SH**

## **AST 405 Planetary Physics 3 SH**

This course uses the disciplines of astronomy, physics, geology, chemistry and mathematics to investigate the processes that control and modify planetary environments, locations and dynamics. Topics will include the origin and evolution of the solar system, gravitational interactions among bodies, planetary atmospheres, surface modification and interior structures and compositions. Offered every other fall (3 hrs lecture). *Prerequisite:* AST 231, MAT 182 or equivalent and PHY 111. (3 hrs lecture)

# Biology

## **BIO 100 Concepts of Biology 4 SH**

This is an introductory course for the non-science major. Basic concepts from cell structure and function to evolution and ecology are studied and related to current human concerns. Laboratory activities, which range from microscope investigation to field study, complement the lecture. Every semester (3 hrs lecture — 3 hrs laboratory). General Education: Lab Science; Competency: Scientific Inquiry.

## **BIO 101 Freshman Seminar for Biology Majors 1 SH**

Through interactive activities, this course will provide academic and co-curricular support as freshmen Biology majors begin university life, thus facilitating their transition into the university. The course will introduce students to the values, culture, expectations and resources of the department and of the university community in general. Meets the First Year Navigation (FY) General Education competency. Students must earn a grade of C– to enroll in any biology course at the 200 level or higher. Competency: First Year.

## **BIO 103 General Biology I 4 SH**

This is the first half of a two-semester introductory course in which the major principles of biology are studied. Topics investigated are the chemical and physical foundations of life, cell structure and function, metabolism, development and genetics. *Prerequisite:* Successful completion of MAT 098/100P and WRT 098/101P, or placement testing above the 098 level in Mathematics and Writing. Fall semester — Day, Spring semester — Evening (3 hrs lecture — 3 hrs laboratory). General Education: Lab Science only if both BIO 103 and 104 are completed; Competency: Scientific Inquiry.

## **BIO 104 General Biology II 4 SH**

This is the second half of a two-semester introductory course in which the major principles of biology are examined. Topics discussed address the process and pattern of organismal evolution. (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 103 with a minimum grade of “C-” or better. Fall semester — Evening. Spring semester — Day. General Education: Lab Science only if both BIO 103 and 104 are completed; Competency: Scientific Inquiry.

## **BIO 105 Anatomy and Physiology I 4 SH**

This course is the first half of a two-semester course providing an introduction to the structure and function of the human organism. Topics covered include an introduction to anatomical terminology, biological chemistry, cells, tissues and the following systems: integumentary, skeletal, muscular and nervous. Laboratory exercises complement the lecture material. Fall semester. (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* Enrollment in a BS or BA program in Pre-Nursing, Health Promotion, or in Health Education, as well as successful completion of MAT100P and WRT101P or placement testing above the MAT100P or WRT101P level in Mathematics and Writing. Competency: Scientific Inquiry.

## **BIO 106 Anatomy and Physiology II 4 SH**

This course is the second half of a two-semester course providing an introduction to the structure and function of the human organism. Topics covered include the circulatory, immune, respiratory, digestive, urinary and reproductive systems. Laboratory exercises complement the lecture material. Spring semester (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 105 with a minimum grade of “C-” or better. Competency: Scientific Inquiry.

## **BIO 107 Scientific Inquiry In The Field 4 SH**

Scientific Inquiry In The Field will teach students to use appropriate field biology sampling techniques, to record observations, and build hypotheses through inductive and deductive processes. Students will be expected to use quantitative and qualitative reasoning that will be documented in their field journals. Through the activities of this course students will participate in established conservation or field management programs. Students will be required to keep an accurate and detailed field journal. This journal will also include records of lab activities, as well as descriptions and drawings of species and habitat accounts. (3 hrs lecture — 3 hrs laboratory). Competency: Scientific Inquiry.

**BIO 110 The Animal World 4 SH**

The characteristics of representative vertebrate and invertebrate animals are studied. The course is oriented to a phylogenetic approach, progressing from simple to complex forms. Consideration is given to functional anatomy, behavior and the role of the animal in its ecosystem. Animal dissection is a requirement in the laboratory portion of this course (3 hrs lecture — 3 hrs laboratory). General Education: Lab Science; Competency: Scientific Inquiry.

**BIO 115 Plants and Society 4 SH**

This course will consider the importance of domesticated plants in human societies. The plants that stand between humans and starvation will be considered in context with how plant domestication occurs. The home vegetable garden will be used as the venue for understanding domestication and the relationships between domesticated plants and their wild relatives. Other topics include the importance of wild populations in crop improvement and plants as sources of beverages, drugs, fibers and dyes. Labs will consist of bench work and field trips; the local supermarket will serve as a surrogate lab for part of the course. General Education: Lab Science; Competency: Scientific Inquiry.

**BIO 132 Human Biology 4 SH**

This course is intended for students not majoring in biology and will fulfill the general education lab science requirement. Human biology introduces students to the scientific method, the structure and function of the human body, diseases, the evolution of humans, and ecology. Laboratory exercises complement lecture material. Fall semester, odd-numbered years (3 hrs lecture — 3 hrs laboratory). General Education: Lab Science; Competency: Scientific Inquiry.

**BIO 150 Science of Climate Change 4 SH**

This is an introductory course (with a lab) on the causes of changing climate and its impacts on humans and the biosphere. This course will cover the basic principles of the scientific principles involved in climate change, and include the most recent information available to improve the understanding and potential solutions to the issue. The laboratory portion will be primarily taught in a teaching lab that is routinely used for environmental courses. A climate modelling exercise will be taught in a computer lab. Competency: Information Literacy and Scientific Inquiry.

**BIO 200 Ecology 4 SH**

This course reviews the basic mechanisms regulating the interaction of living organisms with their environment. Topics include energy flow, community structure, ecological succession, population ecology and biomes. Field trips are required. Fall semester (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 104 with a minimum grade of “C-” or better.

**BIO 203 Invertebrate Zoology 4 SH**

This course will explore the diversity of invertebrate types, morphologically and physiologically. The ecological role of invertebrates will be emphasized. Evolution and global climate change will be addressed. (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 104 with a minimum grade of “C-” or better.

**BIO 204 Vertebrate Zoology 4 SH**

This course uses a comparative examination of the vertebrate groups. The anatomy, physiology, evolution and behavior of the vertebrates is surveyed, with an emphasis on the phylogenetics, and congruence between structure and function. The laboratory stresses anatomy while lectures stress physiology and evolution. Field trips introduce students to vertebrate field sampling techniques. (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 103 and BIO 104 with a C- grade or better.

**BIO 205 Animal Physiology 4 SH**

This course is an introduction to the physiology of animals. Although mammals will be emphasized, invertebrates and other vertebrates will also be covered. Anatomy pertinent to physiology will be discussed. Laboratory experiments complement lecture material and introduce students to various laboratory techniques. Spring semester (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 104 with a minimum grade of “C-” or better

**BIO 208 Animal Behavior 4 SH**

The biological basis of natural animal behavior will be studied with a stress on ecological and evolutionary considerations. Mechanisms of social behavior will be examined, as will specific examples of social systems (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 104 with a minimum grade of “C-” or better.

#### **BIO 212 Plant Diversity & Evolution 4 SH**

A phylogenetic survey of the structural and functional diversity of land plants. All phyla of land plants will be considered relative to anatomical and morphological evolution, structure-function relationships, ecological diversity, and the phylogeny of each group. Classroom and laboratory activities will be supplemental with field study. *Prerequisite:* BIO 200.

#### **BIO 215 Microbiology 4 SH**

This course is intended for non-biology majors. In the course we will survey important microorganisms found in our environment, with special attention given to those that parasitize humans and animals. Lectures include structure, metabolic activities, control and host response to infection. Laboratory provides supporting study of all groups, with emphasis on the culture, identification and metabolic activities of bacteria. Fall semester (2 hrs lecture — two 2-hr laboratories). *Prerequisite:* CHE 121 and BIO 106 or permission of instructor.

#### **BIO 216 General Microbiology 4 SH**

This course is intended for biology majors. Students will study the fundamental structural and metabolic characteristics of microorganisms (mainly prokaryotes) and will learn basic techniques for enrichment, selection, isolation, enumeration and identification. The course will address the role of microorganisms in health and disease, their role in research, their importance in functional ecosystems and their economic significance. Spring semester (2 hrs lecture — two 2-hr laboratories). *Prerequisite:* BIO 104 with a minimum grade of “C-” or better, CHE 111 and WRT 101 or appropriate writing placement. Not open to students who have passed BIO 215.

#### **BIO 260 Modes of Scientific Communication 3 SH**

Students in Modes of Scientific Communication will receive explicit instruction on how to read the biological literature, write review papers and primary research reports, and to compose and present poster displays of their research. They will also learn the process of writing, including the role of and need for revision in the production of a polished written product. Further, they will learn how to distinguish between reliable and unreliable sources of information on the internet. *Prerequisite:* A grade of C- or better in BIO 104 and a C- grade or better in a writing intensive course. Competency: Writing Intensive Tier 2.

#### **BIO 270 Entomology 4 SH**

This course will explore the diversity of insects, insect evolution and physiology. The ecological role of insects will be emphasized. Interactions between insects and humans will be addressed. *Prerequisite:* BIO 104 with a C- or better.

#### **BIO 297 Biology Cooperative Education**

#### **BIO 298 Faculty Developed Study 1–6 SH**

#### **BIO 299 Student Developed Study 1–6 SH**

#### **BIO 300 Cell Biology 4 SH**

Cell biology is defined as the study of cell structure and function. More specifically, a tenet of the Cell Theory states that the cell is the basic structural unit of life. Therefore, to understand how organisms function, we must understand how cells are structured and how cells behave. During the semester we will cover topics including: protein structure and folding, plasma membrane function, aerobic respiration, extracellular matrix, cytoskeleton and cellular motility, vesicular transport, cell division, cell signaling, and cancer. Students will also have the opportunity to explore the intersection between science and society.

The laboratory component of the course is focused on the use of techniques that are heavily utilized by cell biologists, including: bright field and fluorescent microscopy, generation and maintenance of primary cell cultures, and propagation of immortalized cell lines. Spring semester. (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 260, MAT 115 or MAT120, and CHE 111.

**BIO 305 Neuroscience 4 SH**

This course examines the fundamental structures of the brain and nervous system and details the central and peripheral pathways coordinating sensory input and behavior. Electrochemical mechanisms mediating nervous system function will be studied in-depth. Physiology will be discussed in the context of healthy and disease states. Current, special topics in neuroscience will additionally be presented, emphasizing new techniques and research in the field. Laboratory activities will supplement lecture with hands-on experiments. *Prerequisite:* BIO 106 or BIO 205, BIO 260 and MAT 115 or MAT 120.

**BIO 310 Vertebrate Embryology 4 SH**

This course is a study of the development of selected vertebrates, providing a foundation for understanding the embryological development of the human body (2 hrs lecture — two 2-hour laboratories). *Prerequisite:* BIO 104 with a minimum grade of “C-” or better.

**BIO 311 Developmental Biology 4 SH**

This course focuses on the molecular and cellular mechanisms that govern development. The first part of the course will cover cell specification and differentiation, differential gene expression, axis specification, and early developmental events including: fertilization, cleavage, and gastrulation. These topics will serve as building blocks that students will use to ultimately study how certain organs form. While emphasis will be on animal development, material on plants will be presented. Laboratory exercises will serve to supplement the lecture material. Fall semester. (2 hrs lecture — 4 hrs laboratory). *Prerequisite:* BIO 260 and MAT 115 or MAT 120.

**BIO 312 Genetics 4 SH**

This course will cover the basic principles of genetics, including classical genetics, molecular genetics, gene expression, quantitative genetics, cytogenetics, population genetics and evolutionary genetics. Fall semester. (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 104 with a minimum grade of “C-” or better and junior standing.

**BIO 321 Immunology 4 SH**

This course is an introduction to the mammalian immune system. Lectures include discussion of antibody formation and function, cellular immune responses, allergies, tissue transplantation, cancer and disorders of the immune system. Laboratory experiments complement lecture material while introducing the student to immunological research techniques. Fall semester, even-numbered years (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 104 with a minimum grade of “C-” or better or permission of instructor.

**BIO 325 Evolutionary Biology 3 SH**

This course emphasizes evolution as the unifying theme of biology. Topics covered will include evidence for evolution, historical evolution of life, mechanisms of evolutionary change and the molecular basis of evolution. Current ideas and controversies in evolutionary biology will be discussed. Spring semester (3 hrs lecture). *Prerequisite:* BIO 312 or permission of instructor.

**BIO 375 Climate Ecology 3 SH**

This multi-disciplinary course will discuss the nature of climate and the manner that it affects humans and other living organisms. The following central themes will be developed: how we study climate over Earth’s history, how climate has provided the context for evolutionary and cultural changes, and the likely effects of climate change on organisms, communities, and ecosystems in the future. (3 hrs lecture). *Prerequisite:* BIO 200 with a minimum grade of C- or better or permission of the instructor, BIO 260 and MATH 115 or 120.

**BIO/ED 385 Methods of Teaching 3 SH in the Secondary Schools**

See ED/BIO 385

**BIO/ED 386 Secondary Education 1 SH Professional Development School Experience**

See ED/BIO 386

**BIO 401 GIS for Biological and Environmental Sciences 4 SH**

Geographic Information Systems (GIS) are spatially-explicit relational databases that can be used for observing, layering, and analyzing data on maps. In this course, students will learn GIS concepts via projects that apply directly to current environmental issues. This course will provide an opportunity for

students to develop a skill set in spatial analysis by gaining hands-on experience using handheld global positioning system (GPS) devices and current GIS software. Students will also apply statistical analysis to answer spatial questions relevant to biology. Students will explore such topics as identifying habitats for conservation, assessing human disease risk, and predicting outcomes from effects of climate change. *Prerequisite:* BIO 200, BIO 260, and MAT 115 or MAT 120.

#### **BIO 410 Topics in Molecular Genetics 4 SH**

This course will cover selected topics in molecular genetics, with focus on current developments in genomics. Laboratory exercises will consist of an integrated set of experiments utilizing contemporary molecular techniques. Emphasis will be on experimental design and analysis. (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* BIO 260 and BIO 312.

#### **BIO 422 Conservation Biology 4 SH**

Conservation biology is an interdisciplinary field that addresses negative human impacts on biological diversity at scales spanning from genes, populations and species, to ecosystems and global perspectives. The field is mission oriented; finding solutions to problems of habitat destruction and species extinction. In lecture emphasis is placed on reading and evaluating (oral, written) the primary scientific literature which pertain to such topics as wildlife management, invasive species, loss of habitat, and species extinction. Laboratory consists of field trips, guest lectures, and development of science-based conservation management plans. *Prerequisite:* BIO 200, BIO 260 and one 300-level biology course.

#### **BIO/ED 442 Teaching Science in 3 SH Secondary Schools**

See ED/BIO 342.

#### **BIO 480 Group Senior Research 3 SH**

Students learn the skills and techniques necessary for designing and carrying out a research project related to the research specialty of the faculty member leading the course and integrated with the primary scientific literature. Students participate in laboratory and written activities and engage in peer discussion and evaluation. The course includes seminar attendance requirements, and may include guest presentations, field trips and other experiences designed to inspire student interest in real-life scientific investigation. By the end of the semester, each student will write a complete lab report, make a formal presentation to the department and complete a programmatic assessment test. Fulfills the "Writing Intensive Tier 3" and the "Culminating General Education Experience" general education requirements. Offered every semester. Every semester (2 hrs lecture — 4 hrs laboratory). *Prerequisite:* BIO 260, MAT120 or 115, at least one Biology course at the 300 or 400 level, and at least one exposure to each of the general education competencies (FY, CP, CT, HW, IC, IL, OC, QR, SI, and WI). Competency: Culminating Experience and Writing Intensive Tier 3.

#### **BIO 490 Advanced Senior Research 3 SH**

A collaboration between a student and a sponsoring faculty member on an original research project. Students must negotiate a plan of action with a faculty member, and submit a written hypothesis-driven proposal for approval by the Department by the end of the semester prior to enrollment in the course. Proposal guidelines and submission deadlines are available from the department.. Sponsoring faculty may require completion of BIO 299 prior to submission of the written proposal. By the end of the semester, each student will write a complete lab report, make a formal presentation to the department and complete a programmatic assessment test. Fulfills the "W3" and the "CE" general education competency requirements. Every semester. *Prerequisite:* BIO 260, MAT 115 or 120, at least one Biology course at the 300 or 400 level, a minimum GPA of 3.0, and at least one exposure to each of the general education competencies (FY, CP, CT, HW, IC, IL, OC, QR, SI, and WI). Competency: Culminating Experience and Writing Intensive Tier 3.

The following courses also have been approved and are offered periodically:

*BIO 108 The Microbial World*

*BIO 111 General Botany*

*BIO 125 Food and Human Nutrition*

*BIO/ENV 126 Animals and Their Environment*

*BIO 130 Human Life before Birth*

*BIO 133 Human Development before Birth*  
*BIO/ENV 156 Biology of the Environment*  
*BIO 206 Plant Morphology*  
*BIO 400 Environmental Microbiology*

# Chemistry

## **CHE 100 Concepts of Chemistry 4 SH**

This one-semester course is designed for the under-prepared student to enter CHE 110 or CHE 120. Using a mathematical and quantitative approach, it concentrates on basic concepts and principles. Among these are the scientific method and philosophy, measurement, nomenclature, atomic structure, formulas and equations, periodicity, bonding, solutions, acids, bases, salts, stoichiometry and redox reactions. Emphasis will be placed on the mole concept. By attaining a grade of "C" or better in this course, a student will be admitted to CHE 110 without the placement exam. Students majoring or minoring in chemistry may not apply credit for this course toward meeting their chemistry requirements. Every semester (3 hrs lecture — 2 hrs lab). *Prerequisite or Corequisite:* MAT 100 or equivalent. Science majors should consult with their departments.

## **CHE 102 Everyday Chemistry I 4 SH**

Designed for non-science majors. The goal of this course is to give the non scientist an appreciation of the contributions of chemistry. Concepts will be presented in a nonmathematical approach. Areas to be covered include biochemical drugs, genes, enzymes; ecological-pollution, water testing, food additives; synthetic-soaps, detergents, alcohol, artificial flavors; energy-car battery, alternative energy sources. Laboratory experiments will complement the lecture. Every semester (3 hrs lecture — 2 hrs laboratory). Competency: Critical Thinking and Scientific Inquiry.

## **CHE 110, 111 General Chemistry I & II 8 SH**

This full-year course comprises a thorough survey of the modern principles of chemistry. Emphasis during the first semester is on atomic and molecular structure, quantitative relationships, thermodynamics and electrochemistry. In the second semester the emphasis is on physical and chemical equilibria, kinetics and descriptive chemistry. Every semester (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* a "B" grade or better in CHE 100; MAT 100 or 100P or appropriate placement. CHE 110 or equivalent is prerequisite for CHE 111. Competency for CHE 111 only: Scientific Inquiry.

## **CHE 120, 121 Survey of Chemistry 8 SH**

This continuous two-semester course comprises the fundamentals of inorganic chemistry, organic chemistry and biological chemistry which are necessary for elementary courses in physiology, nutrition, pharmacology, bacteriology and other courses in the nursing and health-related fields. The laboratory experiments are designed to emphasize the main topics (3 hrs lecture — 3 hrs laboratory). Permission must be obtained from either the instructor or the department chairman in order to enter CHE 121 by transferring credit for the equivalent of CHE 120 from another school. *Prerequisite:* Chemistry placement exam or a grade of "C" or better in CHE 100 is required. CHE 120 or equivalent is prerequisite for CHE 121. CHE 120: fall, spring; CHE 121: spring, summer only. Competency for CHE 120 only: Critical Thinking.

## **CHE/ENV 205 Analytical Chemistry Lecture 3SH**

This course is designed to meet the needs of the students majoring in chemistry, biology and pre-medicine. The theoretical aspects of modern analytical chemistry will be studied. Topics included are: data evaluation with error analysis, gravimetric, titrimetric, chromatographic, electroanalytical and optical methods of analyses (3 hrs lecture). *Prerequisite:* CHE 111. *Prerequisite or Corequisite:* CHE 206.

## **CHE/ENV 206 Analytical Chemistry Laboratory 2 SH**

This is a laboratory course designed to complement the lecture material in CHE 205. Acquisition of data by accurate and precise manipulative techniques is emphasized. Data reduction is accomplished by computer analysis. Areas of analysis include: gravimetry, titrimetry, potentiometry, chromatography, visible and ultraviolet spectroscopy, atomic absorption and atomic emission spectroscopy (two 3-hour laboratories per week). *Prerequisite:* CHE 111. *Prerequisite or Corequisite:* CHE 205. Competency: Scientific Inquiry.

## **CHE 210, 211 Organic Chemistry I & II 8 SH**

A full-year course designed to present the principles and theories of the chemistry of the principal groups of



carbon compounds. These various groups will be interrelated on the basis of common reaction mechanisms. *Prerequisite* for CHE 210: CHE 110 and a "C" or better in CHE 111 or equivalent (3 hrs lecture — 3 hrs laboratory). *Prerequisite* for CHE 211: CHE 210 or equivalent. CHE 210: fall semester, CHE 211: spring semester.

### **CHE 250 Chemistry Seminar 5 SH**

This course is designed to provide those topics and skills necessary for a complete background in chemistry which are not found in other structured chemistry courses. Topics covered will include such areas as OSHA regulations, handling and disposal of toxic substances, use of chemical literature such as Chemical Abstracts, Scientific Information Retrieval Systems and technical writing. Student presentations will cover topics mutually agreed upon by the students and faculty. This course may be repeated as often as desired. A minimum of 1 semester hour is required and a maximum of 2 semester hours may be applied toward graduation. Grading will be on a pass/fail basis. Every semester.

### **CHE 260 Concepts of Physical Chemistry 2 SH**

This one-semester course will encompass the chemistry, physics and mathematics concepts and skills required for understanding the theoretical foundations of classical thermodynamics, kinetics, quantum mechanics, and statistical thermodynamics. Specific applications of the following topics to chemistry will be covered: models of translation, rotation and vibration; differentials, integrals and multivariable functions in chemical theory; vectors and physical coordinate systems; operators; fundamental differential equations in physical problems; matrices and determinants; error calculations; statistics in chemistry; numerical methods; and group theory and chemical structure. This course is recommended for students who plan to take CHE 300/301. Students majoring or minoring in chemistry may not apply credit for this course toward the chemistry requirements. *Prerequisite*: CHE 111, MAT 182 and PHY 110.

### **CHE 297 Cooperative Education in Chemistry (Cooperative Research) 12 SH**

The student carries out a full-time work experience in an available, departmentally approved position for a predetermined duration. Generally, junior-level standing in chemistry is required. A 2.0 overall GPA and 2.5 in CHE 110-111, 205-206, 210-211 is required. CHE 300 is strongly recommended before CO-OP (or, in rare cases, may be taken during). CO-OP may be taken more than once with certification by the department that it is a uniquely different cooperative experience. Every semester.

### **CHE 298 Faculty Developed Study 1–6 SH**

### **CHE 299 Student Developed Study 1–6 SH**

A vehicle designed to provide students with an opportunity to develop their own learning experience. Students will design a project and secure a faculty sponsor to work with them. May be utilized more than once. Open to students of all classes. *Prerequisite*: Permission of faculty sponsor and department; approval of dean.

### **CHE 300, 301 Physical Chemistry I & II 8 SH**

This full-year course is designed to provide a theoretical study of the behavior of matter in the gaseous, liquid and solid states through analysis of the principles of thermodynamics, chemical kinetics and equilibria, chemistry of solutions, atomic and molecular structure (3 hrs lecture — 3 hrs laboratory). *Prerequisite*: CHE 205, 206, 211, MAT 182, PHY 111. CHE 300: Fall semester, CHE 301: Spring semester. CHE 300 is prerequisite for CHE 301.

### **CHE 311 Inorganic Chemistry 4 SH**

An introduction to modern concepts of inorganic chemistry, including electronic structures, molecular structures and periodic classification of the elements. Additional topics will be selected from the following areas: bonding theories, quantum theory, solid state theory, transition metal complexes, methods of structural determination, bioinorganic chemistry and instrumental techniques currently used in inorganic chemistry. The experiments chosen are to illustrate inorganic synthetic techniques, methods of purification and methods of characterization. Alternate fall semesters (3 hrs lecture — 3 hrs laboratory). *Prerequisite*: CHE 205, CHE 206 and CHE 211.

### **CHE 330 Senior Research in Chemistry 4 SH**

Open to senior chemistry majors only, this course will consist of an individual research project designed to give experience in planning and conducting research. The use of modern instruments and techniques will be emphasized. This course is required for an ACS-approved degree. Every semester (1 hour lecture — 9 hrs laboratory). *Prerequisite or Corequisite:* CHE 300.

### **CHE 340 Material Chemistry 3 SH**

This course applies fundamental principles of physics and chemistry to understand the structures of materials in order to design materials with desired properties for new applications. Topics that will be discussed include: electrical, mechanical, thermal, optical and chemical properties of metals, ceramics, composites, electronics, magnetic and polymeric materials, their atomic, molecular and crystalline structures and the relationships between those structures and properties. Offered every other year. *Prerequisite:* CHE 205, 206 and 210.

### **CHE/ED 385 Methods of Teaching 3 SH in the Secondary Schools See ED/CHE 385**

### **CHE/ED 386 Secondary Education 1 SH Professional Development School Experience**

See ED/CHE 386

### **CHE 400 Instrumental Analysis Lecture 3 SH**

The intent of this course is the effective and knowledgeable use of modern chemical instrumentation in order to solve chemical problems. Areas covered will include theory and fundamental concepts of instrumentation with application and interpretation of results. Topics include: analog and digital electronics and electroanalytic, spectroscopic and chromatographic methods. Spring semester. *Prerequisite:* CHE 205, 206, 211 and 300; PHY 111.

### **CHE 401 Instrumental Analysis Laboratory 2 SH**

Laboratories complement the lecture material in CHE 400. Experiments include selections of the following techniques and instruments: spectroscopic (UV/VIS, FTIR, photoluminescence, AA/ICPOES/FTNMR), chromatographic (GC,HPLC), mass spectrometric (MALDI-TOF, quadrupole MS) and hyphenated instrumental methods, GC-MS (two 3-hour laboratories per week). *Prerequisite:* CHE 205, CHE 206, CHE 211 and CHE 300; PHY 111. Corequisite: CHE 400. (Two 3-hour laboratories per week)

### **CHE 415 Medicinal Chemistry 3 SH**

The course will cover important classes of drugs (analgesics, drugs affecting the central nervous system, the cholinergic and adrenergic system, the immune response, antithrombotic agents, antihypertensives, peptides, prostaglandins) as well as general principles in drug research (bioisosterism, receptors, pharmacokinetics.) *Prerequisite:* CHE 211 or permission of instructor. (3 hrs lecture)

### **CHE 420 Advanced Topics in Organic Chemistry 3 SH**

The content of this course may vary from year to year, depending on the interests of students. Aspects of organic chemistry not introduced in CHE 210, 211 will be introduced and topics introduced in CHE 210, 211 will be treated in much greater depth. Examples that could be included are: heterocyclics, natural and synthetic polymers, photochemistry, medicinal chemistry, natural products and molecular orbital symmetry rules. Alternate fall semesters (3 hrs lecture). *Prerequisite:* CHE 211

### **CHE 421, 422 Biochemistry Lecture I & II 6 SH**

This full-year course comprises a study of the major classes of biologically important compounds, their metabolic interconversions and enzymology. Emphasis is on the application of fundamental chemical principles to biological systems (3 hrs lecture). *Prerequisite:* CHE 211 or equivalent. CHE 421 or equivalent for CHE 422. CHE 421: fall semester. CHE 422: spring semester.

### **CHE 430 Senior Research in Chemistry 4 SH**

Open to senior chemistry majors only, this course will consist of an individual research project designed to give experience in planning and conducting scientific investigations. The use of modern instruments and techniques is emphasized. This course is required for an American Chemical Society (ACS)-approved degree. *Prerequisite:* CHE300 and must satisfy the Culminating Experience (CE) prerequisites. Competency: Culminating Experience and Writing Intensive Tier 3.

**CHE 431 Biochemistry Laboratory 2 SH**

A laboratory course which provides an introduction to many of the methods used in modern biochemical research and analysis and the principles on which they are based. Methods covered include UV/Vis spectrophotometry, electrophoresis, gel chromatography, HPLC, enzyme kinetics and recombinant DNA techniques. Students work with considerable independence. Spring semester. *Prerequisite:* CHE 205, CHE 206, CHE 211 and CHE 421 (two 3-hr laboratories per week). *Prerequisite or Corequisite:* CHE 422.

**CHE/BIO 440 Molecular Biology 3 SH**

See *BIO/CHE 440*

**CHE/ED 442 Teaching Science in Secondary Schools 3 SH**

See *ED/CHE 442*

The following courses also have been approved and are offered periodically:

*CHE 104 Principles of Chemistry*

*CHE 202 Everyday Chemistry II*

*CHE 220 Introduction to Organic Chemistry*

*CHE 305 Biophysical Chemistry*

*CHE 320 Clinical Biochemistry*

*CHE 438 Molecular Biochemistry of Nucleic Acids*

# CHINESE

## **CHI 162 Introductory Chinese I 3 SH**

A course for students who have no prior knowledge of Mandarin Chinese. Aimed at introducing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course. *Prerequisite:* Level 1 language placement in Chinese. *Special Info:* Native speakers and students with 4 years of high school Chinese may not take for credit. **General Education: Humanities/World Languages and Cultures. (if CHI 164 is successfully completed). Competency: Intercultural**

## **CHI 164 Introductory Chinese II 3 SH**

The second semester course in the Introductory Mandarin Chinese sequence. Aimed at further developing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course. *Prerequisite:* CHI 162 or Level 2 language placement. **General Education: Humanities/World Languages and Cultures. Competency: Intercultural**

# Communication

## **COM 102 Orientation to the Communication & Media Arts Major 1 SH**

Exposes Freshman Communication & Media Arts majors to areas that will help ease the transition from high school to college, in a discipline-specific way. A practical resource for students to become oriented to the Communication & Media Arts major. Students will become familiar with ideal study strategies, the fastest and most useful resources to be campus-successful, stylistic considerations for using research at a college-level, and retention strategies – all specific to Communication & Media Arts. Offered to incoming COM-declared Freshmen in Fall semester. *Prerequisite:* Communication &/or Media Arts Major. Competency: First Year Navigation and Information Literacy.

## **COM 110 Sight, Sound & Motion 3 SH**

Sight Sound Motion is an introduction to the concepts and theories of applied media aesthetics. Students examine and analyze the effects of light, color, space, time, motion, sound, and visualization as these elements function in a finished product. Students are given the tools to identify, clarify, and interpret media content from TV, film, the Internet, steaming, and mobile devices. Every Semester. Competency: Critical Thinking.

## **COM 146 Basic Video Production 3 SH**

The portable single camera system explored through both spontaneous and planned shooting with post-production use of editing, presentation and critical analysis. Every semester. Competency: Creative Process and Information Literacy.

## **COM 160 Public Speaking 3 SH**

This course is an introduction to the concepts, theories, and skills of effective public communication. It includes the consideration of successful public speaking techniques and strategies for selecting speech topics, argument construction, and delivery. Competency: Oral Communication.

## **COM 161 Decision Making in Groups 3 SH**

A study of the principles and techniques of problem-solving through group activity. Emphasis on group discussion and parliamentary procedure. Every semester. Competency: Oral Communication.

## **COM 162 Interpersonal Communication 3 SH**

Working from the assumption that the basis of a meaningful existence is the ability to engage in gratifying and ethical relationships with others, this class examines the complex nature of face-to-face interaction. Course lectures, readings, and discussions consider the nature of communication, reality, language, and nonverbal communication and relationships. Class activities focus on improving awareness and understanding of the communication of oneself and others; and providing the skills necessary to make conscious choices about how to present one's self and interact with others. Every semester.

## **COM 163 Introduction to Communication Skills 3 SH**

This course is a survey of the discipline of human communication. The areas covered include interpersonal, small group, public, mediated, intercultural, and organizational communication. Readings and discussions will consider the perspectives taken by communication researchers and well as the nature of the questions they ask in their efforts to understand our social world. The course also considers what skills are necessary to achieve ethical communicative competence in each of these areas. Competency: Oral Communication.

## **COM 190 Introduction to Mass Communication 3 SH**

This course focuses on the impact of mass communication on culture. Topics include a survey of the development of modern communications technologies and media and some of the legal and social issues which emerged with and because of them.

## **COM 200 Language and Communication 3 SH**

The role of language as central feature of the communication process will be explored by examining the

development and the nature of language. Particular emphasis will be placed upon the analysis of language in interpersonal communication. Spring semester. *Prerequisite*: COM 160 or 161 or 162 or 163. Competency: Critical Thinking.

### **COM 203 Health Communication 3 SH**

We will explore how communication creates and sustains or contradicts and changes concepts of health and provision of health care. Issues of health and health care will be explored in the following contexts: how health and illness shape personal identity; interpersonal communication between health care provider and patient; the consequences of serious illness on family communication; support groups; intercultural and international communication issues in providing and accessing health care; communication in health care organizations; the role of mass media and social media in health communication; and social marketing and evaluation of the health campaign. Alternate spring semesters. *Prerequisite*: COM 160 or 161 or 162 or 163. Competency: Critical Thinking and Health & Wellness.

### **COM 205 Communication Environments 3 SH**

Students examine the ways in which the nature of communication in selected social and mass media environments structures interaction. Fall semester. Students are required to participate in course-related activities. *Prerequisite*: COM 160, 161, 162, or 163. Competency: Critical Thinking.

### **COM/ANT 208 Intercultural Communication 3 SH**

See ANT/COM 208

### **COM 210 Nonverbal Communication 3 SH**

Factors involved in nonverbal communication such as space, body language, vocal nuance and time, will be analyzed as they relate to the transmission of verbal messages and to the communication situation as a whole. Students will be expected to familiarize themselves with research findings in this area and to use this as a foundation for studying and improving their own communication behavior. Every semester. *Prerequisite*: COM 160 or 161 or 162 or 163. Competency: Critical Thinking and Intercultural.

### **COM/WS 211 Women, Language & Communication 3 SH**

An exploration of the theories that account for variations, similarities and differences among female speakers and between female and male speakers. Emphasis is placed on women's speech in a variety of contexts in both public and private settings. Alternate spring semesters. *Prerequisite*: COM 160 or 161 or 162 or 163.

### **COM 212 Effective Listening 3 SH**

This course focuses on improving understanding of the listening process in both theory and practice. The primary emphasis is on listening in a variety of face-to-face contexts, but also includes consideration of the mass media. Fall semester. *Prerequisite*: COM 160 or COM 161 or COM 162 or COM 163.

### **COM 215 Family Communication 3 SH**

This course examines communication as it functions in family systems. Students will focus on identifying patterns of communication, development of communication rules, information processing and research issues related to the field. Spring semester. *Prerequisite*: COM 160, COM 161, COM 162 or COM 163.

### **COM 219 Communication Ethics 3 SH**

Explore and assess issues of responsibility and ethical standards in the field of communication, in both mediated and face-to-face contexts. Goals of this course include recognition of ethical issues; stimulation of the moral imagination; development of critical/analytical skills, a sense of moral obligation, the ability to consider and speak competently on ethical issues in the field, and to tolerate disagreement. Every semester. *Prerequisite*: Sophomore standing. Competency: Critical Thinking.

### **COM 230 History of Mass Media 3 SH**

Students will examine the origins, structure and functions of major forms of mass media such as print, the phonograph, radio, television, movies and computers. The interaction of media and culture will be stressed. Fall semester. *Prerequisite*: Sophomore standing. Competency: Critical Thinking and Information Literacy.

### **COM 242 Script Writing 3 SH**

Workshop in the process of developing written scripts for various media formats such as the documentary,

the technical and instructional film and videotape, the teleplay and the screenplay. Alternate fall semesters. *Prerequisite:* COM 110 or COM 146, and a writing-intensive (“W”) course with a “B-” or higher.

### **COM 243 Broadcast Writing 3 SH**

An exploration of the principles and practice of writing for radio and television. Students will prepare a variety of written materials for presentation in both media. Alternate spring semesters. *Prerequisite:* COM 146; a writing intensive (“W”) course with a “C” or higher.

### **COM 245 Meditation, Self-Awareness and Communication 1 SH**

Through the practice of insight meditation students will learn how to calm the body and the mind in order to examine and understand the mind, awareness, and consciousness. Students will cultivate awareness of how this practice offers insight into the nature of the self and interaction with others.

### **COM 246 Intermediate Video Production 3 SH**

Production of a studio television program utilizing photography, graphics, film and sound. Spring semester. *Prerequisite:* COM 146 with a “B-” or higher.

### **COM 247 Live News & Election Coverage 4 SH**

This course is a challenging, comprehensive, hands-on news production class. We prepare and create original pre-recorded, edited news packages and live news content. Production includes working in the field, on location, and in a TV studio. Strict adherence to broadcasting deadlines must be met, attendance is mandatory, team work is necessary, and individual responsibility is a must. Lectures provide concepts and theories that inform students about news production work practices and techniques, interviewing, and necessary information regarding civics, government, and politics. Production work 2-4 hours/week beyond class is expected. May be used by Media Arts Production students as a major elective; students may repeat course as a free elective. *Prerequisite:* COM 146 and instructor permission. Competency: Creative Process and Information Literacy.

### **COM 252 Media Performance Techniques 3 SH**

Acting for film and television with an emphasis on interior and exterior production. Every two years. *Prerequisite:* THR 181.

### **COM 260W Thinking through Communication 3 SH**

Readings, discussions and writing assignments focus on core questions that inform our understanding of communication. Moving from personal opinion towards well-reasoned and articulated, sourced-based argument, students will learn critical methods of inquiry, and build their observational, analytical, research, and writing skills. *Prerequisite:* “C” or better in WRT 101 or appropriate placement score in General Education Writing; sophomore standing; COM/Media Arts major in good standing (2.0 GPA); one Communication class with a C or better.

### **COM 263 Persuasion and Propaganda in Media 3 SH**

An analysis of the central themes and techniques of persuasion and propaganda used in the media of television, radio, theater and cinema; special consideration given to the appeals used, the devices of measurement and the role of media in society. Fall semester. *Prerequisite:* COM 190.

### **COM 264 Argumentation and Debate 3 SH**

Consideration of theories, practices and experimental studies in argumentation and debate; delivery of various types of argumentative speeches and debates. Alternate spring semesters. *Prerequisite:* COM 160, COM 161 or COM 162.

### **COM 266 The Rhetoric of Contemporary Conflict 3 SH**

A study of contemporary orators, issues and rhetorical circumstances in the United States. Emphasis on the emergence of the uniquely persuasive language and techniques of the spokespersons for contemporary extremist positions. Alternate spring semesters.

### **COM 267 Rhetoric of American Issues: 1830 to Present 3 SH**

Selected American orators, their speeches and audience reaction to relevant social issues from 1830 to present. Alternate fall semesters.

**COM 268 Public Communication 3 SH**

This course provides an introduction to the basic concepts, theories and principles of persuasive communication. Students will explore the discovery and arrangement of ideas, discursive modes and styles, audience analysis, the use of evidence and reasoning to support claims, and consider some aspects of the ethics of communication. They will develop new critical thinking skills and enhance their ability to listen skillfully to public discourse.

**COM 270 Fundamentals of Radio Broadcasting 3 SH**

Theory and practice of radio broadcasting as exemplified in announcing, newscasting and commercials are studied in workshop atmosphere. Consideration is given to special requirements of voice and articulation. Station organization and FCC regulations are examined. Fall semester.

**COM 271 Exploring the Film 3 SH**

An introduction to the film as a communication medium, including historical, theoretical and critical approaches to the film experience, providing students opportunities to interact with film and, through a variety of transactions, develop their perceptions and critical awareness of the film experience. Representative films will be viewed and discussed. Students will be expected to do a series of papers examining how specific films communicate. Spring semester. *Prerequisite:* Sophomore standing.

**COM/PS 273 Politics in Film 3 SH**

See PS/COM 273

**COM 275 Radio Workshop 1–3 SH**

A workshop on the application of technical and management skills to the operation of radio stations. Considerable attention will be paid to practical problems such as training personnel for air work, broadcast journalism, station promotion, programming and production. A minimum of three hours per week attendance at workshop meetings and three hours per week working at a radio station are required. Repeatable to six hours, three hours of which may be used as major elective credit in Communication Studies or Media Arts and additional credits to be applied for free electives.

**COM 290 Communication Theory 3 SH**

A consideration of the ways in which theories conceptualize human and mass communication. The course considers the historical development of the academic field of communication and assumptions embedded in theory. Special attention is paid to the questions and answers communication researchers generate. The focus is on the practical applications of theory in everyday life. Every semester. *Prerequisite:* COM 160 or COM 161 or COM 162 or COM 163 and one other COM course.

**COM 298 Faculty Developed Study 1–6 SH****COM 299 Student Developed Study 1–6 SH****COM 336 Postproduction 3 SH**

This intensive course combines theoretical and practical editing procedures and techniques. The emphasis of this course is on media aesthetics, terminology, problem-solving, creative options, the process of organizing material, continuity and pacing, constant screenings or concepts discussed, lab sessions, and practical experience on editing systems. Alternate spring semesters. *Prerequisite:* COM 146.

**COM 340 Sound for Media 3 SH**

This course is a continuation of sound and audio production knowledge and skills learned in COM 146 Basic Video Production. Students will work with aesthetic, design, planning, creative, and technical aspects of audio production specifically for digital film and video. The course features lectures, critical analysis, and relevant hands-on experience through sound recording and editing. Course requires work 2-4 hours/week beyond class time. *Prerequisite:* COM 146.

**COM 362 Organizational Communication 3 SH**

A study of communication patterns in various organizational settings with an emphasis on the strategies of the exchange of information, ideas and feelings up, down and across organizational lines. Additional emphasis will be given to the development of communication skills for effective problem-solving within an



organizational setting. Fall semester. *Prerequisite:* COM 160 or COM 161 or COM 162 or COM 163.

### **COM 371 Film and Video Art 3 SH**

This course is a creative and critical examination of works produced by film, video, sound, and performance artists. In this production-based class, students will develop multiple works of experimental film and video art. The theories, methods, and techniques reviewed in class will depart from traditional formulas of media production. Participants should be prepared to step outside of the accepted conventions that guide our daily media experiences. A beginning to intermediate knowledge of non-linear video editing is necessary.

*Prerequisite:* COM 146 and Junior standing.

### **COM/ENG 372 Film and Literature 3 SH**

See *ENG/COM 372*

### **COM 390 Research Methods in Communication 3 SH**

Designed for majors, the course focuses on the methods of conducting qualitative and quantitative research in communication. Students will learn to conduct qualitative research methodologies such as in-depth interviews and focus groups and analyze the discussions using content analysis. Students will learn to design surveys and apply and interpret bivariate statistics. Every semester. *Prerequisite:* COM major and Junior standing.

### **COM 391 Special Topics in Media Studies 3 SH**

This course offers students the opportunity to study current communication issues in depth. Course may be repeated for credit as long as the course topic is different. *Prerequisite:* COM 110 or COM 190 and Junior standing.

### **COM 392 Special Topics in Relational Communication 3 SH**

This course offers students the opportunity to study current communication issues in depth. Course may be repeated for credit as long as the course topic is different. *Prerequisite:* COM 162 and Junior standing.

### **COM 393 Special Topics in Rhetoric/Public Address 3 SH**

This course offers students the opportunity to study current communication issues in depth. Course may be repeated for credit as long as the course topic is different. *Prerequisite:* Determined by course topic or permission of the instructor, Junior standing.

### **COM 394 Special Topics in Media Production 3 SH**

This course offers students the opportunity to study current communication issues in depth. Course may be repeated for credit as long as the course topic is different. *Prerequisite:* COM 146 and Junior standing.

### **COM 408 Strategies of Persuasion 3 SH**

Exposure and practice of interpersonal and public forms of persuasion. Covers contexts for strategies' effectiveness, campaign design, and implementing interpersonal persuasion. Emphasis on practice, presentation, and evaluation of good/flawed persuasion techniques. Alternate fall semesters. *Prerequisite:* COM 160, COM 161 or COM 163. Competency: Critical Thinking and Oral communication.

### **COM/PS 411 Politics and the Media 3 SH**

See *PS/COM 411*. *General Education: Social Sciences.*

### **COM 446 Advanced Video Production 3 SH**

Through critical analysis and practical experience students deal with the art of directing a video production. The class looks at and discusses the conceptualizations and techniques of established directors. Production assignments manipulate and create techniques of production. The course examines fiction and non-fiction narrative as well as objective versus subjective storytelling. The student is required to identify and describe established techniques and create a short production. The production utilizes the concepts and techniques developed during the semester. Alternate spring semesters. *Prerequisite:* C grade or better in COM 246 or COM 247; and COM 336.

### **COM 480 Media Criticism 3 SH**

The critical exploration of mass media including entertainment media, news, and advertising from a variety of theoretical perspectives. Emphasis is on the ways the media serves to shape social, cultural, and political

meanings. Spring semester. *Prerequisite:* COM 110 or COM 190 and a passing grade in a writing-intensive (“W”) course.

### **COM 485 Preproduction for Senior Project 3 SH**

This course builds upon skills and practice learned in basic and intermediate writing and production courses, to work on preproduction for a dramatic, documentary, or experimental senior digital film project. Students incorporate communication and media theory, research, and methods into a comprehensive, written Production Book that is essential preparation for producing a short film up to the principal photography stage. This course must be taken sequentially by Media Production majors before DIMA/COM4YY. Every fall semester. *Prerequisite:* A Writing Intensive Tier 2 course (W2 Competency), COM 242/243, 246, and 336. Minimum Grade of D- or Undergraduate level CTA 146 Minimum Grade of D- or Undergraduate level COM 146FY Minimum Grade of D-. Competency: Writing Intensive Tier 3.

### **COM 495 Senior Thesis 3 SH**

Students will develop a final project with the help of a faculty adviser that demonstrates their expertise in communication or media. Emphasis will be placed on information acquisition, critical thinking and writing and presentational skills. Every semester. For Senior majors in good academic standing. *Prerequisite:* COM 290 and COM 390 with grade of “C” or higher or permission of the instructor. Competency: Culminating Experience and Writing Intensive Tier 3.

# Computer Science

## **CS 102 3D Modeling & Printing 3 SH**

This course will provide students the opportunity to design and produce various 3D model designs using both solid modeling and computer-aided design software, and culminating in the production of physical models via 3D printers. It will also allow students to explore how this process can be used within their respective majors. *Prerequisite:* MAT 100 or MAT 100P or appropriate placement. *General Education: Computer Science; Competency: QR.*

## **CS 103 Computer Animation & Scripting 3 SH**

This course will provide students the opportunity to design and produce 2D computer animations using both freely available software tools and standard scripting languages. It will allow students to explore both the technical/mathematical strategies, and the aesthetic choices requisite for the creation of short computer animations. *Prerequisite:* MAT 100 or MAT 100P or appropriate placement. *Competency: QR.*

## **CS 110 Website Production 3 SH**

Using a problem-solving based approach, students will be introduced to the various aspects of website production including problem specification, requirements analysis, image, video, audio, HTML, and programming using a scripting language such as JavaScript. Through the use of interactive, hands-on sessions, students will be able to construct a website that satisfies a specific set of requirements. Not for CS major credit. Fall and spring semesters. *Prerequisite:* MAT 100 or MAT 100P or appropriate placement. *General Education: Computer Science. Competency: QR*

## **CS 135 Introduction to Problem Solving with Computers 3 SH**

Beginning with a historical perspective, students will first be introduced to various computer concepts including data and information processing, and networks. Students will explore various computer-based problem-solving strategies such as flow-charting, numerical modeling, data abstraction and algorithm design. Subsequently, students will be introduced to several computer applications that provide the tools necessary to implement these strategies. Not for CS major credit. Fall and spring semesters. *Prerequisite:* MAT 100 or MAT 100P or appropriate placement. *General Education: Computer Science. Competency: QR*

## **CS 140 Introduction to Programming 4 SH**

This is an introductory course in computer programming using a high-level programming language such as Java, C#, Python, etc. The registration booklet will indicate the language used in each section of the course. The course emphasizes problem solving and sound programming practices. No previous programming experience is necessary. During this course, students will learn how to construct algorithms and convert them into computer programs using typical flow control statements and data types. Every semester. *Prerequisite:* MAT 100 or MAT 100P or appropriate placement. *General Education: Computer Science.*

## **CS 143 Visual BASIC 3 SH**

This is a first course in programming. No previous programming experience is necessary. Student will learn how to write interactive windows-based programs that solve real problems in their field. Students will learn how to construct algorithms and convert them into computer programs using all the typical control statements, data types, and aggregate data structures. Program interfaces will consist of the common window controls such as buttons, textboxes, list-boxes, combo-boxes, common dialog boxes, etc. Not for CS major credit. Fall and spring semesters. *Prerequisite:* MAT 100 or MAT 100P or appropriate placement. *General Education: Computer Science*

## **CS 166 Introduction to UNIX 3 SH**

An introduction to problem solving and algorithmic development. The fundamentals of the UNIX operating system concepts, architecture and administration are covered. Topics will include: the functions of an operating system and how UNIX fulfills that role, the file system, shells, scripting, utilities and system administration. The course emphasizes problem solving and basics of computer programming in UNIX/Linux

computing environment. Not for CS major credit. Fall semester. *Prerequisite:* MAT 100 or MAT 100P or appropriate math placement score. *General Education: Computer Science.*

### **CS 170 Language C++ 4 SH**

An in-depth introduction to a modern programming language (C++) and its use in constructing programs that solve a variety of problems. Students entering the course should be familiar with fundamental programming techniques in another language, including using variables and data types, branching, looping, and one-dimensional data collections. These topics will be reviewed and extended with regard to the language C++. Other topics covered in the course include streams, files, pointers, dynamic memory allocation, scoping, argument passing mechanisms, functions as arguments, function and operator overloading, templates, recursion, classes and other user-defined data types, vectors and multidimensional arrays, strings and C-strings. The software development process is emphasized. The course will include a significant amount of project work. *Prerequisite:* C or better in CS 140.

### **CS 172 Intermediate Java Programming 3 SH**

This is a continued exploration of computer programming. It emphasizes object-oriented techniques: using and creating classes and objects, inheritance, polymorphism, and Java interfaces, file input and output, introduction to event-driven programming, recursion, and elementary searching and sorting techniques. The course uses a modern widely used object-oriented programming language. It has a substantial project component. *Prerequisite:* CS 140.

### **CS 200 Applied Topics 3 SH**

This course provides students with an exploration of the use of computing in an applied area. Each offering of this course will focus on a chosen applied computing topic (robotics, computer art technology, databases, etc.) and provide students with an environment within which they can learn, through discovery, how computing will affect their lives. *Prerequisite:* CS 110 or CS 135 or CS 140 or CS 143 or CS 166 or permission of the instructor. *General Education: Computer Science.*

### **CS 202 Database Development I 3 SH**

An in-depth introduction to information management techniques with emphasis on data modeling and relational database design. Topics include conceptual data modeling, relational database design and normalization, database query languages, schema integration and integrity constraints, physical database design, and database usability issues. Students will design and implement a database application, working from the E-R modeling stage through to the actual implementation. *Prerequisite:* CS 140 or CS 143.

### **CS 205 Data Modeling & Database Design 4 SH**

An in-depth introduction to information management techniques with emphasis on data modeling and relational database design. Topics include conceptual data modeling, relational database design and normalization, database query languages, schema integration and integrity constraints, physical database design, and database usability issues in a shared environment. Students will design and implement a database application working from the E-R modeling stage through to the actual implementation. This course lays the data modeling foundations used in CS 305 Database Applications Engineering, CS 350 Object Oriented Software Engineering and CS 360 Distributed Applications Engineering. Fall semester. *Prerequisite:* CS 140 or CS 143.

### **CS 215 Computer Organization and Architecture 4 SH**

An introduction to logic circuit design, computer hardware, and microprocessors. The study of finite state machines, control units, arithmetic units, main memory, IO systems, interrupts, and computer peripherals. Data representations, instruction formats, machine and assembly-level organization. The current trends of parallelism are emphasized. Fall semester. *Prerequisite:* CS 140 or CS 143.

### **CS 221 Object Oriented Programming and Data Structures 4 SH**

This course begins with a thorough discussion of object-oriented programming, including single- and multiple-inheritance, polymorphism, operator overloading, memory management, name scope management, generic classes, and exception handling. The programming language used is C++. The course continues with an introduction to the abstract data types: stacks, queues, lists, sets, maps, heaps, priority queues, trees and graphs, their implementation, the associated algorithms and their implementation and basic analysis.

There is a balanced emphasis on development of recursive algorithms throughout the course. The course includes a significant amount of project work. Prerequisite: C- grade or better in CS 170 and C grade or better in MAT 141.

### **CS 235 Digital Media 4 SH**

This course explores, from a technical point of view, the many ways that computers are used to produce both still and animated images. Topics include: color theory, computer graphics hardware, imaging algorithms, graphics file formats, and analysis of related software applications. *Prerequisite:* CS 170 or CS 172; ART 121 or ART 141; Junior standing.

### **CS 240 Software Organization 4 SH**

As your high-level language program executes, it invokes other software residing on the system. In this course we examine the role of this layered hierarchy of foundation software. By understanding underlying software technologies, you will better understand the implementation of current high-level software technologies and be prepared to learn new technologies. The topics covered include event driven programming, GUI and human-computer interaction, introduction to parallel and multithreaded programming, computer network programming, and introduction to information assurance. Spring semesters. *Prerequisite:* CS 221.

### **CS 245 Web Applications Development 4 SH**

This course provides a thorough coverage of Web application development. The practical work involves building a dynamic “e-commerce” web site. Such a site will respond to the user’s requests with dynamically constructed web pages. To construct the data entry web pages the students will learn how to use common HTML and XHTML features along with one scripting language such as JavaScript. The returned web pages will be built by server-side applications.. Students will be exposed to a selection of server-side technologies such as PHP, Active Server Pages (ASP), Java Server Pages (JSP), Java Servlets, or CGI programming with Perl or C++. To enhance their projects students will learn advanced features of various technologies such as cascading style sheets, objects and collections of objects, and the HTML event model for dynamic document formatting. The use of the Extensible Markup Language (XML) will also be studied. Spring semester. Rotates with CS 250 Advanced Programming with Java. *Prerequisite:* CS 170 or CS 172 or CS 250.

### **CS 250 Introduction to Data Structures, Algorithms and Complexity 3 SH**

The main emphasis of the course are basic data structures and the associated algorithms and the notions of time and space complexity of algorithms. It describes algorithms for sorting and searching arrays, the big O notation, and explores the implementation, use, and algorithms for other data structures such as linked lists, stacks, queues, sets, maps, hash tables and binary search trees. It also covers data structures in Java class libraries with emphasis on using generic classes. Optionally, other data structures and algorithms may be included, such as priority queues, heaps, and the heapsort algorithm. Other topics in the course are Java event-driven programming for GUI, exception handling, Java streams and files, and generic programming. There will be a balanced emphasis on recursion throughout the course. Not for CS or Applied Computing credit. Odd Fall Semesters. *Prerequisite:* CS 172 and MAT 141.

### **CS 265 Computer Security Implementation with Java 4 SH**

This course quickly covers all the fundamental concepts in the Java Language and then concentrates on implementing computer security features with Java such as: policy files and permissions, authentication and authorization, Java encryption extensions, implementing digital signatures, secure socket programming, Java Web applications security, comparison with the security features of other platforms. Offered odd-year spring semesters. *Prerequisite:* CS 170 or permission of the instructor.

### **CS 285 Artificial Intelligence 4 SH**

The field of artificial intelligence (AI) is concerned with the design and analysis of autonomous agents. Artificial intelligence also provides a set of tools for solving problems that are difficult or impractical to solve with other methods. These include: heuristic search and planning algorithms, knowledge representation and reasoning, machine learning techniques and methods applicable to sensing, and action problems such as speech and language understanding. The student needs to be able to determine when an AI approach is

appropriate for a given problem and to be able to select and implement a suitable AI method. *Prerequisite:* CS 250 or CS 221; MAT 141 strongly recommended and Junior standing.

### **CS 297 Cooperative Education 1–9 SH**

### **CS 298 Faculty Developed Study 1–4 SH**

### **CS 299 Student Developed Study 1–4 SH**

### **CS 302 Database Development II 1 SH**

A second course in data modeling and database design, continuation of CS 202. This course emphasizes advanced ER and relational modeling techniques, advanced use of SQL, second level computations for physical database design and design of distributed databases, and database usability issues in a shared environment. Students will create a database application, iterating through conceptual, logical and physical modeling and implementation. The course requires substantial out of class preparation and includes a substantial project component. *Prerequisite:* CS 202 and either CS 140 or CS 143 or CS 170 or CS 172.

### **CS 303 Introduction to Data Science with Python 4 SH**

This course introduces the methods, algorithms, processes and tools to extract knowledge from various forms of data and provides hands-on experience with them. These methods and tools can be applied to a wide variety of application areas, e.g. analyzing election results, forecasting stock returns, seeking new classes of astronomical objects, or analyzing data in chemistry, biology or physics. The course assumes familiarity with Python, intermediate skills in designing algorithms, database design skills and knowledge of statistics. The programming language Python is currently a first-class tool for scientific computing with a small and easy to learn core and powerful libraries of data analytics algorithms. Can be used as CS/Applied Computing elective. Odd Spring Semester. *Prerequisite:* CS 140, CS 170 or 172, CS 205, and MAT 222. .

### **CS 305 Database Applications Engineering 4 SH**

This course addresses the engineering of software application systems with extensive client/server database components. It encompasses all phases of the life cycle of a software system, including planning, analysis, design, implementation, testing, and operation and maintenance. In a team project, students participate in the development of an integrated medium-size information system that uses a contemporary large database management system (DBMS). The course may be offered with different DBMS, specified as an option at each offering. This course will be an elective in the Computer Science program unless it is used as a required Software Engineering course. Rotates with CS 350 Object Oriented Software Engineering and CS 360 Distributed Applications Engineering. *Prerequisite:* CS 170 and 205.

### **CS 315 Design and Analysis of Algorithms 4 SH**

The design, implementation and analysis of algorithms. The course explores basic algorithmic strategies, such as divide and conquer, greedy algorithms, recursive backtracking, dynamic programming and other, and ways to analyze their efficiency and select an appropriate strategy for practical problems. Fundamental data structures such as trees and graphs and the associated algorithms are studied in depth. The classes of P- and NP-complete problems are discussed. Other topics include parallel algorithms, pattern matching algorithms, and state space search. Fall semester. *Prerequisite:* C or better in CS 221 and C or better in either MAT 181 or MAT 171.

### **CS 330 Computer Graphics 4 SH**

The fundamentals of computer graphics including typical hardware and software configurations, raster and vector graphics, and common graphics standards. Graphics primitives (both 2D and 3D) and attributes will be used in developing computer programs. *Prerequisite:* CS 250 or CS 221 and Junior standing.

### **CS 340 Computer Animation 4 SH**

An exploration of the theory and application of computer animation. Students will participate in both a lecture component covering both traditional and computer animation concepts, and a project component consisting of the creation of an animation including at least two objects in motion, and including one or more advanced concepts presented during the lecture component of the course. Alternate fall semesters. *Prerequisite:* CS 221 or CS 250 and Junior standing.

### **CS 350 Object Oriented Software Engineering 4 SH**

This course addresses the application of theory, knowledge, and practice for effectively and efficiently building software systems that satisfy the requirements of users and customers. Central topics are software quality, evolution, reuse and cost. The methods introduced are applicable to small, medium, and large-scale systems. The course emphasizes modern object-oriented methodologies and encompasses all phases of the life cycle of a software system, including requirements specification and analysis, design, construction, testing, and operation and maintenance. Students participate in a team project for development of a medium-size system. This course will be an elective in the Computer Science program unless it is used as a required Software Engineering course. Rotates with CS 360 Distributed Applications Engineering and CS 305 Database Applications Engineering. *Prerequisite:* CS 205 and 221. CS 240 strongly suggested.

### **CS 351 Independent Study 3 SH**

Designed for students who show above average ability and interest in computer science, this course allows the student to study advanced topics not included in standard course offerings. Approval from the chair of the Department of Computer Science is required. Fall and spring semesters.

### **CS 355 Programming Languages 4 SH**

Formal definition of programming languages, including specification of syntax and semantics. Types of languages and their uses. Programming language design questions with respect to data types, variables, expressions, assignment and control statements, subprograms, etc., with examples of their solutions. Organization of compilers illustrating compilation of simple expressions and statements in imperative languages. Use of functional and logic programming languages for knowledge representation and reasoning. Fall semester. *Prerequisite:* Grade of C or better in CS 221 and CS 240; CS/MAT 165 or MAT 304; CS/MAT 359 is recommended.

### **CS 357 Introduction to Embedded Systems 4 SH**

Students will become familiar with software development for small embedded computer systems such as Arduinos and DigiSparks. They will first focus on C language programming but will sharpen their assembly language skills as well as they investigate timing critical features. The students will learn how to read product data sheets and from the information contained in those, how to write their own libraries to support such devices as LCD displays, and LED panels. Some projects developed in the course will make use of SPI and I2C busses, and the students will become very familiar with how these work. Each student will design and implement their own final project, incorporating various hardware and software components of their own choosing. *Prerequisite:* CS 166 and CS 215.

### **CS/MAT 359 Introduction to the Theory of Computation 3 SH**

See MAT/CS 359.

### **CS 360 Distributed Applications Engineering 4 SH**

This course introduces principles of software engineering with emphasis on building distributed applications. After an introduction to software engineering and overview of the fundamentals of networking, the course covers topics specifically related to distributed systems, such as processes and inter-process communication, distributed process synchronization, naming, security and reliability issues in distributed systems. Students will study the architecture of typical distributed applications. They will build programs for the primary components of distributed architectures. In a team project, they will participate in the development of a distributed application. This course will be an elective in the Computer Science program unless it is used as a required Software Engineering course. Rotates with CS 350 Object Oriented Software Engineering and CS 305 Database Applications Engineering. *Prerequisite:* CS 205 and CS 240.

### **CS 385 Data Mining 4 SH**

This is an introductory course in data mining, an evolving and growing interdisciplinary area of research and development, both in academia and in industry. Along with the traditional concepts and functions of data mining, like classification, clustering, and rule mining, students will be introduced to the current issues related to mining in Web and in multimedia applications. This course is an elective in the computer science program. *Prerequisite:* CS 221 and Junior standing.

### **CS 390 Computer Science Research 3 SH**

This course provides students with an exploration of both computer science research and research methods in general. Through a combination of required seminars and guided research projects, students will be immersed in a typical undergraduate research environment. Offered in summer. *Prerequisite:* CS 240 and Junior standing or permission of the instructor.

### **CS 399 Honors Project 3 SH**

This course requires that each student implement a programming project in an area selected by the student and approved by the instructor. The student will be expected to: 1) investigate the project area in the current literature and 2) make a final oral report at an "open seminar." The student who passes this course with an "A" and maintains at least a 3.5 average in computer science courses at the university will be considered to have graduated with honors in computer science. Fall and spring semesters. *Prerequisite:* CS 355 and CS 450 and GPA of 3.5 or higher in all CS/MAT required courses.

### **CS 410 Compiler Construction 4 SH**

Phases of a compiler: scanning, parsing, internal representation, code generation and optimization; tools for compiler development; and a compiler for a simple language will be studied. Programming projects will be required. *Prerequisite:* CS 240 and CS 350.

### **CS 444 Computer Networks 4 SH**

An introduction to computer networks and data communication. Course work includes a study of network organization, telecommunication principles, network software and hardware, and examples of existing networks. Data communication: concepts, modes, devices, coding theory, and system structures as well as networks types, structures, topologies, and protocols will be studied. ISAO reference model: protocol layers and functions; LAN and WAN; Wireless MANs and LANs, home networking, communication protocols, PTP networks, network programming, Client/server programming, Web programming, and computer networks security. Network programs will be implemented using operating system services, and high-level language (e.g. Java) *Prerequisite:* CS 240 and CS 315.

### **CS 450 Operating Systems 4 SH**

A study of history, evolution, philosophies, and structures of operating systems. Discussion of the operating system concepts. Processes, resource management, virtual machines, scheduling, memory management, file systems, device management, allocation techniques, memory protection, virtual memory, paging and segmentation. The role of the OS in security and protection. OS interface and distributed/network OS concepts. Detailed comparative study of features and architecture of selected operating systems. Fall semester. *Prerequisite:* CS 215 and CS 240.

### **CS 484 Special Topics in Computer Science 4 SH**

An examination of one or a few related emerging topics in computer science. The topics in this course will be announced by the middle of the previous semester. *Prerequisite:* CS 305 or 350 or 360 and Junior standing.

The following courses also have been approved and are offered periodically:

*CS 144 Advanced Visual BASIC*

*CS 201 Computer Language Topics*

*CS 270 Computers in Society*



# Digital Interactive Media

## **DIMA/CS 100 Introduction to Digital Interactive Media 3 SH**

This course is an introduction in the use of text, sound, and graphical image as a platform for interactive digital experiences. Students will explore how digital technology is a conduit for relating with the self, each other, and society at large. Areas of discussion include digital identity, social media, automated text, sound-based storytelling, graphical space as well as various forms of digital interaction. Students will produce multiple projects, including zines, twitter bots, podcasts, and computer-generated graphics. The course will culminate with a concept driven final project.

## **DIMA 200 Storytelling for Digital and Interactive Media 3 SH**

This course examines and applies foundations of design for new media technology and visual communications. Students will learn the creative process in digital imaging and interactive multimedia, such as linear vs. nonlinear storytelling, storyboarding, two-dimensional & three-dimensional imaging, color theory, lighting effects, web design, editing, and digital film/video. Emphasis will also be placed on concept development and pre-production, and learning the vernacular language in the digital media industry.

*Prerequisite:* DIMA/CS 100 and COM 146.

## **DIMA/CS 300 Digital and Interactive Technologies 3 SH**

In this course, students will explore digital and interactive technologies through a process of practice and theory. Initially, the course will introduce technical procedures for creating presence within virtual spaces. Technologies to be covered may include photogrammetry, 3D modeling, game engine content creation or augmented/virtual reality. In addition to this practical exploration, students will conduct research and complete a comprehensive written project that is relevant to the field of digital and interactive media arts. The written project will satisfy the requirements of the W3 competency. Research topics may include posthumanism, digital persona, objectivity or art environments. *Prerequisite:* WRT 101, Writing Intensive Tier II (W2), DIMA 200 and junior standing. *Competency:* Writing Intensive Tier 3.

## **DIMA/COM 436 Senior Project and Presentation 3 SH**

In this course, students will create an original capstone project that is the culmination, integration, and synthesis of their respective DIMA or Media Production learning experience. With the help of a faculty advisor, students will develop a production, project or portfolio that demonstrates their proficiency in an area of digital & interactive media arts or media production. The capstone requires students to engage in a comprehensive, three-stage approach towards project development. This process includes research, preparation, production, creative process, project completion, and distribution. A key method of capstone evaluation will include a juried review of senior productions. The capstone jury will be comprised of DIMA and/or media production faculty and may include professionals from other subject appropriate disciplines or media-based industries. All final productions, projects and portfolios must include research documentation.

*Prerequisite:* Media Production Seniors in good standing in the major and DIMA 300 or COM 235.

*Competency:* Culminating Experience.

# Earth Science

## **ES 103 Planet Earth 4 SH**

This course is designed to acquaint the student with the study of Earth within the framework of the planets and stars, including investigations of the physical characteristics of Earth's atmosphere and oceans and its surface activities and processes. These investigations will serve as a foundation for further study in earth science and for understanding the current frontiers of this science. Field work and observation are required. (3 hrs lecture — 2 hrs lab).

## **ES 110 Physical Geology 4 SH**

This course will be devoted to the study of the basic principles and processes involved in the making of the outer crust of the Earth. In its initial phase the emphasis will be placed on the study of common rocks and minerals. Subsequent lecture, laboratory and field work will lend itself to the physiographic interpretation of topographic maps featuring a variety of landscapes in the United States. (3 hrs lecture — 2 hrs lab).  
Competency: Scientific Inquiry.

## **ES 210 Introduction to Physical Oceanography 4 SH**

This course describes the basic characteristics of the oceans such as the ocean basins and the large scale temperature and salinity distributions of seawater. Important physical processes are discussed including: interactions between the oceans and atmosphere, geostrophic and western boundary currents as well as the large-scale wind-driven and thermohaline circulations. Ocean phenomena from surface ocean waves to El Niño events to the effects of the oceans on global climate are also discussed. The laboratory session includes hands-on use of instrumentation as well as numerical models and data available on-line to understand the oceans (3 hrs lecture — 2 hrs lab). *Prerequisite/Corequisite:* CS 140 or CS 143 and MAT 181 or equivalent and PHY 111.

## **ES 298 Faculty Developed Study 1–6 SH**

## **ES 299 Student Developed Study 1–6 SH**

## **ES/ED 385 Methods of Teaching in the Secondary Schools 3 SH**

*See ED/ES 385.*

## **ES/ED 386 Secondary Education Professional Development School Experience 1 SH**

*See ED/ES 386.*

## **ES/ED 442 Teaching Science in Secondary Schools 3 SH**

*See ED/ES 442.*

# Earth and Planetary Sciences

## **EPS 220 Seminar in Earth and Planetary Sciences I 2 SH**

A one-semester seminar course in an area of earth and planetary sciences to be announced; different semesters will consider different areas. Students will read assigned articles from scientific publications about recent research findings; this will be followed by active discussions of the topics as well as student presentations and short research papers. The course may be taken twice, in different semesters, for elective course credit in the major requirements for the B.A. degree in Earth and Planetary Sciences. *Prerequisite:* PHY 103 or equivalent. Offered every other spring, alternating with AST 231 Introduction to Planetary Sciences. (2 hrs lecture).

## **EPS 221 Seminar in Earth and Planetary Sciences II 2 SH**

A one-semester seminar course in an area of earth and planetary sciences to be announced; different semesters will consider different areas. Students will read assigned articles from scientific publications about recent research findings; this will be followed by active discussions of the topics as well as student presentations and short research papers. The course may be taken twice, in different semesters, for elective course credit in the major requirements for the B.A. degree in Earth and Planetary Sciences (2 hrs lecture). *Prerequisite:* PHY 103 or equivalent. Offered every other spring, alternating with AST 231 Introduction to Planetary Sciences.

## **EPS 331 Practicum in Earth and Planetary Sciences 4 SH**

Students are guided through the planning, execution and completion of a research project in an area of earth and planetary sciences, including preparation of a presentation for a scientific conference and a manuscript to submit for publication in a refereed scientific journal. A major component of this course will be hands-on work by the students using instrumentation in the PAM Department. *Prerequisite:* PHY 110, PHY 111 and MAT 181 or equivalent. Offered every third semester. (3 hrs lecture — 2 hrs laboratory)

## **EPS 450 Senior Research in Earth and Planetary Sciences 4 SH**

Open to senior earth and planetary sciences majors only. Using their experience in earth and planetary sciences from previous courses and in consultation with PAM Department faculty, students will develop and carry out original research projects which will make use of the instruments and data reduction capabilities available at Western and other facilities, as well as scientific journals and the internet. The work will culminate in a senior thesis and a departmental colloquium presentation (3 hrs lecture — 2 hrs laboratory) . *Prerequisite:* One 200-level or higher course and one 300-level course from the following list: ES 210, AST 231, EPS 220/221, EPS 331, AST 405 and MTR 440. Offered every other academic year, alternating with EPS 490.

## **EPS 490 Advanced Topics in Earth and Planetary Sciences 3 SH**

The content of this course may vary depending upon the interests of students and department faculty. Aspects of the earth and planetary sciences will be considered in much greater detail than in 200-or 300-level courses (3 hrs lecture). *Prerequisites:* One 200-level or higher course and one 300-level course from the following list: ES 210, AST 231, EPS 220/221, EPS 331, AST 405 or MTR 440. Offered every other academic year, alternating with EPS 450 Senior Research in EPS.

# Economics

## **ECO 108 Contemporary International Economic Issues 3 SH**

This course is designed for the general education student. It focuses on the global economic interdependence among nations, causes and consequences of global socioeconomic problems, and policy solutions. Topics include population explosion, world poverty, technology and information flows, environmental pollution (global warming), differences in educational and health care systems, global trading systems, and international drug trafficking. Offered periodically. *Prerequisite:* Sophomore standing.

## **ECO/PS 110 Introduction to Political Economy 3 SH**

Course examines systems of wealth, power and poverty at global and national levels. Topics include: the origins of the politico-economic domination of the world by the West; the globalization of industrial capitalism; colonialism and neocolonialism; communism; and the development of the world environmental crisis. Spring semester.

## **ECO 207 Contemporary Domestic Economic Issues 3 SH**

This course is designed to provide students with a foundational knowledge in understanding how the world works around them. It introduces students to basic economic theory, which helps them understand and evaluate critical issues, such as income inequalities, health care, discrimination, and crime. Students will gain economic literacy, which is an important tool in interpreting events that may directly or indirectly affect them and in preparing and responding to such events. Summer Only.

## **ECO 211 Principles of Macroeconomics 3 SH**

This course is intended to be an introduction to macroeconomic analysis. In this course, students learn about economic way of thinking, the basic macroeconomic indicators, use them to understand the causes of and patterns in various economic activities, and how they are related to each other. Topics include inflation, unemployment, fluctuations in aggregate economic activity, government budgets and debt, the banking system, and fiscal and monetary policies. By the end of the course, students will be able to examine economic problems using theories developed by economists to inform the public policy used to manage aggregate economy. *Prerequisite:* MAT 118 or higher. *Competency:* Critical Thinking.

## **ECO 213 Principles of Microeconomics 3 SH**

Designed to acquaint the student with basic microeconomic concepts, theories and their applications. Topics include the theory of consumer demand, costs of production, theories of firm behavior in different market structures, resources allocation, income distribution and international trade. Every semester. *Prerequisite:* MAT 118 or higher. *Competency:* Critical Thinking.

## **ECO/SOC/ANT 234 Economic Anthropology 3 SH**

This course will give both a theoretical and a practical grounding in economic anthropology by focusing on recent fieldwork and publications within economic and cultural anthropology. After students are introduced to theoretical debates and issues in the field, they will read about and discuss people in the specific ethnographic contexts as they grapple with poverty, globalization, modernization, and development — always keeping in mind that the economy is closely intertwined with and cannot be understood apart from sociocultural factors in people's lives. The course will involve small-group and large-group discussions, lots of interesting reading and a commitment to the formation of a critically thoughtful and engaged classroom community. *Prerequisites:* ANT 100 or SOC 100 or ECO 211 or permission of instructor.

## **ECO 240 Environmental Economics 3 SH**

Environmental economics is intended to be an introduction to economic perspectives and analysis on environmental and natural resources issues. Students will examine economic theories related to natural resources, with an emphasis on the strengths and weaknesses of alternative viewpoints. The heart of environmental economics is applying cost-benefit analysis to examine environmental issues and efforts to address each of these issues. The analysis involves a lot of uncertainties with regards to the costs and benefits of such efforts and therefore we rely greatly on valuation methods such as contingent valuation and

travel cost methods. Topics include economic analysis of common resources; economic analysis of depletable and renewable natural resources; the population problem; economics of pollution; the economic valuation of environmental goods; and ecological economics. Prerequisite: ECO 213 or MAT 118 or higher

### **ECO 306 The Economics of Sports 3 SH**

Sports economics is an applied economics course that uses the sports industry to explain economic concepts and examine public policy issues. Pertinent fields of study include game theory, public finance, and labor economics. Issues studied include competitive balance in a league, supply and demand of sports, collective bargaining (labor economics), why cities are willing to finance stadiums (public finance), market structure in professional sports, and the economics of intercollegiate sports. Taking this course will hopefully make students better informed and help them understand how the world works through the lens of economic and cultural shifts in the sports industry. Prerequisite: ECO 312 grade of C or better and MAT 118 grade of C- or better. Competency: Critical Thinking and Quantitative Reasoning.

### **ECO 307 Comparative Economic Systems 3 SH**

Studies the theories of capitalism and socialism. Compares and evaluates a variety of economic systems with respect to the many factors which directly or indirectly affect economic behavior and outcomes. Alternate spring semesters. Prerequisite: ECO 211.

### **ECO 308 Labor Economics 3 SH**

Analysis of the structure of employment and human resource theory. A study of the labor market operation, wage theory, collective bargaining and related private and public programs. Fall semester of odd-numbered years. Prerequisite: ECO 211 and ECO 213.

### **ECO 311 Money and Banking 3 SH**

This course examines the role of money and the different types of financial institutions and their operation and effect on the economy. The role of the Federal Reserve System will be examined in detail. Prerequisite: ECO 211 and 213.

### **ECO/HIS 314 American Economic History 3 SH**

This course examines the process of economic growth utilizing economic theory and historical discoveries. Also, it examines the process of economic growth in an advanced economy, the economic causation of problems of an advanced domestic economy, and the role of the United States in world affairs. Prerequisite: Junior standing.

### **ECO 315 Business Fluctuation and Forecasting 3 SH**

This course examines business fluctuations and the application of forecasting methods using computer software to generate forecasts. Topics covered include linear regression, time series decomposition, moving averages and exponential smoothing, Box-Jenkins models, and methods of combining and evaluating forecasts. Emphasis is placed on the application of these techniques to produce economic forecasts. Prerequisite: ECO 211 and FIN 230 or MAT 120.

### **ECO 316 Fiscal Policy 3 SH**

The role of the government in its use of fiscal policy to manage the economy. Examination of taxation, expenditure, and borrowing policies of the Federal government. Prerequisite: ECO 211 and 213.

### **ECO 317 Economic Development and Growth 3 SH**

Examines the problems, policies and theories of economic development of the less developed countries of Africa, Asia and Latin America. Spring semester of even-numbered years. Prerequisite: ECO 211.

### **ECO 318 Intermediate Microeconomics 3 SH**

Examines the manner in which producers, consumers and resource owners, acting through markets, determine the prices and output of goods, the allocation of resources and the distribution of income. Spring semester of even-numbered years. Prerequisite: ECO 213.

### **ECO 319 Intermediate Macroeconomics 3 SH**

Examines aggregate economic analysis with particular attention to Keynesian, New Keynesian and new classical theories of the determination of national income, employment and prices. Fall semester of odd-

numbered years. *Prerequisite:* ECO 211.

### **ECO 321 Urban Economics 3 SH**

This course examines the economics of cities and urban problems. More specifically, a number of factors that have influenced the development of cities, such as technological innovations in production and transportation, are explored. In addition, urban problems including poverty, racial segregation, inadequate housing, inferior education and crime are studied and possible policy solutions considered. Spring semester of even-numbered years. *Prerequisite:* Sophomore standing.

### **ECO/WS 327 Economics of Gender 3 SH**

This course will use economic methods to investigate the relationship between gender and economic outcomes, measured in terms of occupation, earnings, poverty rates and other standard measures of economic well-being. Topics will include the household as an economic unit, increasing labor force participation of women, consequences of female employment for the structure of the family, causes of earnings differences, trade policy effects on women, and race and class differences in economic opportunities for women. Contemporary United States gender differences and policy applications will be emphasized. A primary goal of the course is to enable students to understand the issues and to formulate coherent positions on the topic covered. *Prerequisite:* ECO 207 or ECO 211 or permission of instructor.

### **ECO/GEO 270 Geography of Environment & Development 3 SH**

See *GEO/ECO 270*.

### **ECO 298 Faculty Developed Study 1–6 SH**

### **ECO 299 Student Developed Study 1–6 SH**

### **ECO/FIN 360 Money, Banking and Capital Markets 3 SH**

See *FIN/ECO 360*.

### **ECO 400 Theory of International Economics 3 SH**

Examines international trade theory and policy, foreign exchange markets and the balance of payments. Also, international macroeconomic policy and the international debt problem of developing countries will be studied. Fall semester of odd numbered year.

### **ECO 404 Economics of Entrepreneurship and Industrial Organization 3 SH**

This course will examine (a) the important roles of entrepreneurs as risk takers as they coordinate the other three (capital, labor, and natural resources – land) factors of production to maximize/minimize economic profits/losses, (b) the formation and implementation of commercializable new ideas inherent in new business ventures and existing industrial organizations, (c) the arduous tasks of building and sustaining a viable business organization based on creativity and innovation, (d) competitive strategies under different market structures based on fast-changing creative innovative products, and (e) new business models that have been developed in the current digital age and social media – sharing economy. Students will apply economic analysis and knowledge from various disciplines to understand how new businesses could be created that may differ from their traditional competitors in the modern economy. In addition, the course will examine different forms of business ownership in the United States and evaluate the impact of public policies on these business structures with respect to taxation, financing, and regulation as well as the challenges and opportunities available in the digital economy and social media. *Prerequisite:* junior or senior standing.

### **ECO/FIN 488 Multinational Financial Issues 3 SH**

See *FIN/ECO 488*.

The following courses also have been approved and are offered periodically:

*ECO/HIS 313 The Economic History of American Business*

*ECO 410 Monetary Theory and Policy*

*ECO/HIS 412 History of Economic Thought*

*ECO 450 Seminar in Economic Research*

# English

## Writing Intensive Courses

### Writing Intensive Courses

A number of courses currently offered by the Department of English fulfill the general education writing requirement. These courses are marked with a “W” and have as their minimum prerequisite “WRT 101 or equivalent or placement exam.” The following courses offered by the department carry the “W” label:

ENG I04 Introduction to Nonfiction (W sections only)  
ENG I05 Introduction to Poetry (W sections only)  
ENG I06 Introduction to Fiction (W sections only)  
ENG I07 Introduction to Drama (W sections only)  
ENG 108 Introduction to Literature (W sections only)  
ENG 130W English Seminar  
ENG 131 Contemporary Literature (W sections only)  
ENG 307W Shakespeare I  
ENG 308W Shakespeare II

Criteria for a course carrying the “W” or writing intensive label:

1. The course involves research which includes the gathering and written analysis of information, data, perceptions, evidence, background, observations or arguments as are appropriate to the subject or genre of the course.
2. The course involves the student in a writing process which may take the form of exercises, discussions, logs, reactions to readings, role playing, personal reflection, group work, critical thinking, multiple drafts, freewriting or other activities that integrate the research with the author’s objectives and evolve toward clear and effective writing for a purpose and an audience. As it unfolds, the writing process of the course exposes students to some of the essential issues that writers face; for example, organization, tone, voice, accuracy of expression, dramatic effort, authenticity, and level of diction.
3. In a writing intensive course students produce at least one substantial piece of polished or finished writing, writing that has gone through a full cycle of writing process — from initial idea to final polish and presentation.
4. Students in a writing intensive course will be required to generate documentation displaying, as an average, at least one “page” of student writing for every 50 minutes of class time. This documentation may take several forms; for example, a comprehensive portfolio which includes research notes, responses to assignments and readings, freewritings, logs, drafts, web text or any number of other types of writing appropriate to the subject or writing genre of the course.

### **ENG 104 Introduction to Nonfiction 3 SH**

This course introduces students to the world of nonfiction, such as literary essays, diaries, autobiographies, biographies, magazine writing, travel writing, nature writing, science writing, histories, journalism, and the memoir. The course may focus on a sub-genre, a theme, or a mix/cluster of both at the instructor’s discretion. Every fall. *Prerequisite:* W sections only: WRT 101 or equivalent or placement exam. Non-W sections have no prerequisite. **General Education: Humanities/Literature.** Competency: Critical Thinking.

### **ENG 105 Introduction to Poetry 3 SH**

Study of varieties of poetry — pastoral, elegy, lyric, ballad, sonnet, epic — in order to introduce students to a

cross-cultural literary form. The course opens poetry to novices and develops their ability to read highly concentrated language. Not for major credit. Every semester. *Prerequisite:* W sections only: WRT 101 or equivalent or placement exam. Non-W sections have no prerequisite. Competency: Critical Thinking.

### **ENG 106 Introduction to Fiction 3 SH**

Study of representative novels and short stories in order to develop students' abilities to read prose fiction carefully. The course informs students' understanding of how the literary form suits both an author's and an age's aesthetic. Not for major credit. Every semester. *Prerequisite:* W sections only: WRT 101 or equivalent or placement exam. Non-W sections have no prerequisite. Competency: Critical Thinking.

### **ENG 107 Introduction to Drama 3 SH**

Study of representative plays from various cultures and eras. Students will develop a basic understanding of tragedy and comedy and the human conflicts created and resolved through each. Not for major credit. Every semester. *Prerequisite:* W sections only: WRT 101 or equivalent or placement exam. Non-W sections have no prerequisite. Competency: Critical Thinking.

### **ENG 108 Introduction to Literature 3 SH**

This course provides an introduction to literature and its major genres: fiction, poetry, drama, and nonfiction. By examining the nature, structure, and key elements of literature and reading and analyzing a wide selection of literary texts from major literary genres, this course will enhance students' abilities to appreciate, understand, and critique literature as embodied in its major modes of expression of the human condition. Not for major credit. Every semester. *Prerequisite:* WRT 101 or equivalent or placement exam. Competency: Critical Thinking.

### **ENG 130W English Seminar 3 SH**

This course is required of all English majors and minors as well as all English education majors. It is the gateway course to English studies, introducing students through close reading of a variety of texts to the basic elements of the genres of literary study (fiction, poetry, drama), the terminology used in the profession, how to conduct effective scholarly research, and how to write critical essays on a variety of genres using the stylistic format of the profession. Every semester. *Prerequisite:* WRT 101 or equivalent or permission of the instructor. Competency: Information Literacy and Writing Intensive Tier 2.

### **ENG 131 Contemporary Literature 3 SH**

This course introduces students to a select group of critically acclaimed contemporary authors (e.g., Joseph Heller, Edward Albee, Aleksandr Solzhenitsyn, Sylvia Plath, Norman Mailer, Gabriel García Márquez, Toni Morrison, August Wilson, Salman Rushdie, Philip Roth, Orhan Pamuk) and explores some of the most important contemporary issues as represented in their works. Every spring. *Prerequisite:* W sections only: WRT 101 or equivalent or permission of the instructor. Non-W sections have no prerequisite. Competency: Critical Thinking.

### **ENG 207 The Poem 3 SH**

Students will read a variety of poems from different cultures, time periods and aesthetics and learn how to enter into the figurative and metaphoric language that poems employ. They will also have an opportunity to write and discuss their own poems with the aim of further understanding poetic language. Alternate spring. *Prerequisite:* WRT 101 or equivalent or permission of the instructor.

### **ENG 209 American Literature to 1865 3 SH**

A survey of American literature from its beginnings to the end of the Civil War designed to foster students' ability to read literary texts critically and to provide them with the knowledge and skills for more focused study at advanced levels. Every fall. *Prerequisite:* WRT 101 or equivalent or permission of the instructor. Competency: Critical Thinking.

### **ENG 210 American Literature from 1865 3 SH**

A survey of American literature from 1865 to the present designed to foster students' ability to read literary texts critically and to provide them with the knowledge and skills for more focused study at advanced levels. Every spring. *Prerequisite:* WRT 101 or equivalent or permission of the instructor. Successful completion of ENG 209 is recommended but not required before taking this course. Competency: Critical Thinking.



**ENG 211 English Literature to 1798 3 SH**

A survey of English literature from the Old English Period to the 18th century designed to foster students' ability to read literary texts critically and to provide them with the knowledge and skills for more focused study at advanced levels. Every fall. *Prerequisite:* WRT 101 or equivalent or permission of the instructor. Competency: Critical Thinking.

**ENG 212 English Literature from 1798 3 SH**

A survey of English literature from the Romantics to the present designed to foster students' ability to read literary texts critically and to provide them with the knowledge and skills for more focused study at advanced levels. Every spring. *Prerequisite:* WRT 101 or equivalent or permission of the instructor. Successful completion of ENG 211 is recommended but not required before taking this course. Competency: Critical Thinking.

**ENG 213 Classics of Western Literature 3 SH**

A study of the classics of Western literature from ancient Greece to modern times to acquaint students with representative works which have influenced American and English literature. Every semester. *Prerequisite:* WRT 101 or equivalent or permission of the instructor. Competency: Critical Thinking.

**ENG 214 African American Literature 3 SH**

This course is a survey of African American literature. Students will study a range of genres, including fiction, poetry, drama, autobiography, and non-fiction, by African American authors and be acquainted with their contributions to American literature in general. Students will explore significant historical periods in African American history, such as slavery, the Reconstruction, the Harlem Renaissance, and the Civil Rights movement. This course will situate literary works within their historic and cultural contexts, but will also emphasize close readings of the texts. *Prerequisites:* Successful completion of WRT 101 or permission of the instructor. Competency: Critical Thinking & Intercultural

**ENG/AS 217 The American Dream: Visions & Revisions 3 SH**

See AS/ENG 217.

**ENG 227 Topics in Ethnic and Minority Literature 3 SH**

This course will focus on various authors and texts to explore the comparative and contrasting challenges faced among various ethnic and minority groups, as identified by ethnicity, gender, sexual or religious orientation, and other valid signifiers of "otherness." It will examine the connections and distinctions among dominant and marginalized cultures, as well as minorities' quest for both individual and group identity. This course may be repeated for credit, provided the subject matter is different. Alternate spring. *Prerequisite:* Successful completion of WRT 101 or equivalent or permission of the instructor. .

**ENG 274 Studies in Drama 3 SH**

This course will provide an overview and analysis of movements in drama as it exists in various forms. The course complements the general historical overview of drama provided by ENG 107 by delving more deeply into some specific concerns that led to new developments in the dramatic ideal. This course may be repeated for credit provided the subject matter is different. Alternate fall. *Prerequisite:* WRT 101 or equivalent or permission of the instructor. Competency: Critical Thinking.

**ENG 275 Classical Mythology 3 SH**

This course is a survey of ancient Greek and Roman stories about heroes, gods, and the universe. It will also illustrate the influence of these myths on exemplary works of art, literature, and culture from Middle English literature through today. Alternate fall. *Prerequisite:* WRT 101 or equivalent or permission of the instructor.

**ENG 276 English Language Skills 3 SH**

Students will review and confirm their own knowledge and background of the taxonomy of language knowledge. Building on this prior knowledge (acquired over a period of years since elementary school), they will read widely in the academic and popular press about trends in the use and misuse of English. Every fall. *Prerequisite:* Education majors or permission of the instructor.

**ENG 298 Faculty Developed Study 3 SH**

### **ENG 299 Student Developed Study 3 SH**

### **ENG 306 Chaucer & Medieval Literature 3 SH**

This course acquaints students with Chaucer, major medieval authors and the literary landscape preceding and including Chaucer's era. Alternate fall. *Prerequisite:* Successful completion of at least two 200-level literature courses or permission of the instructor.

### **ENG 307W Shakespeare I 3 SH**

Close reading and analysis of I Henry IV, II Henry IV, Hamlet, Macbeth, Julius Caesar, As You Like It, The Taming of the Shrew, The Merchant of Venice, The Tempest, and representative non-dramatic poems. Every fall. *Prerequisite:* Successful completion of at least two 200-level literature courses or permission of the instructor.

### **ENG 308W Shakespeare II 3 SH**

Close reading and analysis of Richard II, Henry V, King Lear, Othello, Romeo and Juliet, Twelfth Night, A Midsummer Night's Dream, Measure for Measure, The Winter's Tale, and representative non-dramatic poems. Every spring. *Prerequisite:* Successful completion of at least two 200-level literature courses.

### **ENG 313 English Renaissance Literature 3 SH**

This course introduces students to single and mixed genre literary works of the 16th and 17th centuries. Beginning with Wyatt and Surrey's adaptations and transformation of Petrarchan sonnets, this course will include exemplary prose, drama and poetry of the period and relate it to the culture's rediscovery of the art and literature of ancient Rome, the Reformation of the English church, and the rise of literacy. Alternate spring. *Prerequisite:* Successful completion of at least two 200-level literature courses or permission of the instructor.

### **ENG 314 Teaching English Grammar 3 SH**

Teaching English Grammar will introduce students to the structure and grammar of English and their conventions of usage, including mechanics. Students will learn how language works and how it contributes to successful communication. They will also learn the standard linguistic analyses useful for teaching both spoken and written English, and learn skills to present them in a class. *Prerequisite:* ENG 276.

### **ENG 315 Critical Theory 3 SH**

This course will introduce students to a variety of contemporary analytical theories and their application to texts in the realm of literary studies. Every fall. *Prerequisite:* Successful completion of at least two 200-level literature courses or permission of the instructor.

### **ENG 318 Restoration and Eighteenth-Century English Literature 3 SH**

An in-depth study of the major authors and ideas of Restoration and eighteenth-century England. Topics to be covered are Restoration drama, the rise of the novel, the seeds of Romanticism, and the development of the essay. Alternate spring. *Prerequisite:* successful completion of at least two 200-level literature courses or permission of the instructor.

### **ENG 319 Romantic and Victorian Literature 3 SH**

An in-depth study of five to six major writers of Romantic and Victorian literature (e.g., Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Dickens, Thackeray, Charlotte and Emily Brontë, George Eliot, and Hardy) to prepare students for senior and graduate level courses in the program. Alternate spring. *Prerequisite:* Successful completion of at least two 200-level literature courses or permission of the instructor. **General Education: Humanities/Literature.**

### **ENG 320 Twentieth-Century Literature 3 SH**

This course will focus on several varied authors and texts whose work developed and reflected significant cultural and social ideas throughout the twentieth century, beginning with the rise of modernism. Significant similarities and differences among authors, genres and works will be emphasized in order to provide students a better understanding of recent changes in literary form, function and idea. Alternate fall semesters. *Prerequisite:* Successful completion of at least two 200-level literature classes or permission of the instructor.

**ENG/WS 334 Women Writers 3 SH**

The intention is to conduct a thorough literary analysis of a variety of works of literature in all genres written by women. Prerequisite: Successful completion of at least two 200-level literature courses or permission of the instructor. Alternate spring.

**ENG 348 Early American Literature 3 SH**

Close reading and critical study of selections from such authors as Winthrop, Bradstreet, Edwards, Franklin, Jefferson and Irving. Particular attention will be paid to the sense of American identity, as the colonials struggled with what it meant to be a colonial American writer, their relationship to the mother country, their religious faith, their new country and its natives. Alternate fall. *Prerequisite*: Successful completion of at least two 200-level literature courses or permission of the instructor.

**ENG 349 American Literature of Identity 1820-1920 3 SH**

This course will cover the literary study of American Romanticism, Sentimentalism, Realism, Regional Realism and Naturalism. It will clarify the literary strategies engaged by various authors (in keeping with, but not limited to, those topics mentioned in the Rationale). It will include, variously, the authors generally considered as the major writers of the period, i.e. Cooper, Emerson, Hawthorne, Melville, Whitman, Dickinson, Poe, Stowe, Howells, James, Chesnut, Crane, Jewett, Freeman and Wharton. Alternate spring. *Prerequisite*: Successful completion of at least two 200-level literature courses or permission of the instructor.

**ENG/COM 372 Film and Literature 3 SH**

This course examines how literature and film interact and mutually influence each other. May be repeated for credit. Every fall. *Prerequisite*: Successful completion of one writing intensive course and either one film or one 200-level literature course.

**ENG 376 Non-Western Literatures 3 SH**

This course studies literature outside of the Western world: literatures of Asia, the Middle East, Africa, Latin America, the Caribbean, and post-colonial literature. This course may be repeated for credit provided that the subject matter is different. Alternate fall. *Prerequisite*: Successful completion of at least two 200-level literature courses or permission of the instructor.

**ENG/ED 385 Methods of Teaching in the Secondary Schools 3 SH**

See ED/ENG 385.

**ENG/ED 386 Secondary Education Professional Development School Experience 1 SH**

See ED/ENG 386.

**ENG 402 Teaching Literature in the Schools 3 SH**

This course provides an introduction to materials written for and about children and young adults, emphasizing pedagogical, literary as well as socio-cultural approaches to texts. Students will participate in a community of learners and readers while exploring the multiple genres of children's and adolescent literature, examine the role that this literature plays in elementary, middle and high school classrooms, and evaluate the effectiveness of instructional methods using children's and young adult literature. Students will apply appropriate criteria to evaluate the focus literature for those in collection development-professional as well as personal. This course does not meet the 400-level literature requirement for English majors. Every Spring. Prerequisite: Junior standing in the program or permission of the instructor.

**ENG 413 Genre Study 3 SH**

A focused and in-depth study of a genre-related topic, e.g., tragedy, historical fiction, the rise of the novel, 19th-century English novel, romantic poetry, modern English drama, genre and gender. This course may be repeated for credit, provided the subject matter is different. Every spring. *Prerequisite*: Junior standing in the program or permission of the instructor.

**ENG 414 Road Scholar 3 SH**

This course will focus on the writings of several classic authors whose homesteads are located within a few hours travel of the university. It will provide students with the unique opportunity to study great works of literature in the milieu in which they were created and to appreciate the personal, social, and historical

synergistic forces that shaped the production of these texts. Students will be responsible for all fees and expenses associated with their travel. Summers. *Prerequisite:* Junior standing in the program or permission of the instructor.

### **ENG 416 Internship in English 3 SH**

With permission of a full-time faculty member, students will arrange to work in the outside community under the mentorship of a professional in the field. The student will meet with the professional to ascertain the professional's willingness to supervise the student and to solidify the internship contract before beginning the course. At the end of the internship, the supervising professional will be asked to evaluate the student's fulfillment of established requirements and to assess the quality of the student's job performance. Internships could include such things as working in the Connecticut Literacy Program, on the staff of a literary publication, or on the planning of a literary conference. *Prerequisite:* Junior standing in the program or permission of the instructor.

### **ENG 417 Practicum in English 3 SH**

Under the supervision of a full-time faculty member, students will become familiar with the process of teaching literature from preparation to presentation. Students will also learn about different methods for evaluating a student's class performance. This faculty-student mentorship will give students a chance to partake in each phase of the process and receive feedback from their faculty mentor. Students will not teach any classes without the presence of the supervising faculty member. *Prerequisite:* Junior standing in the program and permission of the instructor.

### **ENG/ED 447 Teaching English in Secondary Schools 3 SH**

See ED/ENG 447.

### **ENG 450 Studies in Major Authors 3 SH**

An intense study of 1-3 major authors who have contributed significantly to the canon. The course will study the major works of the major authors in their literary as well as socio historical contexts and examine them closely from varied critical perspectives. This course may be repeated for credit, provided the subject matter is different. Every fall. *Prerequisite:* Junior standing in the program or permission of the instructor.

### **ENG 453 Special Topics in Literature 3 SH**

This course is advanced study in a topic specified in the focus of the title. The course may be repeated for credit, provided the subject matter is different. Every spring. *Prerequisite:* Junior standing in the program or permission of the instructor.

### **ENG 470 Senior Seminar 3 SH**

This course will allow students to revisit the texts they studied in the foundational courses. Students will select one or more texts, develop a thesis, conduct research, and write at least one major critical research essay about their subject utilizing the skills they should have acquired during the course of their studies: critical reading, critical analysis, incorporation of secondary research, and clear, forceful writing. Every spring. *Prerequisite:* Senior standing in the program; Junior standing for education majors. Competency: Culminating Experience and Writing Intensive Tier 3.

# Environmental Studies

## Environmental Studies

### **ENV 100 Environmental Resources 4 SH**

This course is designed to acquaint the student with the interdependence of the sciences in the natural world. Using local and regional examples, this course will show environmental management — failures and successes. This course will serve as a foundation to further study should a deeper understanding be desired. Field trips will be scheduled (3 hrs lecture — 2 hrs lab).

### **ENV/BIO 129 Horticulture 2 SH**

See *BIO/ENV 129*

### **ENV/AST 134 Extraterrestrial Environments and Intelligence 4 SH**

See *AST/ENV 134*

### **ENV/PHY 136 Energy 4 SH**

See *PHY/ENV 136* Competency: Quantitative Reasoning.

### **ENV/MTR 162 Air Pollution Sources 4 SH**

See *MTR/ENV 162*

### **ENV/CHE 205 Analytical Chemistry Lecture 3 SH**

See *CHE/ENV 205*

### **ENV/CHE 206 Analytical Chemistry Laboratory 2 SH**

See *CHE/ENV 206*

### **ENV/SS 250 Society and the Environment 3 SH**

Solutions to environmental problems will have to come from analysis and understanding of historical trends and currently competing forces within the social system. The international aspects of the problems will be stressed. Lectures and field trips. Not open to freshmen. Offered periodically.

The following courses also have been approved and are offered periodically:

*ENV/BIO 126 Animals and Their Environments*

*ENV/GEO 150 Urban Environment as a Human Ecological Problem*

*ENV/BIO 156 Biology of the Environment*

# French

## **FR 162 Introductory French I 3 SH**

A course for students who have no prior knowledge of French. Aimed at introducing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* Level 1 language placement in French. *Special Info:* Native speakers and students with 4 years of high school French may not take for credit. **General Education: Humanities/World Languages and Cultures. (If FR164 is successfully completed). Competency: Intercultural**

## **FR 164 Introductory French II 3 SH**

The second semester course in the introductory French sequence. Aimed at further developing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course. *Prerequisite:* FR 162 or Level 2 language placement in French. **General Education:**

**Humanities/World Languages and Cultures. Competency: Intercultural**

## **FR 298 Faculty Developed Study 1-6 SH**

## **FR 299 Student Developed Study 1-6 SH**

The following course also has been approved and is offered periodically:

*FR 170 A Survey of the French Cinema*

# Geography

## **GEO 100 Principles of World Geography 3 SH**

This course acquaints the student with the extent to which humans are creatures of environment and with the extent to which humans in turn are able to control the forces of nature. A study is made of the influence of climate, topography, soils and other natural resources. Certain cultural areas are analyzed in order to illustrate the influence which geography exerts upon both the material and the non-material aspects of human life. Listed as behavioral and social sciences general education elective. Every semester.

## **GEO 215 Introduction to Geographical Information Systems 3 SH**

This course will introduce students to the subject of GIS, which concerns the storage, analysis and representation of spatial data. The class will be taught using a combination of lectures and hands-on tutorials. Hence, students will need to possess basic computer skills including word processing, Excel and the Internet. The lectures will provide students with the concepts and theories that inform GIS capabilities and applications. The tutorials will guide students through the techniques of GIS software. This combined approach will teach students how to master ArcGIS software such that they can access and manipulate data which can be used to construct maps of various forms. The course will also introduce students to spatial analytical tools which can be used to interrogate databases. The final part of the course will involve students working on their own GIS projects. *Prerequisites:* GEO 100.

## **GEO 270 The Geography of Environment and Development 3 SH**

The Geography of Environment and Development will provide students with an insight into how different people utilize and conserve their natural environments. Students will consider the meaning and importance of both development and environmental management/conservation. They will explore different models of environmental management and development as they have been applied in the West, South America, Africa, the former USSR, Southern Asia and the East. This will include consideration of the role of different economic and political systems in land management and development strategies, as well as the role of science and technology. The course will also examine recent changes to the theory and practice of conservation and development including sustainable development and the growing importance of non-governmental organizations (NGOs). *Prerequisites:* GEO 100.

## **GEO/PS 290 Geopolitics in the 21st Century 3 SH**

*See PS/GEO 290*

## **GEO 298 Faculty Developed Study 1–6 SH**

## **GEO 299 Student Developed Study 1–6 SH**

The following courses also have been approved and are offered periodically:

*GEO/ENV 150 Urban Environment as a Human Ecological Problem*

*GEO 250 U.S.A. and Canada: A Regional Study*

*GEO/AAS 251 Africa: A Regional Study*

*GEO 252 Latin America: A Regional Study*

*GEO 253 Russia and Euro-Asia: A Regional Study*

# German

## **GER 162 Introductory German I 3 SH**

A course for students who have no prior knowledge of German. Aimed at introducing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* Level 1 language placement in German. *Special Info:* Native speakers and students with 4 years of high school German may not take for credit. **General Education: Humanities/World Languages and Cultures. (If GER 164 is successfully completed). Competency: Intercultural**

## **GER 164 Introductory German II 3 SH**

The second semester course in the introductory German sequence. Aimed at further developing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* GER 162 or Level 2 language placement in German. **General Education: Humanities/World Languages and Cultures. Competency: Intercultural**

## **GER 299 Student Developed Study 3 SH**



# Hebrew

## **HEB 101 Introductory Hebrew I 3 SH**

A one-semester course in reading classical (biblical) Hebrew, beginning with identifying, sounding, and writing the print and script letters of the Hebrew alphabet and continuing into the reading of basic words, phrases, and simple textual passages.

## **HEB 102 Introductory Hebrew II 3 SH**

A one-semester course continuation of Hebrew I. Vocabulary will be increased by 150 to 200 words. Basic Hebrew grammar is an important part of the learning process. The language will be reinforced through written and oral exercises from Hebrew to English and English to Hebrew.

# History

## **HIS 100 Introduction to History 3 SH**

This is a basic skills course that does not focus on any one geographical or chronological area. Students would learn: geography, writing, footnoting/citing, methodologies, technology, library skills, etc. — all the fundamentals they will need to be majors. This course also includes a brief introduction to historiography. Students must enroll in this course within one semester of declaring the History major. *Prerequisite:* Declared History major. Competency: Critical Thinking and First Year Navigation.

## **HIS/NWC 114 Asia and the West**

See NWC/HIS 114. Competency: Intercultural

## **HIS/NWC 115 Latin American and Caribbean Civilization**

See NWC/HIS 115. Competency: Intercultural

## **HIS 147 History of Slavery in the Americas 3 SH**

This course examines the history of Slavery in the Americas between 1500 and 1900. Topics include slavery and abolition in North America, South America, and the Caribbean. By examining primary sources and drawing from various media, students consider the nature of plantation economies, questions of identity and bondage, the importance of resistance, and how challenges to slavery shaped emerging ideas of freedom. Competency: Intercultural.

## **HIS 148 American History: To 1877 3 SH**

An examination of America's history from the earliest explorers and colonial times through the Civil War and reconstruction. Competency: Critical Thinking.

## **HIS 149 American History: Since 1877 3 SH**

An examination of American history since 1877, focusing on major social, political and economic trends and touching on such diverse subjects as the rise of industry, World War I and the civil rights movement. Competency: Critical Thinking.

## **HIS 186 Europe: Ancient and Medieval 3 SH**

A critical examination of the forces, movements and ideologies which established Western civilization as the dominant force of the modern world. Competency: Critical Thinking.

## **HIS 187 Modern Europe 3 SH**

An overview of European history and civilization from the Reformation to the present. The main themes will be the unity of the European experience and the dynamism and expansiveness of European civilization. Competency: Critical Thinking.

## **HIS 200 Colonial America: 1607-1815 3 SH**

The course will begin with the earliest European settlements on the continent of North America, tracing the inception and expansion of the various mercantile empires with emphasis upon British colonialism. It will conclude with the mercantile period in United States history through the revolutionary period to 1815. Competency: Critical Thinking and Intercultural.

## **HIS 201 Immigrant NYC 3 SH**

This course will examine the experience of immigrants and ethnic populations in New York City from the seventeenth century to the present. Topics covered include family, neighborhood, work and the role food plays in building immigrant communities and the city of New York at large. At their own expense, students will visit the Tenement Museum and participate in a multi-ethnic eating tour of New York City's Lower East Side. Competency: Critical Thinking and Information Literacy.

## **HIS 205 War in Cinema 3 SH**

This course will explore the political, social, cultural, and military aspects of the history of war movies, from

the 1950s to the present, through consideration of numerous movies. Competency: Critical Thinking.

### **HIS 206 Prosperity and Depression: America 1914-1939 3 SH**

A study of the United States from 1914 to 1939, emphasizing the change to a consumer society, the debate over isolation and the problems of the Great Depression. Competency: Critical Thinking and Oral Communication.

### **HIS/WS 210 Women in American History 3 SH**

This course provides a survey of the history of women in America from colonial settlement until the present. Students consider women's economic contributions within the household and in waged work, as well as women's changing political status and the shifting ideologies defining women's roles. Competency: Critical Thinking.

### **HIS 211 American Legal History 3 SH**

This course will introduce students to the major themes in American legal history. Instruction will be chiefly discussion-based and the focus will be mainly upon primary materials-colonial charters, court decisions, constitutions, statutes, treatises, etc. *Prerequisite:* HIS 148 and HIS 149.

### **HIS 212 Recent American History: Since 1945 3 SH**

A history of the United States since 1945, emphasizing the Cold War, the McCarthy era, the civil rights movement and the culture of the 1960s. Competency: Critical Thinking and Information Literacy.

### **HIS 213 Southern History 3 SH**

In the colonial period, Southern distinctiveness was religious, geographic and economic. Then Southern statesmen led the patriot side in the American Revolution and took key roles in founding the United States of America. In the Early Republic, slavery became a peculiarly Southern institution and Southern political and economic priorities dominated the majority parties. This course will explore these periods as well as the years during and following the Civil War, the period through the end of segregation in the 1960s, and the years since then, mainly through consideration of a large number of primary documents. Alternate spring semesters. *Prerequisite:* HIS 148. Competency: Critical Thinking.

### **HIS 216 Latinos & Latinas in U.S. History 3 SH**

This course is centered on history yet also takes an interdisciplinary approach. It moves from the Latino/a, actual and mythic, through the Mexican-American War and the Spanish-American War, to the present day. Topics include the Bracero program, Puerto Rico, labor organization, political activism, and Latino/a culture. Reflecting our location, we will consider how Brazilian Americans fit into this picture. The contemporary politics of immigration and the border will also be considered. The class explores the difficulty of grouping diverse people, Hispanics, Chicanos, Mexicans, Mexican-Americans, Dominicans, Dominican-Americans, Puerto Ricans, Hispanos, Cuban-Americans, etc, as a single group. Competency: Intercultural.

### **HIS/AS 217 The American Dream: Visions and Revisions 3 SH**

*See AS/HIS 217*

### **HIS 225 Doing Public History 3 SH**

This course examines the connections between academic history and public history, in theory and in practice, and serves as an introduction to various subfields in public history. Students will explore the major theoretical, historiographic, ethical, and practical issues public historians face, through readings, writing, class discussion, and field study. At the core of this course are questions of historic interpretation, collective memory, audience, and educational goals in public history programs. Competency: Creative Process and Information Literacy.

### **HIS 233 The Irish in America 3 SH**

This course examines various waves of Irish immigrants to the United States from the colonial era to the present. This course will consider the role of religion, nationalism, popular culture, race, class and gender in the shaping of Irish American community and identity. Competency: Critical Thinking.

### **HIS 245 Egypt of the Pharaohs 3 SH**

Examines the history and civilization of ancient Egypt from 3100 B.C. to the fall of Cleopatra in 30 B.C. and

demonstrates parallels of human behavior between antiquity and modern times. Analysis of the history of the dynastic period and the influence of the Nile on Egyptian civilization, religion (the temple, funerary rites, mummification), hieroglyphic writing, function and construction of the pyramids, the state apparatus, daily life of the people, and special emphasis on the only intact royal tomb found, that of Tutankhamen.

### **HIS 246 Judaism 3 SH**

A survey of the history of the Jewish people and their religion from the earliest times to the present. Alternate fall semesters.

### **HIS 250 Conquest and Survival in Latin America, 1492-1812 3 SH**

This course examines the history of Colonial Latin America, from Spanish Conquest until the era of Independence. The course focuses on the changes that occurred with the destruction of pre-Columbian American society and the creation of the New World. The way that interactions between European and the Spanish and the Portuguese, and Indigenous or African people in the Americas shaped this history is the center of the course. The stories involved touch on violence, genocide, greed, glory, bravery, resistance, religion, gender, and cultural adaptation. Competency: Intercultural.

### **HIS 251 Revolution and Resistance in Latin America, 1812 to the present 3 SH**

This class explores the history of Latin America since Independence emphasizing the changes of those two centuries. Major themes include Independence, state formation, nationalism, urbanization, rebellion, economic development and economic nationalism, and national identity. Events receiving special attention include, the Mexican Revolution, Cold War politics, the Cuban Revolution, and contemporary politics. Competency: Intercultural.

### **HIS/PS 262 The History of the American Constitution 3 SH**

A description and analysis of the history of the American Constitution from its origins during the colonial period to today. Spring semester. Competency: Critical Thinking.

### **HIS 266 America's War in Vietnam 3 SH**

This course examines the roles of the United States in Vietnam from the early 1940s through 1975. Lectures and discussions focus particularly on America's military and political efforts and continued debates over the nature of the evolving wars in Vietnam. Competency: Intercultural.

### **HIS 270 Christianity 3 SH**

A dialogue analyzing Christianity as a cultural, political and social phenomenon and assessing its transcendent value for the individual. Every semester.

### **HIS 271 Medieval Europe 3 SH**

This course will look at the development of Europe throughout the medieval period (600-1453). Classroom discussion will center around both the large political, social and cultural changes that affected the whole continent as well as the local developments of the many medieval kingdoms and regions. Close attention will be paid to the evolution of medieval ideas about gender, religion, politics, society and the economy and how the intellectual climate of the period affected the institutions that emerged at this time. Students will work closely with several primary sources and documents. Competency: Critical Thinking and Intercultural.

### **HIS 277 Modern China 3 SH**

The founding of the People's Republic of China was the culmination of a series of political, intellectual, and cultural upheavals that fundamentally shook the country (and the world) since the mid-nineteenth century. What happened, who made it happen and why? What has modernized and cultured globalization brought to the life of ordinary Chinese and at what cost? This course invites students to explore such questions by using a variety of primary sources. Competency: Intercultural.

### **HIS 281 Modern Middle East 3 SH**

Analyzes the political, social and economic aspects of the modern Middle East from the early nineteenth century to the present, emphasizing the rise of modern nation-states and their conflicts and crises, including the Arab-Israeli conflict. Here, the emphasis is on Europe's impact on the Middle East in the form of economic domination and colonialism, the importation of European ideas (nationalism, constitutionalism, democracy, capitalism, communism) and scientific developments (nuclear weapons, television). The reaction

of the Middle Eastern people to this Western invasion is central to the discussion of these ideas.  
Competency: Intercultural.

### **HIS 287 History of Chinese Religions 3 SH**

This course introduces the beliefs and practices of the major Chinese religions — Confucianism, Daoism, Chinese Buddhism, and popular religion. Emphasis is on the sociopolitical and cultural contexts of their historical developments; the patterns of their interactions and mutual accommodations; their influences in shaping gender roles and family structures in traditional and modern China; their reflections in Chinese folklore, art and literature; and their spread to, and further evolution in Korea, Vietnam, and Japan.  
Competency: Intercultural and Oral Communication.

### **HIS 288 Renaissance, Reformation and the Age of Exploration 3 SH**

This class will focus on the history of Europe during the early modern period, roughly the 14th until the early 17th century. Discussion begins with the question of what makes the events of these centuries “modern” rather than “medieval.” Then, the course examines the nature and manifestation of the “Renaissance” for the various cultures, classes, genders and media of Europe. Next, class discussion of the Reformation looks at the reverberations of this great religious upheaval in the political, social and economic institutions of 16th century Europe. Finally, this class studies the Age of Exploration within the context of the Renaissance and the Reformation. Students will work closely with a number of primary sources and documents. Competency: Critical Thinking and Intercultural.

### **HIS 289 Scientific Revolution and Age of Enlightenment 3 SH**

This class will focus on the history of Europe during the early modern period, roughly the 16th until the 18th century, emphasizing the great intellectual developments during the Scientific Revolution and the Age of Enlightenment. The course begins by looking at how these two great movements grew out of the Renaissance, Reformation and Age of Exploration. Students will look at several primary sources and documents that demonstrate the great questions that these thinkers were asking and the new methods they used to answer them. Class discussion also analyzes the impact that these new answers had on society and sees how the advances in science had a tremendous effect on the development of philosophy and political ideas during the Enlightenment. *Prerequisite:* Sophomore standing or written permission of the instructor.  
Competency: Critical Thinking and Information Literacy.

### **HIS 290 The Age of Revolution: Europe 1789-1848 3 SH**

This course focuses on the origins and course of the French Revolution, the Napoleonic era and the Age of Reaction. The impact of the Industrial and Romantic Revolutions and the different ideologies of this era will receive special attention. Competency: Critical Thinking and Information Literacy.

### **HIS 291 The Age of Nationalism and Imperialism: Europe 1848-1914 3 SH**

This course analyzes the force of nationalism in shaping and threatening the European state system. Imperialistic rivalries, new thought patterns and the road to World War I will also be examined. Competency: Critical Thinking and Information Literacy.

### **HIS 292 The Era of World Wars: Europe 1914-1945 3 SH**

This course explores the period covering World War I and World War II in Europe. The impact of the Russian Revolution and the rise of Italian Fascism and German Nazism as well as the weaknesses and strengths of European democracies are analyzed. Competency: Critical Thinking and Information Literacy.

### **HIS 293 Europe Since 1945: The Cold War 3 SH**

This course focuses on the revival of Europe during the Cold War and World War II. The impact of American and Russian power rivalry, the fall of the Soviet empire and the dynamism of Europeans in reshaping their continent will be explored. Competency: Critical Thinking and Information Literacy.

### **HIS 294 Introduction to Historical Research 3 SH**

The purpose of this course is to deepen the student’s understanding of the problems and possibilities of historical research. Through a laboratory format, the student develops the facility to ask relevant historical questions, to gather and evaluate data, and to present generalizations in a variety of written and graphic forms. Readings, a series of tightly delineated research projects, and field trips to prototype libraries are

utilized.

### **HIS 298 Faculty Developed Study 1–6 SH**

### **HIS 299 Student Developed Study 1–6 SH**

### **HIS 302 The American Revolution: 1763-1789 3 SH**

The Revolution was the most important event in American history. After the Seven Years War, Britain faced enormous fiscal problems. This course will cover the disputes between the mother country and 13 of its New World colonies that arose out of British efforts to deal with those difficulties, from the first attempt to impose an internal tax on the colonists to the inauguration of George Washington as the first president under the federal Constitution. Along the way, students will consider the military, diplomatic, constitutional, social, economic, intellectual, and religious history of the period, as well as the Revolution's effect on the institution of slavery and the people who lived with it. *Prerequisite:* HIS 148. *Competency:* Critical Thinking.

### **HIS 303 The Age of Jefferson 3 SH**

This course will cover the history of the United States during the Early Republic. Topics considered will include the inception of the federal government, the first party system of Federalists and Jeffersonian Republicans, Indian relations, foreign policy, the Supreme Court under Chief Justice John Marshall, slavery, sectionalism, the influence of religion upon life in that period, the intellectual history of the time, and the Louisiana Purchase. *Prerequisite:* HIS 148. *Competency:* Critical Thinking.

### **HIS 304 The Antebellum Era, 1815-1861 3 SH**

This course will cover the history of the United States from the end of the War of 1812, the "Second War for American Independence," to the secession of four Middle South States and the formation of the Southern Confederacy in 1861. Topics covered will include the political, intellectual, constitutional, social, religious, and racial history of the time. *Prerequisite:* HIS 148. *Competency:* Critical Thinking.

### **HIS 309 American Frontiers 3 SH**

This course examines the creation of American frontiers from the colonial period to the present. Topics include the New England frontier, the settlement of the "Wild West," the experiences of Native Americans, and 20th century interpretations of the frontier in film, fiction, and politics.

### **HIS 318 The Civil War 3 SH**

An examination of American History from 1860 to 1877, focusing particularly on the Civil War and its effects. *Prerequisite:* HIS 256, HIS 148 or instructor's written permission. *Competency:* Critical Thinking.

### **HIS/WS 319 Women in Medieval and Early Modern Europe 3 SH**

*See WS/HIS 319 Competency: Intercultural and Oral Communication.*

### **HIS 325 Witchcraft and Witch-Hunting in Early New England 3 SH**

The course examines European and American definitions of and attitudes toward witchcraft between the Early Modern period and the present, with an emphasis on witchcraft and witch trials in colonial New England. The course emphasizes the role that gender and religion play in an analysis of the meaning of colonial witch-hunting. *Competency:* Critical Thinking and Writing Intensive Tier 2.

### **HIS 330 Medieval Britain 410-1453 3 SH**

This class will study the history of England, Scotland, Wales and Ireland through primary source reading on such topics as: Celtic migrations and identity formation after Roman occupation; Beowulf; Viking raids; the arrival of Christianity and the rise of scriptoria for illuminated manuscripts; King Arthur; the Norman Conquest; the Magna Carta; constitutional and cultural development under the Angevins and Plantagenets; the Black Death; the Peasants' Revolts; and the Hundred Years War. Spring semester of odd-numbered years. *Prerequisite:* Junior standing or written permission of the instructor. *Competency:* Critical Thinking and Intercultural.

### **HIS 332 The Germans 3 SH**

A historical evaluation of the myths and realities of German culture and politics since the middle of the nineteenth century. Alternate spring semesters. *Competency:* Critical Thinking and Information Literacy.

### **HIS 363 The American City 3 SH**

Today most Americans live in cities. The purpose of this course is to trace the development of the modern American city. Particular emphasis will be placed on the 19th and 20th centuries when the industrial city evolved. The impact of urbanization on American life, shifting reactions of individuals and institutions to the problems and promise of urban life, and the efforts of Americans to shape the urban environment will be examined. Fall semester. Competency: Oral Communication, Critical Thinking.

### **HIS 366 Vietnam War in Film & Literature 3 SH**

This course examines the American war in Vietnam through film, novels, journalistic accounts, memoirs and other literary forms. These materials allow historians to explore the experiences of soldiers, the changing perceptions of war, the structures of memory and the uses of history within cultures. Competency: Intercultural and Oral Communication.

### **HIS 367 Building America: History as Revealed through Architecture 3 SH**

Because of their cost, monumentality and permanence, buildings are prime indicators of the commitments and priorities of society. This interdisciplinary course will explore the connection between art and society by an examination of specific buildings and architectural styles as carriers of cultural images. The meaning of buildings and styles for those who commissioned, built and used them will be sought. The student will become more sensitive to the importance of visual evidence to an understanding of the American past. This course is particularly appropriate for those interested in historic preservation and museum work. Spring semester.

### **HIS 368 New York City: Its History and Culture 3 SH**

This course surveys the political, social and cultural development of New York City with emphasis on the borough of Manhattan. At their own expense, students will frequently visit the city and explore its resources. Competency: Intercultural.

### **HIS 370 From Salt to Cocaine: Commodities in Latin America 3 SH**

This course examines commodities and commodity trades in Latin American history. Commodities considered include the ancient: salt, feathers, obsidian, jade; the Colonial: sugar, cochineal, gold and silver, timber; the agricultural: coffee, bananas, cacao; the industrial: rubber, tin, guano, oil; and the contemporary: cocaine, natural gas, cut flowers. Major themes include the relationship of commerce and politics, the economics of demography, fashion, the dynamic nature of taste, and Latin America's interconnection to the global market. Competency: Critical Thinking and Writing Tier 2.

### **HIS 375 War, Peace, and Memory in Latin America 3 SH**

This course considers the politics of internal wars and post-war society in Latin America after 1960. The focus is on why these episodes of domestic conflict took place, peaceful transitions to post-war eras, Truth & Reconciliation commissions, and the growth of public memory projects. The course draws on historical examples from across Latin America: the military dictatorships and peaceful democratic transitions of the Southern Cone; the struggle between the Peruvian State and the Shining Path Guerrilla; the Cold War Violence and ethnic genocide in Guatemala; and the peace negotiations in twenty-first-century Colombia. *Prerequisite:* WRT 101 or appropriate placement. Competency: Writing Tier 2.

### **HIS 380 Film as History 3 SH**

An analysis of representative films as reflections of the cultural and political attitudes of their creators.

### **HIS/PS 382 Contemporary Middle East 3 SH**

Analysis of the governments and politics of the Middle East and North Africa since World War II. Topics include the Arab League, the Arab-Palestinian-Israeli conflict, regional alliances, the major powers' rivalries, the emergence of OPEC and power of "petro-dollars," economic development, the various political systems and their reaction to social change and women's movements. Consideration will be given to the legislative, executive and judicial machinery of politics and the elements that affect the actual translation of goals and policy into action in a Middle Eastern case study. Alternate academic years. Competency: Intercultural.

### **HIS 383 Islam: A Religion & Civilization 3 SH**

A historical study of the religion of Islam, its basic beliefs and pillars beginning with the birth of the Prophet

Muhammad and early revelations to the European incursion at the end of the eighteenth century. The course follows the growth of a small Muslim community in the western part of the Arabian peninsula to Islamic Empires(s) ruling over territories stretching from central and southern Asia to the Iberian peninsula in Europe, emphasizing the origins, achievements and developments of the politics, economics, and religious conditions of the Islamic age. Alternate fall or spring semesters. Competency: Intercultural.

### **HIS/ED 385 Methods of Teaching in the Secondary Schools 3 SH**

*See ED/HIS 385*

### **HIS/ED 386 Secondary Education Professional Development School Experience 1 SH**

*See ED/HIS 386*

### **HIS 388 Modern Vietnam: Memory & History 3 SH**

This course presents an introduction of modern Vietnam from the inception of the Tay Son rebellion (1771-1802) to the present. It concentrates on the interaction between history and memory. We will discuss several fundamental texts in Vietnamese history and literature since 1771, examining the following themes: religious conflict, imperialism, nationalism, communism, the effect of the U.S.-Vietnam war on Vietnamese society, regional differences and the transition from a socialist to a market economy.

### **HIS 392 Internship in Public History and Archives 3 SH**

In this course, students will obtain hands-on experience in the application of theories and methods of public history and where they intersect with the operation and administration of archives and museums. Settings for internships will include the WCSU Archives and other local and regional archives, and museums, historical societies or comparable public history organizations. Students will collaborate with the course instructor to select an internship site, and develop a directed reading list that reflects the field work in which they will be engaged. They must complete a minimum of 75 hours of site experience in a semester. Students will also meet for one academic hour of classroom instruction each week of the semester.

### **HIS 398 Faculty Developed Study 1–6 SH**

### **HIS 399 Student Developed Study 1–6 SH**

### **HIS/AS/ENG 400 American Studies Seminar 3 SH**

*See AS/ENG/HIS 400*

### **HIS 415 American Intellectual History 3 SH**

This course considers the intellectual history of the United States from the settlement of Jamestown in 1607 to the present. Topics covered include theological, scientific, economic, political, gender, and cultural thought. *Prerequisite:* HIS 148. Competency: Critical Thinking and Writing Intensive Tier 2.

### **HIS 416 Race and Power in U.S. History 3 SH**

This course examines race and how it has functioned historically in relation to conceptions of “Americanness” from the colonial era to the present. This course considers theoretical approaches to race and explores how various groups navigate, and continue to navigate racial hierarchies in the United States. *Prerequisite:* HIs 148 or HIS 149. Competency: Critical Thinking and Writing Intensive Tier 2.

### **HIS 425 Gender and Popular Culture in American History 3 SH**

This interdisciplinary course will explore the impact of popular culture – including fiction and non-fiction, magazines, prescriptive literature, music, art, toys, fashion, advertisements, film, and digital media (among many other categories) – on gender shaping and reflecting norms in American history, from the seventeenth century to the present. Competency: Information Literacy and Writing Tier 2.

### **HIS/ED 441 Teaching History and Social Studies in Secondary Schools 3 SH**

*See ED/HIS 441*

### **HIS 450 Historiography 3 SH**

An intensive analysis of historians whose writings have presented differing interpretations of the past. Every fall semester. *Prerequisite:* HIS 100 and Junior or Senior standing. Competency: Critical Thinking and Writing Tier 2.



### **HIS 470 Slavery & Abolition in the Atlantic World 3 SH**

This course examines the history of Atlantic Slavery and its Abolition between the 15th and 19th century. From the development of the trade as a fundamental element in the creation of the Modern World this class examines the institution of slavery as an economic, cultural, political, and social reality. Topics covered include the rise of plantation economies across the Americas; the ways that slavery shaped life and society throughout the Americas away from plantations; the changes in the institution of slavery over the course of several centuries; how gender rolls shaped this history for both the enslaved and free; how non-slave societies were linked to plantation economies; how resistance and flight shaped society; and the nature of abolition across the hemisphere. *Prerequisite:* WRT 101 or appropriate placement. Competency: Writing Tier 2.

### **HIS 475 Seminar in History 3 SH**

The seminar is designed to engage students and faculty in a discussion on a special topic of particular interest to a faculty member's research agenda and/or of particular relevance to current events. It provides an intensive investigation of a historical problem, theme, period, or topic in intellectual, cultural, social, political, economic, or diplomatic history. Students will engage in critical reading of historical documents, research into relevant sources, and analysis of historical methodologies which can be applied in investigation. The focus of each seminar section varies by instructor, and is detailed in course descriptions provided on the schedule of classes. *Prerequisite:* Junior or Senior standing; WRT 101 or appropriate placement. The course may be repeated in a different subfield, which are United States history, European history, or Non-Western history, with instructor permission. Competency: Writing Tier 2.

### **HIS 490 Senior Seminar 3 SH**

A seminar designed to reinforce research methods and provide students with an opportunity to produce a significant research project. *Prerequisite:* HIS 100; Junior or Senior standing. Competency: Culminating Experience and Writing Tier 3.

### **HIS 494 Independent Research Project 3 SH**

Revised Description: In this project, students will work with a faculty member of their choice to explore a general theme or topic in history and develop distinctive skills in historical reasoning, discussion, and scholarship. Each student will produce a research paper on a topic relating to the theme of the course. Students who receive a grade of B or higher in this course and satisfy other History major requirements will graduate with Distinction in their degree program. Spring semester. *Prerequisite:* History major, Junior or Senior standing, and 3.2 overall GPA at WCSU; or special permission from the department.

### **HIS 498 Faculty Developed Study 1–6 SH**

### **HIS 499 Student Developed Study 1–6 SH**

The following courses also have been approved and are offered periodically:

*HIS 208 Rise of Industrial America: 1877-1929*

*HIS/AAS 219 African-American History and Culture*

*HIS 256 Background to the Civil War*

*HIS/AAS 284 Africa: From Antiquity to Colonialism*

*HIS/AAS 285 Modern Africa*

*HIS/ECO 312 History of Economic Thought*

*HIS/ECO 313 The Economic History of American Business*

*HIS/WS 320 Women and Leadership*

*HIS 341 The Russians*

# Honors

## **HON 100 The Nature of Inquiry 1 SH**

This course examines some of the “modes of inquiry” used by various academic disciplines to frame and understand topics. Each semester the course will examine a different topic, such as crime, mental illness or sexuality, by applying various disciplinary methodologies and perspectives. The course is also designed to expose students to some of the key informational resources available in various fields. Every fall semester. *Prerequisite:* First year or Sophomore standing, member of the University Honors Program or permission of instructor.

## **HON 400 Honors Capstone Seminar 3 SH**

Each year the honors capstone seminar examines a timely and important topic from a number of disciplinary perspectives. Each student will complete an individual project on an aspect of the seminar topic. *Prerequisite:* Member of University Honors Program or GPA of 3.2 or higher, and Junior or Senior standing; CAP 20; spring semester. The Honors Seminar, like other honors course, may be applied toward fulfillment of general education requirements. Because of the seminar’s interdisciplinary nature, credit will be applied toward an area agreed upon by the individual student and the director, in consultation with the appropriate school dean. Credit will be directly related to that year’s course content and the student’s individual study.

## **HON 487 Honors Research Practicum 1-3 SH**

The Honors Research Practicum (HRP) allows Junior and Senior honors students to assist a professor in a research endeavor related to the faculty member’s expertise. The main objectives of the HRP are to offer students opportunities to: develop research skills; collaborate with an expert in a given field; communicate in a professional language of their major discipline; and acquire intellectual acumen regarding sources of knowledge.

In order to accomplish these goals, students will undertake quantitative and/or qualitative analysis, organize and/or participate in research teams, write a literature review, or engage in other research activities. Students will be required to meet weekly with professors, actively participate in scholarly work, and submit a research log/summary to the professor. Professors overseeing HRP students will provide students with relevant research guidance and opportunities for them to reflect on their research experience in writing, such as in a journal or reaction paper.

Students will receive one to three hours of course credit for HRP. The number of credit hours is determined by the number of research hours the students performs each week according to the following equation: one credit hour is equal to three work hours per week (i.e., 3 hours of research per week equals 1 credit hour; 6 hours of research per week equals 2 credit hours; and 9 hours of research per week equals 3 credit hours). A second HRP may be taken for credit but a student’s total HRP credit hours must not exceed six.

For more information, please contact the director of the Honors Program. The deadline for submitting and HRP application is the end of the second week of the semester.

*Prerequisite:* Minimum of 60 credit hours (or waiver by the director), membership in the Honors Program, permission of the faculty member, permission from the faculty member’s chairperson, permission from the director of the Honors Program and permission from the Dean for the faculty member. The student must complete the Form for Registering for an Honors Research Practicum (HON 487). ***The student and professor will provide a description of the research project and the student’s research responsibilities (a minimum of 250 words).***

## **HON 497 Honors Teaching Practicum 3–4 SH**

The Honors Teaching Practicum (HTP) allows students to assist a professor in a class they have taken within their major or minor. The central goals of the HTP are to give students experience with some of issues involved in conveying knowledge to others and to reacquaint them with some of the central knowledge content of their field of study.

In order to accomplish these goals, students may organize study sessions, provide individual student tutorials, provide guidance with writing assignments, oversee group projects, organize class discussion sessions or oversee other related class activities. They are, however, prohibited from grading any of the activities they oversee or from performing purely administrative functions. Students are required to regularly attend the class in which they are assisting. Professors overseeing HTP students will provide students with related pedagogical materials within the area of the course and opportunities for them to reflect on these materials and their experiences in writing, such as in a journal or reacting papers.

The number of credit hours is determined by the credit hours of the course where the practicum is taking place (e.g., 3 hours for a 3 credit-hour class, or 4 hours for a course with a lab.). An HTP may be repeated one additional time for credit and may not exceed a total of eight credit hours. For more information contact the director of the University Honors Program.

*Prerequisite:* Minimum of 60 credit hours, permission of instructor and member of the University Honors Program or permission of the director of the Honors Program.

# Humanistic Studies

## **HUM 101 Our Relation to Nature 3 SH**

The central concern of this course is our relationship to nature primarily as it is understood by several scientific theories and religious conceptions. At the same time, the nature of science and the nature of religion are examined. The assumptions and limitations of these human endeavors are discussed, along with the relationships among science, religion and human values. Competency: First Year Navigation.

## **HUM 102 Art and Experience 3 SH**

The emphasis in this course is on relating art, literature, music, dance and drama to our lives. The course aims at uncovering the central problems of the arts, the relationship of the arts to our lives, the role of the arts in our society, the kind of arts we have produced and the conditions under which we have produced them, and some of the controlling ideas which have been given expression in our arts. Competency: First Year Navigation.

## **HUM 105 FY for the Humanities 1 SH**

In this class students will be introduced to the ideals and applications of the humanities. Representatives from all departments in the humanities will visit the class to provide an overview of their disciplines and the programs they offer. As a FY class the course will also introduce the principles and practices of university education so that students can begin their college careers empowered to succeed. This class will meet once a week for 50 minutes. Restrictions: First Year students only. Competency: First Year Navigation.

## **HUM 110 Moral Issues in Modern Society 3 SH**

A critical introduction to some of the major moral issues facing us in modern society. Problems concerning the rights of the individual vs. the limits and obligations of government, sexual morality, and violence and war will be analyzed. Competency: Critical Thinking and Oral Communication.

## **HUM 114 The Greek Experience 3 SH**

A course designed to provide the student with a broad survey of ancient Greek culture through an introductory examination of its mythology, art, drama and philosophy. Competency: First Year Navigation.

## **HUM 124 The Roman Experience 3 SH**

The course is an interdisciplinary introduction to the culture of Ancient Rome in the Classical period—roughly from 200 BCE to 200 CE. Our approach will zigzag between studies of contemporary research in Roman social history and readings of classical Roman texts in history, politics, philosophy, and literature, and culminate in a complete reading of Virgil's Aeneid.

## **HUM 151 Introduction to Interdisciplinary Studies 3 SH**

Each time the course is offered it will focus on a different question, problem or theme that is especially conducive to an interdisciplinary approach. Students will study various interdisciplinary theories, strategies and case studies and then apply them to the particular topic chosen for each class. Competency: Creative Process Oral Communication.

## **HUM 190 Social Issues in Film 3 SH**

Using an interdisciplinary approach, this course explores significant social issues (e.g., the HIV/AIDS Epidemic, race, gender, mental health, the food industry) as represented in films. Competency: Critical Thinking.

## **HUM 212 Technology and Humanity 3 SH**

The exponential rate of technological advances in computer and biological sciences is beginning to blur the boundaries between man and machine. Innovations, like pace-makers, cochlear implants, insulin pump wristwatch, and brain-controlled prosthetic limbs, are extending and expanding our bodily capacities. In 2012, Oscar Pistorius ran in the Olympics on prosthetic legs and Dick Cheney appeared on The View carrying his heart in a suitcase. At the same time genetic engineering has created life with a DNA

synthesizer, and is personalizing the treatment of many diseases with genomic based diagnosis. The cloning and genetic manipulation of mammals is proceeding unabatedly and with virtually no oversight. And from the machine side of this equation, disaggregated neural tissue has been organized into computational devices and insects and mammals are being hardwired for joystick controller and piloted like remote-controlled toys. A greater and more critical awareness of these advances and the moral and sociological issues that accompany them will better prepare students for the challenges our society faces. Competency: Information Literacy and Writing Intensive Tier 2,

### **HUM 213 Artificial Intelligence: Minds and Machines 3 SH**

This course brings together computer science, philosophy of mind, and cognitive science to address conceptual issues surrounding artificial intelligence. The course will include topics such as: the nature of the mind, including theories of functionalism, dualism, and physicalism; proposed criteria for AI, including the Turing test; problems specific to research programs associated with AI, including the problem of intentionality and the frame problem. Competency: Information Literacy and Writing Intensive Tier 2.

### **HUM 222 Sustainability: Economics, Ecology, Ethics 3 SH**

This interdisciplinary course will study sustainable living from the perspectives of economics (business), ecology (science), and ethics (philosophy). Particular attention will be focused on understanding how our personal decisions can impact sustainability on local and even global levels. Competency: Health & Wellness and Information Literacy.

### **HUM 223 Immigration: Rights and Wrongs 3 SH**

This course will study some of the ethical implications of immigration both in the United States and globally. We will also consider what this means for governments around the world in regard to their level of political responsibility in both preventing immigration, such as in instances of violent conflict and war or climate change, but also to how immigration should be managed. Competency: Intercultural and Writing Intensive Tier 2.

### **HUM 224 Thinking about Race 3 SH**

The aim of this course is to offer students a critical insight into thinking about race from the perspectives of philosophy, sociology and history. We begin with a historical context of race, and progress through the ages, in an attempt to understand the ideologies that have perpetuated certain falsehoods.

### **HUM 230 Madness and Civilization 3 SH**

This course is an interdisciplinary study of the various phenomena that have been classified as “madness” throughout history. The course will utilize the perspectives of history, psychology, religion and philosophy to explore these diverse phenomena and the tension between madness and civilization in several different cultures. Competency: Intercultural and Writing Intensive Tier 2.

### **HUM 242 Gnosticism 3 SH**

This class will look at various manifestations of Gnosticism in relation to society, the arts and philosophy as well as power. We will explore this topic through history, literature, art, philosophy, politics and theology.

### **HUM 243 Mysticism 3 SH**

This class will consider mystic themes in Hinduism, Buddhism, Taoism, stoicism, Zen, Sufism, and Kabbalah. This purpose of this class is first to come to some kind of understanding as to what mysticism is. Who counts as a mystic? What is the mystical experience like? If there is an underlying “principle of existence” to reality, what is it like and how can we access it? The second is to see the ways in which traditions far removed from each other in both time and space compare with their notions of mystic truths. Throughout we will compare certain recurring themes as they are addressed through each tradition: creation myths, self-responsibility vs. God and fate, the nature of ultimate reality, and ethics. Competency: Intercultural and Writing Intensive Tier 2.

### **HUM 244 Christianity: Religion, Politics, Art 3 SH**

This course is an interdisciplinary study of Christianity through the perspectives of religion, politics and art. The course will focus on Christian cultures in four periods: Early Christianity, the Italian Renaissance, the Reformation, and the New England colonies.

### **HUM 245 Comparative Religions 3 SH**

This course employs a broad humanities approach embracing historical, aesthetic, psychological, philosophical and sociological aspects of religion. Major faiths such as Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam will be studied and compared. Competency: Intercultural and Writing Intensive Tier 2.

### **HUM 246 Approaches to Well-Being in Indo-Tibetan Philosophy 3 SH**

India's Vedic, Samkhya-Yoga, Buddhist and Tantric philosophies offer insightful analyses of the mind and body and the art of living. Their approaches include introspective practices for developing clearer awareness of one's own mind and health in a way that increases one's awareness of other minds and lives. Elements of these philosophies and practices are being incorporated into western medicine, psychology and healing arts. This course will focus on the classical texts and their contemporary applications. Competency: Health & Wellness and Intercultural.

### **HUM 247 Indigenous Spirituality & Environmental Activism 3 SH**

This course looks at indigenous cultures of the Americas, Central Asia, Africa and Australia. With a focus on their vital and spiritual relationship to their distinctive environments, it examines the challenges they face from the forces of colonization and globalization, their environmental actions, and the views and actions opposing them. Competency: Intercultural and Information Literacy.

### **HUM 250 Art and Death 3 SH**

This class will explore a number of philosophical questions about the nature of death and dying through the lens of art, such as: What is death? Can one outlive one's death? Would immortality be a good thing? Through painting, film and literature we will examine how fundamental questions concerning mortality have been expressed in art through the ages. We will consider how artistic representation can help us get a grip on theoretical questions about the nature of death, and also how art can help to challenge our unexamined assumptions about mortality. Competency: Creative Process and Oral Communication.

### **HUM 262 The Family and the State 3 SH**

This class will look at various manifestations of the family in relation to society and the state. We will explore this topic through history, literature, art, philosophy, politics and theology.

### **HUM 263 Love in Western Civilization 3 SH**

A critical examination of major ideas and ideals of love as they have developed throughout Western history. Competency: Critical Thinking and Oral Communication.

### **HUM 270 Introduction to Cultural Studies 3 SH**

This course is intended to introduce students to the field or discipline of Cultural Studies. Students will be introduced to the organization, ideological underpinnings, history, and future trajectory of the study of how and why human beings, in the contemporary moment or in what is often referred to as, "post-modernity" create the reality or what is called or known as "culture." Competency: Information Literacy and Writing Intensive Tier 2.

### **HUM 280 Marx and Marxism 3 SH**

An interdisciplinary study of the many ideas, arguments, and events that fall under the umbrella of "Marx and Marxism." This class will use the perspectives of history, economics, cultural theory and philosophy to explore the meaning and the continuing legacy of Marx and Marxism. Competency: Critical Thinking and Writing Intensive Tier 2.

### **HUM 290 Science and Technology in Film 3 SH**

This interdisciplinary course focuses on films that explore our complex relationship with science and technology. We will investigate how science fiction films have represented science and technology, whether these representations have accurately predicted future technology and its potential pitfalls, or whether they have merely produced unwarranted cultural angst about science and technology. Competency: Critical Thinking.

### **HUM 298 Faculty Developed Study 1-6 SH**

### **HUM 299 Student Developed Study 1–6 SH**

### **HUM 311 Incompleteness in Logic, Language and Life 3 SH**

This class will explore how self-reference makes completeness impossible through an interdisciplinary study of logic, language and existential philosophy. In all three of these fields we will consider attempts to create complete, totalizing systems and how those attempts were undermined by self-referential “paradoxes” that each system could not comprehend. *Prerequisite:* one previous HUM or PHI course or permission of the instructor. Competency: Culminating Experience and Writing Intensive Tier 3.

### **HUM 312 Knowledge and Power 3 SH**

Through the study of institutions, language, and theories about power and its relationship to knowledge, students will consider the ways in which what we know or call “knowledge” is intimately linked to what Foucault and other critical theorists have termed “systems of power” and “power relations.” *Prerequisite:* Any previous HUM, PHI or social science class or permission of the instructor. Competency: Culminating Experience and Writing Intensive Tier 3.

### **HUM 315 Conspiracy, Truth and Lies 3 SH**

This interdisciplinary humanistic studies course sets out to define and trace the cultural history of conspiracy, truth, truth-telling, lies, and lying as cultural, philosophical, and phenomenological subjects in the West and the prominent roles they play particularly in the United States. *Prerequisite:* an upper level social science, natural science or humanities course or instructor permission. Competency: Creative Process and Information Literacy.

### **HUM 346 /HPX 346 Tibetan Buddhist Art, Philosophy and Culture 4 SH**

In the context of the class’s experiential setting in the Tibetan exile community in India, students will examine Tibetan Buddhism’s Indian roots and distinctive cultural features. Visits to local institutions and people will engage students with Tibetans’ activism and struggles for cultural survival. In coordination with morning studio arts classes, students will explore Buddhist symbolism and contemplative culture in Tibetan artistic practices. In readings, class discussions and individual reflections, students will examine Tibetan Buddhism’s practical application to perennial and personal questions of identity, moral choice and human purpose, as well as to current ethical, social and psychological issues such as environment and mental health. Students will examine psychological and neurologic studies of Tibetan meditation practices, and non-Buddhist applications of these practices.

### **HUM 370 Advanced Cultural Studies 3 SH**

This course builds on the Introduction to Cultural Studies course through the examination of key texts and case studies that exemplify Cultural Studies research. Students will be introduced to important theoretical and methodological approaches to Cultural Studies, the vocabulary of Cultural Studies found in most Cultural Studies research, and the central themes, ideas, and areas of concern typically explored in Cultural Studies research. Where the Introduction course gives students a broad overview of the field, this course focuses primarily on how to conduct Cultural Studies research through the examination and analysis of a variety of Cultural Studies texts, artifacts, and cultural productions. *Prerequisite:* HUM 270 or the permission of the instructor, and all W3 and CE General Education prerequisites. Competency: Culminating Experience and Writing Intensive Tier 3.

### **HUM 421 Development and Humanitarian Ethics/Study Abroad 3 SH**

The aim of this course, which includes a study abroad component, is to highlight some of the challenges that arise within the practice of global development and humanitarian aid to think through some of the more important issues that contribute to these challenges, and to consider how we should address them. *Prerequisite:* Any one of the following courses: PHI, NUR, SW, ANT, SOC

### **HUM 451 Advanced Interdisciplinary Studies 3 SH**

Each time the course is offered it will focus on a different question, problem or theme that is especially conducive to an interdisciplinary approach. Students will study this interdisciplinary question, problem or theme in the first half of the semester, and then in the second half of the semester students will complete and present their own interdisciplinary projects drawing from the two concentrations that make up their major. *Prerequisite:* HUM 151. Competency: Culminating Experience and Writing Intensive Tier 3.





# Italian

## **IT 162 Introductory Italian I 3 SH**

A course for students who have no prior knowledge of Italian. Aimed at introducing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* Level 1 language placement in Italian. *Special Info:* Native speakers and students with 4 years of high school Italian may not take for credit. **General Education: Humanities/World Languages and Cultures. (If IT 164 is successfully completed). Competency: Intercultural**

## **IT 164 Introductory Italian II 3 SH**

The second semester course in the introductory Italian sequence. Aimed at further developing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* IT 162 or Level 2 language placement in Italian. **General Education: Humanities/World Languages and Cultures. Competency: Intercultural**

## **IT 299 Student Developed Study 1–6 SH**

# Linguistics

## **LNG 317 Linguistics 3 SH**

This course will introduce students to the theoretical areas of phonetics, morphology, syntax, semantics, pragmatics, language variation, language acquisition, etc. Students will learn what language is and how we achieve meaning in language. They will learn the standard linguistics analyses useful for both spoken and written language. *Prerequisite:* Successful completion of two writing intensive courses above the 100-level or permission of the instructor. This course is highly recommended for education majors.

## **LNG 319 History of the English Language 3 SH**

This course is designed to provide an understanding of the origin and growth of the English language. Students will study in depth the various influences, namely, political, religious, trade, etc., that the English language had to accommodate over the years. The course will also examine the ongoing changes in the phonology, morphology, syntax, and semantics of the English language. Highly recommended for education majors who will be teaching writing. *Prerequisite:* Successful completion of one writing-intensive course or permission of the instructor.

## **LNG 320 Modern English Grammar 3 SH**

All professional writing fields expect entry-level employees to have much more than a passing understanding of grammar. In this course, students will gain a complete and thorough understanding of the structure of modern English grammar and problems associated with usage. This is not a review course, but rather an advanced course that fully equips students to work in a variety of professional settings. *Prerequisite:* WRT 101 or appropriate placement. Highly recommended for majors in all departments.

# Mathematics

## **MAT 098 Elementary Algebra 3 SH**

First order linear equations, algebraic techniques including manipulation of algebraic expressions, solution of linear equations and inequalities, graphing of linear equations and applications. This three-credit course carries no academic credit and does not satisfy the general education requirement in mathematics/computer science. Offered summer and intersession.

## **MAT 100P Intermediate Algebra Plus 4 SH**

In this course students will use an online adaptive learning technology to master the skills needed for a foundation in mathematics for further work in the field. Students will be required to attend classes regularly and an additional 2 hours of computer assisted work within the Emporium will also be required. This will be a self-paced course but still afford students the opportunity to work with faculty on a one-to-one basis, in addition to a lecture setting. This class format will allow the student to potentially complete the course at a pace quicker than the standard semester and fulfill the remedial requirement of the Board of Regents in one semester, instead of two. *Prerequisite:* SAT math test score below 500.

## **MAT 100 Intermediate Mathematics 3 SH**

Manipulating and simplifying polynomials and rational expressions; algebraic techniques including solution of first and second degree algebraic equations and inequalities; solution of systems of equations and inequalities; graphing of linear equations and applications; exponential functions and logarithms. Three free elective credits will be earned; the course does not satisfy the general education requirement in mathematics/computer science. Admission by successful completion of MAT 098 or placement testing. Every semester. ***Not open to students who have passed a General Education Mathematics course.***

## **MAT 110 Great Ideas in Mathematics 3 SH**

In this course students will explore the ways in which mathematics touches on or is used within other fields of study. This may include exploring the history of mathematics and how it influenced and was influenced by other events in history. It may look at a survey of topics in mathematics such as the golden ratio or the Fibonacci sequence and where they appear in the world or the interesting philosophical issues that they raise. Or, it may look at the ways in which mathematics arises in music or is used in theatrical set design. Independent of the specific area to be studied, in every section students will demonstrate an ability to understand and explain mathematical concepts and appreciate the role of mathematics in the world. For details on a specific section students should see the outline for that section. Every semester. *Prerequisite:* "C" grade or better in MAT 100 or appropriate placement. Competency: Quantitative Reasoning.

## **MAT 113 Introduction to the History of Mathematics 3 SH**

This course offers a brief overview of the history of mathematics. It gives a general picture of the history of mathematics with a few specific units focused on significant individuals, events and ideas. Mathematics has a long and rich history, the knowledge of which can enhance understanding and appreciation for the subject as well as give insight into the cultures and times in which the discoveries were made. Students will be expected to be able to perform basic algebraic computations. Every fall. *Prerequisite:* An "A" in MAT 098 or a pass in MAT 100 or appropriate math placement.

## **MAT 115 Introduction to Biostatistics 3 SH**

An introduction to the practices of statistics, for health and other science majors, which emphasizes elementary data analysis, probability and inference. Topics include correlation, regression, probability models, estimation, and hypothesis testing. Examples will focus on biological and health sciences. Students will be expected to use appropriate technology, such as statistics calculators or computer software. Not open to students who have passed MAT 120. Every semester. *Prerequisite:* "C" or higher in MAT 100 or appropriate test score. Competency: Quantitative Reasoning.

## **MAT 118 Elementary Applied Mathematics 3 SH**

Matrix algebra and systems of linear equations (matrix operations, solutions of systems of linear equations,

and applications); Linear Programming (graphical and simplex methods and their applications to multivariable optimization problems with a linear objective function under multiple linear inequality constraints); and financial mathematics/theory of interest (time value of money and annuities/cash flows with payments that are non-contingent). Conceptual understanding, not theoretical treatment, intuition, and skill acquisition as well as applications to business and the social sciences will be emphasized. Additional topics at the discretion of the instructor: Brief introduction to the notions of average and instantaneous rates of change. Every semester. *Prerequisite*: "C" or higher in MAT 100 or appropriate test score. Competency: Quantitative Reasoning.

### **MAT 120 Elementary Statistics 3 SH**

An introduction to the practices of statistics, for non-science or math majors, which emphasizes elementary data analysis and inference. Topics include correlation, regression, probability models, estimation, and hypothesis testing. Examples will be selected from many fields, such as anthropology, business, medicine, psychology, sociology, and education. Students will be expected to use appropriate computer software. Not open to students who have passed MAT 115. Every semester. *Prerequisite*: "C" grade or higher in MAT 100 or appropriate test score. Competency: Quantitative Reasoning.

### **MAT 127 Introduction to Cryptology 3 SH**

When messages are sent over public media, such as the internet, there is a need to protect (encrypt) the information contained in those messages from unauthorized viewers. And, when your adversaries send messages you may have need to break into their secrets (decrypt). This course is an introduction to cryptology focusing on the mathematics used to encrypt and decrypt messages. *Prerequisite*: "C" grade or higher in MAT 100 or appropriate placement. Competency: Quantitative Reasoning.

### **MAT 131 College Algebra for Teachers 3 SH**

An algebra course that assumes high school Algebra II or the equivalent. Topics include functions, graphing, equations, inequalities, complex numbers, matrices, sequences and series. Students will learn properties and applications of polynomial, rational, logarithmic and exponential functions. Open only to elementary education majors. Spring semester. Competency: Quantitative Reasoning.

### **MAT 133 Precalculus 3 SH**

The functions needed for the study of calculus are presented from a numerical, graphical and algebraic point of view. Polynomial, exponential, logarithmic and trigonometric functions are included. Graphics calculators are used throughout the course. Not open to students who have passed any calculus course. Summer semester. *Prerequisite*: "B" grade or higher in MAT 100 or appropriate test score. Competency: Quantitative Reasoning.

### **MAT 135 Differential Business Calculus and Applications 3 SH**

A survey of fundamental concepts of differential calculus, the subject that studies change. In particular, real-valued functions of one variable and their limits, continuity, derivatives, and applications to non-linear optimization and other business problems. Also, partial derivatives of real-valued functions of more than one variables and the method of Lagrange multipliers for the solution of non-linear optimization problems with equality constraints. Conceptual understanding, not theoretical treatment, intuition, and skill acquisition as well as applications to business and the social sciences will be emphasized. *Prerequisite*: C or higher in MAT 100 or appropriate placement score. *MAT 118 highly recommended, but may be taken concurrently*. Not open to students who have passed any of MAT 170, MAT 171, or MAT 181. Competency: Quantitative Reasoning.

### **MAT 141 Foundational Discrete Mathematics 3 SH**

An in-depth introduction to discrete structures and processes such as counting techniques, sequences, indexed summations, propositional and predicate logic, introductory recursion, sets, relations, functions, graph theory, and connections among these topics. This course is prerequisite to MAT 207: Proofs and MAT 304: Discrete Mathematics for Computer Science. *Prerequisite*: MAT 133 or MAT 170. MAT 170 can be taken concurrently with MAT 141. Competency: Quantitative Reasoning.

### **MAT 150, 151 Mathematics Seminar I and II 0.5 SH each**

During the first semester, MAT 150 is designed to introduce mathematics majors to the university and the

math department. Through this course they will learn about the breadth of topics that constitute mathematics and the particular interests of the mathematics faculty. They will also learn how to navigate and utilize the resources available to them through the university and they will become familiar with what is expected of them as college students. In the second semester, students will not only hear lectures from mathematics faculty, but will also be responsible for preparing and presenting material. The seminar is required of first-year math majors. Students may take each semester of the seminar a maximum of one time for credit. MAT 150, fall semester, MAT 151, spring semester. *Prerequisite:* For MAT 150: Declared major in mathematics or MAT 100 or general education mathematics placement. *Prerequisite:* For MAT 151: MAT 150; Grading: MAT 150, "P/F"; MAT 151, "A"- "F." May not be used toward general education mathematics requirement. May not be used toward mathematics elective credit. Competency: First Year Navigation.

### **MAT/CS 165 Introductory Discrete Mathematics 4 SH**

An introduction to discrete structures and processes such as counting, algorithms, proof, induction and recursion through the study of logic, sets, relations and functions. Sufficient theory is introduced for applications to graph theory and elementary computer science. Every semester. *Prerequisite:* grade of C or better in MAT 133 or MAT 170 or equivalent.

### **MAT 170 Calculus with Precalculus Part I 3 SH**

This course is an introduction to the concepts of functions, their derivatives and their integrals from algebraic, graphical, and numerical points of view. The concentration in this course will be on algebraic functions. Appropriate technology will be used in this course. Knowledge and proficiency with elementary algebra will be assumed. *Prerequisite:* Grade of "B" or higher in MAT 100 or appropriate placement. Competency: Quantitative Reasoning.

### **MAT 171 Calculus with Precalculus Part II 4 SH**

This course is a continued exploration of the fundamental tools of calculus. The second course in a sequence introduces more functions, their derivatives, and their anti-derivatives. There is a continued emphasis on graphical, algebraic and numerical viewpoints. Appropriate technology will be used in this course. Knowledge and proficiency with algebra will be assumed. *Prerequisite:* MAT 170. Completion of MAT 170 and 171 counts as MAT 181 with regard to prerequisite in subsequent courses. Competency: Quantitative Reasoning.

### **MAT 181 Calculus I 4 SH**

Calculus I will introduce students to the ideas and applications of single variable differential calculus and to the foundations of single variable integral calculus. This will include, but not be limited to, the definitions and applications of limits, continuity, the derivative, and the definite and indefinite integral. Students will be expected both to become proficient with basic skills and to demonstrate an understanding of the underlying principles of the subject. Students should expect to make appropriate use of technology in this course. Knowledge of Precalculus will be assumed, in particular knowledge of lines, polynomials, rational functions, trigonometric functions, and exponential and logarithmic functions. Students are also expected to be proficient with algebra. *Prerequisite:* MAT 133 or appropriate placement. Competency: Quantitative Reasoning.

### **MAT 182 Calculus II 4 SH**

Calculus II will introduce students to a variety of new techniques of integration, to some applications of integration, and to sequences and series. Students will be expected both to become proficient with basic skills and to demonstrate an understanding of the underlying principles of the subject. Students should expect to make appropriate use of technology in this course. Knowledge of Calculus I will be assumed, in particular knowledge of the rules and concepts behind differentiation and basic integration. *Prerequisite:* MAT 181: Calculus I. *Prerequisite:* MAT 181 or appropriate placement. Competency: Quantitative Reasoning.

### **MAT 185 Mathematics with Symbolic Computation 3 SH**

The course provides hands-on experience in mathematical computations with Computer Algebra System (CAS). It covers techniques for solving certain typical classes of problems appropriate for undergraduate mathematics as well as analysis of simple models in sciences with computer assistance. Introduction to a

particular CAS is included. Emphasis is on analysis and implementation of mathematical algorithms and visualization of results of computations. *Prerequisite:* MAT 171 or MAT 181. Competency: Quantitative Reasoning.

### **MAT 186 Technical Typesetting with LaTeX 1 SH**

In this course students will be introduced to the typesetting language LaTeX. LaTeX is used to typeset technical documents in mathematics and other STEM fields. It allows the user to create attractive and well organized documents. Emphasis will be on fundamentals and an ability to develop further skills independently. While the course will draw many examples from mathematics it could also be of interest to students in other STEM majors or technically intensive fields. Co-requisites: CS 140 or above and MAT 170 or above, or permission of the instructor.

### **MAT 207 Proofs 3 SH**

An introduction to the theory and practice of reading and writing mathematical proofs, using theorems and problems in number theory as a source of examples. *Prerequisite:* C or better in MAT 141.

### **MAT 209 Mathematics for Elementary Teachers I 3 SH**

A mathematics course designed for and required of students preparing to teach in the elementary schools. Topics to include problem solving, number theory, sets, whole numbers and operations, real numbers, early algebra, real-world applications, and national mathematics standards. A background in mathematics that includes algebra is assumed. *Prerequisite:* C or higher in MAT 131.

### **MAT 210 Mathematics for Elementary Teachers II 3 SH**

A mathematics course designed for and required of students preparing to teach in the elementary schools. Topics to include: problem solving, geometry and measurement, probability and statistics, real-world applications, and national mathematics standards. A background in mathematics that includes algebra, geometry, and statistics is assumed. *Prerequisite:* MAT 120.

### **MAT 211 Mathematics in the Elementary Grades 3 SH**

This course will focus on mathematical content and pedagogy related to the elementary grades. It will include teaching presentations, elementary school activities, assessments related to teacher certification and the use of technology. Local and national mathematics standards will be incorporated throughout the course. *Prerequisite:* A grade of C or higher in both MAT 209 and MAT 210.

### **MAT 212 Mathematics in the Middle Grades 3 SH**

This course will focus on mathematical content and pedagogy related to the middle grades. Curricular connections will be made from elementary to middle school level mathematics and from middle to secondary school level mathematics. It will include teaching presentations, middle school activities and the use of technology. Local and national mathematics standards will be incorporated throughout the course. *Prerequisite:* C grade or better in MAT 209 and 210 or declared B.S. Math Secondary Education major with Sophomore standing.

### **MAT 222 Introductory Statistics 3SH**

A rigorous introduction to the concepts and practice of statistics for math and science majors, with emphasis on developing statistical literacy through data analysis. This data-driven course will cover the following topics: descriptive and inferential statistics, sampling distributions, estimation, hypothesis testing, regression, correlation and analysis of variance. Statistical software will be used throughout the class. *Prerequisite:* A minimum grade of C in MAT 171 or a minimum grade of C in MAT 181.

### **MAT 242 Foundations of Geometry 3 SH**

Elementary geometry, primarily from the point of view of transformations: postulates, isometries, congruence, similarity, triangles and circles, area and perimeter, informal three-space geometry. This course is designed for elementary education majors majoring in mathematics and for secondary education majors. *Prerequisite:* Junior standing in an education program or permission of instructor. Fall semester.

### **MAT 250 Mathematical Modeling 3 SH**

This courses addresses the ways in which mathematics and mathematical thinking serve as a model for

understanding real world phenomena. The purpose of this course is to prepare students to apply upper-level mathematics to other problems outside the realm of mathematics. Students also learn how to incorporate mathematics in technical reports. Fall semester of even-numbered years. *Prerequisite:* MAT 182.

### **MAT 251 Posing and Solving Problems in Mathematics 3 SH**

Posing and solving problems is a course in heuristics, the art of inventing or discovering solutions to problems in the absence of routines that make those solutions readily attainable. General methods for discovering solutions to such problems will be presented. Fall semester of odd-numbered years. *Prerequisite:* MAT 182.

### **MAT 272 Introduction to Linear Algebra 3 SH**

This is an introduction to linear algebra including systems of linear equations, linear transformations, determinants, eigenvectors, eigenvalues, inner products, and linear spaces. Applications to discrete dynamical systems and the sciences are given. Offered spring semesters. *Prerequisite:* Any two of: MAT 171/181, MAT 182 or MAT 141.

### **MAT 281 Calculus III 4 SH**

The study of multivariable and vector calculus, including partial derivatives, multiple integrals and applications. Space curves, vector fields, and line integrals will be introduced. Students will be expected both to become proficient with basic skills and to demonstrate an understanding of the underlying principles of the subject. Students should expect to make appropriate use of technology in this course. Graphical, numerical and algebraic points of view will be emphasized. Every semester. *Prerequisite:* MAT 182 with a grade of "C" or better or MAT 181/171 with a grade of "B" or better and concurrent registration in MAT 182.

### **MAT 282 Ordinary Differential Equations 3 SH**

The classification and techniques of solving differential equations from algebraic, graphical, and data-based points of view. Modeling of problems that lead to differential equations from biological and physical sciences. Graphing and symbolic-manipulating computer tools are used throughout the course. Spring semester. *Prerequisite:* MAT 182.

### **MAT 298 Faculty Developed Study 1–4 SH**

### **MAT 299 Student Developed Study 1–6 SH**

### **MAT 304 Discrete Mathematics for Computer Science 2 SH**

A continuation of MAT 141 Foundational Discrete Mathematics, intended for students majoring in Computer Science and other computing-related disciplines. Review and extension of the topics from the areas of sets, relations and functions, logic, and graph theory. In-depth introduction to proof techniques with computing-related examples. *Prerequisite:* MAT 141 with a grade of C or better.

### **MAT 322 Probability 3 SH**

This course is the continuation of MAT 222 and is primarily a course in probability. Random variables and distributions (including multivariate distributions), functions of random variables, and moment generating functions, and their fundamental uses, will be discussed thoroughly. *Prerequisite:* MAT 222 and MAT 281 with a grade of C or better. MAT 281 may be taken concurrently.

### **MAT 329 Actuarial Mathematics 3 SH**

This course covers theory of interest and combines it with probabilistic and statistical concepts necessary to study actuarial models of life contingencies, which are financial random variables that depend on human life. Examples include life insurance payments, life annuity payments, and pension payments. *Prerequisite:* MAT 322 with a grade of C or better.

### **MAT 332 Applied Linear Algebra and the Mathematics of Machine Learning 3 SH**

A course in advanced applied linear algebra and introductory machine learning. A more in-depth discussion of inner product spaces, eigenvalues, eigenvectors and eigenspaces. Various matrix decomposition techniques will be covered. The second part of the course will discuss introductory machine learning including dimensionality reduction and support vector machines. Applications of these topics to real-world problems will be discussed. Students should expect to make appropriate use of technology. *Prerequisite:*

MAT 322 and MAT 272 with a grade of C or better.

### **MAT 342 Topics in Geometry 3 SH**

The central theme of the course is the study of many different geometries, rather than a single geometry. The focus will be on those geometries that have been developed since 1800 with references back to the geometry of Euclid. Spring semester. *Prerequisite:* MAT 242 or permission of the instructor.

### **MAT 351 Independent Study 3 SH**

Designed for students who show above-average ability and interest in mathematics. It allows the student to study advanced topics not included in the standard course offerings. Approval of mathematics department is required.

### **MAT/CS 359 Introduction to Theory of Computation 3 SH**

Basic theoretical principles embodied in formal languages, automata and computability. Offered every third semester starting with Fall 2019. *Prerequisite:* C grade or better in MAT 141, and C or better in either MAT 207 or MAT 304.

### **MAT 363 History of Mathematics 3 SH**

A survey of the historical development of mathematics designed to help students develop their own philosophy of mathematics as well as their answer to the question, "What is mathematics?" Spring semester of even-numbered years. *Prerequisite:* MAT 182.

### **MAT 375 Algebraic Structures 3 SH**

In order to have a proper foundational understanding of the numbers and algorithms we use every day one must have knowledge of groups, rings, and fields. This course will introduce the basic ideas in groups, rings, and fields. There will be particular emphasis on field extensions, factorization, and transformations. Students will learn about the fundamental algebraic structures behind the algorithms for arithmetic and polynomials. They will also understand how one number system is developed from another. *Prerequisite:* C or better in MAT 207 and MAT 272.

### **MAT 380 Math Modeling with Symbolic and Scientific Computations 3 SH**

This course will provide students with a thorough introduction to the mathematical modeling process. The purpose of this course is to prepare students to apply upper level mathematics to other problems outside the realm of mathematics. Students will also be exposed to hands-on experience with symbolic and scientific computing and will learn how to incorporate mathematics into technical reports. *Prerequisite:* MAT 272 and MAT 281 with a grade of C or better.

### **MAT 382 Complex Variables 3 SH**

Continuity, differentiability, analyticity, line integration and power series within the context of the complex number system. Residues and poles, conformal mapping, analytic continuation and most of the well-known classical theorems associated with the theory of complex variables. Fall semester of even-numbered years. *Prerequisite:* MAT 381.

### **MAT 383 Introduction to Analysis 3 SH**

This course is a first course in advanced calculus. Students are introduced to the theory of calculus of real valued functions. The course will focus on formal definitions and proof in analysis. Topics covered include limits, continuity, convergence, differentiation and integration. *Prerequisites:* MAT 207 and MAT 182.

### **MAT/ED 386 Secondary Education Professional Development School Experience 1 SH**

See ED/MAT 386

### **MAT 422 Statistics for Data/Actuarial Science and Machine Learning 3 SH**

This course is an advanced course in mathematical statistics with an emphasis on applications to data science and machine learning. The course will include an in-depth discussion of both the theory and applications of estimation, tests of statistical hypothesis and analysis of variance. Statistical software will be used throughout the class. *Prerequisite:* MAT 322 with a grade of C or better.

### **MAT/ED 449 Teaching Mathematics in the Secondary Schools 3 SH**

See ED/MAT 449



**MAT 450, 451 Senior Seminar I and II 1.5 SH each**

This is a two-semester capstone experience for all math majors. During the first semester all students will study several topics that are not covered elsewhere in the curriculum. Students will be expected to read, present and write expository reports on these topics. During the second semester, students will study a topic in more depth, culminating in a senior project. The student will be expected to present the project as a formal written report and an oral presentation to the faculty, other seminar participants and other interested majors. MAT 450, fall semester; MAT 451, spring semester. *Prerequisite:* Senior standing in B.A. Mathematics program.

**MAT 453 Senior Seminar Experience 3 SH**

In this course students will study topics not covered elsewhere in the curriculum. They may be given the topics which they are to study or they may be encouraged to explore new avenues from topics they have previously studied. All students will be expected to read, present, and write expository reports on these topics. *Prerequisite:* senior standing and a grade of "C" or better in one 300-level course. Competency: Culminating Experience and Writing Intensive Tier 3.

**MAT 467 Topics in Mathematics 3 SH**

This course is an opportunity for students to pursue in greater depth topics introduced in other courses or topics not included in other courses. The topic would vary from semester to semester. Typical topics might be mathematical models, combinatorics, field theory, algebraic topology, decision theory, harmonic analysis, wavelets, etc. *Prerequisite:* "C" or better in MAT 332 or 375 or 383 as appropriate to the topic determined by the department. May be repeated for credit with different topics.

**MAT 468 Partial Differential Equations (PDEs) 3 SH**

This course is a comprehensive introduction to solution methods for partial differential equations. Advanced solution methods for ordinary differential equations, primarily for use in constructing solutions to partial differential equations, will also be discussed. Students will be introduced to a variety of partial differential equations of various orders and types. Fundamental analytical solution methods for partial differential equations will be discussed. Students will also be exposed to the occurrence and use of partial differential equations in various real-world applications. Appropriate technology will be used throughout the course as an aid in visualizing solutions, and to reinforce material learned in the course. *Prerequisite:* MAT 281 and MAT 282 with a grade of C or better.

**MAT 469 Numerical Methods for Ordinary and Partial Differential Equations (OPDEs) 3 SH**

The course will cover the development, analysis, and application of efficient and stable numerical methods to ordinary and partial differential equations that arise in a wide range of science, including meteorology; business; and engineering applications. *Prerequisite:* MAT 281 and MAT 282 with a grade of C or better.

**MAT 470 Applications of Machine Learning and Wavelets 3 SH**

This course will study various transforms and their use in wavelet analysis and machine learning. It will also provide a foundation in these areas and prepare students to apply relevant tools to a variety of real-world problems and for future study in graduate school or use in industry. *Prerequisite:* MAT 332 with a grade of C or better.

The following courses also have been approved and are offered periodically:

*MAT 222 Intermediate Statistics*

*MAT 356 Introduction to Operations Research*

*MAT 381 Advanced Calculus*

*MAT 400 Applied Mathematics*

# Meteorology

## **MTR 150 Meteorology 4 SH**

A general introduction to meteorology. Topics to be discussed include the physical causes behind atmospheric vertical structure, atmospheric motion, atmospheric stability and cloud formation, warm and cold precipitation, large-scale high and low pressure systems, planetary jet streams, the global circulation, air masses and fronts, mid-latitude cyclone structure and evolution, thunderstorms, tornadoes, and hurricanes with an introduction to physical and regional climatology (3 hrs lecture, 2 hrs laboratory). *Prerequisite:* MAT 100 or equivalent. Competency: Scientific Inquiry.

## **MTR 230, 231 Weather Analysis and Forecasting I & II 4 SH each**

The two-semester course introduces students to qualitative and quantitative approaches to weather forecasting. The first semester builds on basic meteorological principles introduced in MTR 150 and applies them to the forecast problem. Elementary dynamics, moisture and stability, air masses, and surface and upper-air weather systems are examined from a forecasting perspective. Lab work includes practical work with thermodynamic diagrams, diagnoses of surface and upper-air charts, diagnostic use of radar and satellite imagery, and qualitative approaches to the forecast problem.

The second semester takes a more quantitative approach and applies basic hydrodynamic and thermodynamic principles to the forecast problem with an emphasis on making the connection between theory and application. Fundamental topics in theoretical hydrodynamics and thermodynamics are introduced and expanded upon towards a derivation of quasi-geostrophic theory and an understanding of the structure and evolution of large-scale weather systems. Real-time weather maps and operational graphical output from numerical forecast models are integrated into the presentations. Lab work includes use of model output forecast data, forecast graphics, and satellite and radar imagery in daily operational forecasting (3 hrs. lecture, 2 hrs. laboratory). *Prerequisite:* For MTR 230: MTR 150 and MAT 182. (3 hrs. lecture, 2 hrs. laboratory).

## **MTR 240 Climatology 3 SH**

This is an introductory course in climatology. Topics include solar and terrestrial radiation, the general circulation, global and local forcings of temperature and precipitation patterns, air-sea interaction, climate classification schemes, global warming, and climate change. A survey of anomalous local climate patterns will be included. Daily weather discussions of global weather patterns utilizing real-time weather data in the WCSU Meteorological Studies and Weather Center will be used to reinforce course material (3 hrs lecture). *Prerequisite:* MTR 150.

## **MTR 260 Practicum in Weathercasting 2 SH**

This course provides an introduction to production and performance of video weathercasts. Students will gather weather data and forecasts, produce appropriate graphics, and present the information on-camera. This will all go towards developing skills in telling the weather story and forecast in a clear and understandable manner, as would be appropriate in a local television news format. Not for major credit. In addition to the practicum work, students will meet for a weekly 2 hour lab/discussion section to develop performance and production skills and critique student weathercasts. Every semester. *Prerequisites:* MTR 150, MTR 240. May be repeated with permission of instructor up to three times.

## **MTR 298 Faculty Developed Study 3 SH**

## **MTR 299 Student Developed Study 3 SH**

## **MTR 310 Atmospheric Thermodynamics 3 SH**

This course is the first part of a two-semester sequence in theoretical meteorology. Topics to be discussed include moisture variables, thermodynamic diagrams, atmospheric stability, the equation of state for a mixture of gases, the first and second laws of thermodynamics applied to atmospheric motions, adiabatic

and diabatic processes for dry and moist air, phase changes of water, atmospheric statics, and vertical acceleration. (3 hrs lecture). Prerequisites: PHY 111 and MAT 281.

### **MTR 311 Atmospheric Dynamics 3 SH**

This course is the second part of a two-semester sequence in theoretical meteorology. Topics to be discussed include meteorological applications of fluid kinematics and dynamics, divergence, vorticity, equations of motion on the rotating earth, scale analysis, geostrophic, gradient, and thermal winds, ageostrophy, vorticity and potential vorticity (PV) equations, dynamics of synoptic-scale motions, quasi-geostrophic (QG) theory, atmospheric waves and instabilities (3 hrs lecture). *Prerequisites/Corequisite:* MTR 310, PHY 111.

### **MTR 330, 331 Operational Forecasting & Weathercasting I & II 3 SH each**

This two-semester lab/practicum will introduce students to the daily operations of a weather consulting and forecast center. Students will be assigned day or evening shifts in WCSU's Meteorological Studies and Weather Center where they will forecast, service client needs, and perform duties normally required of meteorologists working in either public or private operational forecasting centers. Lab work will include instruction in local, regional, national, and international forecasting techniques, use of operational weather prediction models, and interpretation of radar and satellite imagery. Practicum work may include radio and television weathercasting for campus media outlets, data entry and analysis, issuing severe weather statements, preparation of weather graphics and material for newspapers and the general public (2 hrs laboratory, 6-8 hrs practicum). *Prerequisites/Corequisite:* For MTR 330: MTR 231 and MTR 311; for MTR 331: MTR 330.

### **MTR 340 Mesoscale Meteorology and Numerical Forecasting 3 SH**

This course is a qualitative and semi-quantitative introduction to mesoscale (regional scale) meteorology. Topics to be discussed include mesoscale waves, multicell and supercell thunderstorms, squall lines, mesoscale convective systems and complexes, mesoscale fronts and jets, and severe weather outbreaks (3 hrs lecture). *Prerequisite:* ES 210. *Prerequisites/Corequisite:* MAT 282 and MTR 311.

### **MTR 370 Internship in Meteorology 4 SH**

Internship in Meteorology (proposed) Course Description: This course offers students the opportunity to engage in a full or part-time non-academic, departmentally approved, internship experience for a pre-determined period of time. Junior standing in meteorology is a minimum requirement. It is recommended that students complete MTR 230 (MTR 231 is preferred) before enrolling in MTR 370. Students will be required to (i) obtain an MTR program faculty mentor and internship sponsor, and submit a detailed written proposal prior to undertaking the internship, (ii) attend regular weekly meeting with their MTR program mentor (which may include meeting with other MTR program faculty and their interns), (iii) attend a monthly meeting with the MTR program internship coordinator, and (iv) write a term paper and give an oral presentation/seminar focusing on the scientific aspects of meteorology as outlined in their internship proposal and successfully demonstrate these aspects as applied to their internship experience. Compensation need not necessarily be provided by sponsoring agency. One SH credit will be granted per 50 internship hours. This course will be offered every semester. Prerequisite: MTR 311 and an overall 2.0 or higher; GPA 2.33 or higher in both MTR 310 and MTR 311. Competency: Culminating Experience and Writing Intensive Tier 3.

### **MTR 430 Meteorological Instrumentation 4 SH**

This course is an introduction to advanced meteorological instruments, platforms and observational systems. Sensor performance and sources of error are discussed. The laboratory session emphasizes hands-on outdoor learning and uses computer programming and numerical methods to collect, process, and analyze data from the atmosphere and ocean surface (3 hrs lecture, 2 hrs laboratory). *Prerequisite:* MAT 120, PHY 111. *Prerequisites/Corequisite:* MAT 282.

### **MTR 440 Atmospheric Physics and Remote Sensing 4 SH**

This course will familiarize students with radiative transfer theory and atmospheric remote sensing technology. Interpretation of Doppler radar and polar or geosynchronous orbiting satellite-derived imagery will be studied, including computer-based image processing. This course also concentrates on the microphysics of warm and cold clouds and their associated precipitation, in particular the interaction between

atmospheric water and radiation (3 hrs lecture, 2 hrs laboratory) . *Prerequisite:* MAT 120, MAT 182 and ES 210.

**MTR 450 Senior Research in Meteorology 4 SH**

Open only to Senior meteorology majors, this course will consist of the student collaborating closely with meteorology faculty on an individual research project of mutual interest. Emphasis will be placed on introducing the student to meteorological research, peer-reviewed journals, current research methods and topics, data analysis and interpretation, and effective communication of project results. Numerical weather prediction models, meteorological instruments, computers, and other facilities of the WCSU Meteorological Studies and Weather Center can be used by students in carrying out their research projects. Both written (research paper) and oral defense of the research is required. Every semester. *Prerequisites/Corequisite:* MTR 311.

**MTR 490 Advanced Topics in Meteorology 4 SH**

Course content will vary depending on interest of instructor and students and will cover all aspects of meteorology and atmospheric science not normally addressed in 200-level or 300-level courses. Topics may come from such diverse areas as microscale meteorology, electrodynamics of clouds and storms, numerical weather prediction, mesoscale modeling, boundary layer turbulence, atmospheric chemistry, air-sea interaction, coupled atmosphere-ocean models, middle atmospheric dynamics, aeronomy, or solar-terrestrial interactions. *Prerequisites/Corequisite:* MTR 311 and MTR 315, or permission of the instructor.

# Non-Western Cultures

All NWC courses are listed as social and behavioral sciences general education electives.

## **NWC 103 Chinese Culture 3 SH**

A historical-cultural approach to the study of China. Topics include: the land, people, and language systems of China; the evolution of Chinese world views; thought and religions; economic and political institutions; art and literature; family structure and social life. Every semester. Competency: Intercultural.

## **NWC 104 Japanese Culture 3 SH**

A historical-cultural approach to the study of Japan. Topics examined include geographic influences, major social structures, political and economic trends, education, religion and values. Every semester.

## **NWC 105 Cultures of India 3 SH**

A historical-cultural approach to the study of India. Course content emphasizes geography, socio-economic and political trends, and examines social values, religious traditions, cultural diversity, change and continuity of village life, urbanization and modernization. Competency: Intercultural.

## **NWC 107 Middle Eastern Culture 3 SH**

A comprehensive historical-cultural approach to the study of Middle East cultures, illustrating the use of various social science concepts in gaining an understanding of the religion of Islam and Islamic culture; the role of Arabic language and literature; geography and politics; the various social classes, including the role of women; the influence of foreign powers; and the origins and development of regional movements, conflicts and crises, including the Arab-Israeli conflict. Every semester. Competency: Intercultural.

## **NWC/AAS 109 Equatorial African Cultures 3 SH**

A multidisciplinary approach examining the geographical, historical and sociopolitical aspects of contemporary equatorial Africa (including East and West Africa). Topics discussed include early state formation, colonial policies, “traditional” vs. “modern” societies, and political and economic development problems. Spring semester.

## **NWC 110 Vietnamese Culture 3 SH**

This course takes a multidisciplinary approach by examining the geography, language, history, religion, culture and social life of Vietnam. Topics to be analyzed include the land and people of Vietnam, Confucianism, Buddhism, Daoism, women’s role in traditional and modern Vietnamese societies, traditional world views and healing methods, the resistance and wars against China, France, and the United States and their effects in shaping the socioeconomic life and cultural patterns of the Vietnamese people. Every semester. Competency: Intercultural.

## **NWC 112 Korean Culture 3 SH**

This course adopts a historical-cultural approach to the study of Korea, illustrating how the new concepts of the various social sciences enable us to better understand an unfamiliar culture in the world-historical context, and thus to reexamine the received views of Asia in general as “irrational,” “stagnant,” and unable to develop modern science and economic systems. The course focuses on Korean society, culture, politics, national security, economy, and history, and places Korea in East-Asian and world history, to get a more balanced picture of the locality and the world. Competency: Intercultural.

## **NWC/AAS 113 Southern African Cultures 3 SH**

Multidisciplinary approach to the study of the Republic of South Africa and its neighbors. Includes ethnography, history, economic development, the growth of Apartheid, the spreading of the South African problem to its contiguous countries and current political and foreign policy implications. Fall semester.

## **NWC/HIS 114 Asia and the West 3 SH**

Traditionally, world history textbooks have discussed the era beginning with the sixteenth century as the European “age of discovery”: a time in which Europe conquered unknown lands across the globe. But is it

possible to conceive of Asia, literally or metaphorically, also discovering the West? This course will attempt to answer this question by examining the enlightenment conditions under which a binary difference between Asia and the West was produced. We will examine Western and Asian imperialisms, nationalism, colonialism, religious tolerance and intolerance, and literature in the ongoing relationship between Asians, Europeans, and North Americans. Through debate and class discussion, literature, and film, we will also subject the notion of stable “Asian” and “Western” identities to critical historical scrutiny. Competency: Intercultural.

### **NWC/HIS 115 Latin American and Caribbean Civilization 3 SH**

This course examines the development of Latin America and the Caribbean as overlapping, though distinct regions, from before the Spanish Conquest of America to the present day. Many of the units consider a specific historical episode or era, while also posing a broader question concerning how these regions are understood in the United States. Major themes include the Conquest, Afro-Brazilian culture, popular politics in the 20th century, revolutions and revolutionary iconography, art and literature. Classroom discussion centers on the political, social and cultural elements that characterize Latin America and the Caribbean. Competency: Intercultural.

# Philosophy

## **PHI 100 Introduction Philosophy 3 SH**

A study of philosophical problems and theories as they are defined and expressed in the writings of the great philosophers and in the representative schools. Competency: Critical Thinking and Information Literacy.

## **PHI 104 Philosophy Through Television 3 SH**

In this class students will apply readings from the history of philosophy to contemporary TV shows to gain a better understanding of some of the key questions of philosophy. The course will also introduce the principles and practices of university education so that students can begin their college careers empowered to succeed. Competency: First Year Navigation.

## **PHI 105 Philosophy Through Fiction 3 SH**

In this class students will apply readings from the history of philosophy to short stories and other works of fiction to gain a better understanding of some of the key questions of philosophy. The course will also introduce the principles and practices of university education so that students can begin their college careers empowered to succeed. Competency: First Year Navigation.

## **PHI 106 Philosophy of Happiness 3 SH**

This course will examine philosophical definitions and theories of happiness, current scientific findings and psychological studies, and public policy implications of happiness theories. Students will think critically about the reading as well as perform some “hands on” assignments that help them explore some essential components of happiness such as meditation, gratitude, altruism and service to others. Standard assignments on comprehension of material will be combined with critical thinking, practical assignments and assignments for self-reflection. Competency: First Year Navigation.

## **PHI 120 Introduction to Ethical Theory 3 SH**

A study of prominent ethical theories as they are defined and expressed in the writings of the great philosophers and in the representative schools. Competency: Critical Thinking and Oral Communication.

## **PHI 205 Engaged Philosophy: Peace & Justice Studies 4 SH**

The aim of this course is to introduce students to an understanding of what peace and justice is and entails. While we come at this from a theoretical angle drawing from historical, philosophical, anthropological, political and other sources we will also consider some of the practical applications. Competency: Health & Wellness.

## **PHI 209 Informal Logic 3 SH**

An introduction to informal, inductive logic. The class will include some discussion of deductive logic in order to clarify how inductive and deductive logic differ and why they require different evaluative standards, but otherwise the class will be focused on informal logic. Topics include: the basic components and concepts of all logic such as premises, conclusions and inferences; logical strength and cogency; diagramming arguments; techniques for eliminating ambiguity and vagueness; intensional and extensional definitions; general principles of all informal fallacies; specific principles of approximately 25 of the most important informal fallacies; the limits of logic. Competency: Critical Thinking and Oral Communication.

## **PHI 211 Formal Logic 3 SH**

An introduction to formal, deductive logic. The class will include some discussion of inductive logic in order to clarify how inductive and deductive logic differ and why they require different evaluative standards, but otherwise the class will be dedicated to the study of formal logic. Topics include: the basic components and concepts of all logic such as premises, conclusions and inferences; validity and soundness; translation from natural language into propositional and predicate logic; truth functions and truth tables; proofs in propositional and predicate logic using rules of replacement and implication; conditional and indirect proofs in propositional and predicate logic; the limits of logic. Competency: Critical Thinking.

**PHI 221 Ethical Issues in Business 3 SH**

Explores current ethical issues and value conflicts from the standpoint of the organization, the employee, the marketplace and public policy. Case studies of actual situations will be analyzed. Competency: Critical Thinking and Oral Communication.

**PHI 223 Ethical Issues in Health Care 3 SH**

Explores current ethical issues and value conflicts in health care from the standpoint of the health care professional, the patient and public policy. Competency: Critical Thinking and Oral Communication.

**PHI 225 Ethics and the Nonhuman 3 SH**

The course involves the application of ethical thinking to issues raised by the animal rights and environmental movements. Topics include: a historical overview of our conception of the nonhuman and our attitudes towards it, especially those found in the Judeo-Christian religious traditions; the significance of new data from molecular biology and communication studies with primates and other animals; the use of nonhuman animals in biomedical research, product testing and dissection; the use of nonhuman animals in agrobusiness; the moral basis of vegetarianism; issues concerning the environment and land use (hunting, trapping, endangered species and zoos). Competency: Critical Thinking and Oral Communication.

**PHI 226 Environmental Philosophy 3 SH**

An introduction to the philosophical issues surrounding and underlying the contemporary environmental crises. These include such matters as the value inherent in the nonhuman world and the ultimate nature of our relationship to that world. Competency: Critical Thinking and Writing Intensive Tier 2.

**PHI 227 Ethics in Computing 3 SH**

This course will address the topics of Social Context, Analytical Tools (Basics of Ethics), Professional Ethics, Intellectual Property, Privacy and Civil Liberties, Sustainability, Economies of Computing, Security Policies, Laws and Computer Crimes. After establishing the context of computing within our society students will study basic ethical theory and then the remainder of the course is addressing the issues inherent in computing as listed above. Competency: Information Literacy and Writing Intensive Tier 2.

**PHI 229 Philosophy of Law and Legal Theory 3 SH**

This course will explore and critically evaluate the social and political nature of law from the earliest conceptions of the role law plays in society to the contemporary on-going debates concerning legal and moral obligations, theories of right, responsibility, and privacy. Competency: Critical Thinking and Writing Intensive Tier 2.

**PHI 231 Ancient Philosophy 3 SH**

A study of the founding figures in the history of Western philosophy from the pre-Socratics through the major writings of Plato and Aristotle. Competency: Oral Communication and Writing Intensive Tier 2.

**PHI 232 Medieval Philosophy 3 SH**

This course will explore and evaluate the roughly 1100 years of medieval philosophy from the early Christian theologians such as Clement of Alexandria and Tertullian to late medieval philosophers such as Meister Eckhart and Catherine of Siena. Competency: Oral Communication and Writing Intensive Tier 2.

**PHI 233 Modern Philosophy 3 SH**

A study of the major trends in philosophy from the humanism and new science of the Renaissance through Kant. The course includes continental rationalists, the British empiricists and Kant's attempt to synthesize them. Competency: Oral Communication and Writing Intensive Tier 2.

**PHI 234 19th and 20th Century Philosophy 3 SH**

This course will explore and evaluate the history of philosophy in the 19th and 20th centuries, from Bentham through Nietzsche in the 19th century, and from Husserl through Derrida in the 20th century. Competency: Oral Communication and Writing Intensive Tier 2.

**PHI 240 Philosophy of Religion 3 SH**

An examination, from various philosophical points of view, of some of the main topics in the philosophy of religion. These topics include: the concept of God, grounds for belief in God, faith and reason, the problem of



evil, religion and morality, religious experience and religious language. Competency: Intercultural and Writing Intensive Tier 2.

### **PHI 241 Buddhist Philosophy 3 SH**

Drawing on major thinkers from several schools of Buddhism, this course will provide a rigorous introduction to some of its main philosophical concepts and arguments. The course will begin by discussing some of the core principles developed in the writings of Buddha and his disciples. It will then address the main ideas from two movements within the development of Buddhism: Abhidharma, and Mahayana, viz. representative schools of Theravada, Madhyamaka, and Yogacara. The course will emphasize the dialectical connections between the distinct metaphysical, ethical and epistemological views of each school. Competency: Intercultural and Writing Intensive Tier 2.

### **PHI 242 Islamic Philosophy 3 SH**

This course is an introduction to the major issues, figures, and texts of Islamic philosophy and theology, placing them within the context of the Islamic intellectual tradition, as well as relating them to Western philosophy. We will discuss the central issues and concepts of Islamic philosophy (including existence and essence, God's knowledge, human knowledge, mysticism, causality, and political thought) as well as Kalam and scholastic theology (including issues such as God's names and qualities, free will and determinism, reason and revelation, ethics, and political philosophy).

### **PHI 244 Philosophy of the Self 3 SH**

This course explores a variety of conceptions and theories about the nature of the self from the perspectives of Eastern and Western philosophy. Students begin with a study of the conception of the self as articulated by Hindu scriptures. The Upanishads introduce the idea that the self (atman) is identical to a kind of encompassing spiritual substance (Brahman). The first part of the course will offer a careful exposition of this position, and a related but distinct position found in Descartes' view that the 'I' denotes an essentially thinking thing and its associated dualist metaphysics. The second part of the course will explore those views of the self that deny that it is something enduring. Students will examine this view as articulated by early Buddhist scriptures such as the Dhammapada, and scrutinize the arguments of Western counterparts of the 'no-self' view, such as David Hume and Derek Parfit. The ethical ramifications of such different views about the self and personal identity will be discussed. Other philosophers pertinent to the course will include Mark Sederits, Joel Kupperman, Eliot Deutsch, Charles Taylor, and John Locke. Competency: Intercultural and Writing Intensive Tier 2.

### **PHI 245 Philosophy of Death and Dying 3 SH**

Drawing on some of the great philosophical thinkers of the past, this course will investigate the topics of death and dying along with some of the ethical ramifications of these topics. First the course will attempt to clarify the boundaries of these concepts: what is meant by 'death' and 'life,' and examine some criteria for death. The course will then provide several philosophical perspectives on death, survival and immortality. The final part of the course will concern the moral status of suicide, abortion, and euthanasia. Competency: Intercultural and Writing Intensive Tier 2.

### **PHI/ART 250 Philosophy of Art 3 SH**

A critical examination of some of the major philosophical theories about the origin, structure, function and criticism of works of art. Competency: Creative Process and Oral Communication.

### **PHI 251 Philosophy in Literature 3 SH**

A study of central philosophical problems concerning human nature, our relationship to society, and the desire for meaning as found in literature. Competency: Creative Process and Oral Communication.

### **PHI 252 Philosophy in Film 3 SH**

This course explores the fundamental philosophical problems through the lens of film. It requires that students watch films and read before class in order to have extensive discussions. The course enables the student to practice philosophy as opposed to just learning about it. Competency: Creative Process and Oral Communication.

### **PHI 259 Philosophy and Pop Culture 3 SH**

This course will analyze the relevance of philosophy to popular culture and will practice applying philosophy to case studies drawn from pop culture sources such as comic books and graphic novels, television, music and music videos, advertising, magazines, blogs and other websites, online videos and memes, and social media. Competency: Creative Process and Oral Communication.

### **PHI 260 Philosophy of Women and Gender 3 SH**

This course will give an overview of issues within feminist philosophy and will historically contextualize the major philosophers within this field of inquiry. Through a feminist lens, students will be asked to take a close look at concepts such as essentialism, autonomy, the self, care ethics, feminist views on science and epistemology, and feminist challenges to traditional approaches to engaging in philosophical work. Competency: Critical Thinking and Writing Intensive Tier 2.

### **PHI 262 Philosophies of Love and Friendship 3 SH**

A critical study of philosophical theories of the nature of love, with readings from classical to contemporary authors representing a variety of philosophical schools and points of view. Competency: Critical Thinking and Oral Communication.

### **PHI 265 Philosophy of Happiness 3 SH**

This course will examine philosophical definitions and theories of happiness, current scientific findings and psychological studies, and public policy implications of happiness theories. Students will think critically about the reading as well as perform some “hands on” assignments that help them explore some essential components of happiness such as meditation, gratitude, altruism and service to others. Standard assignments on comprehension of material will be combined with critical thinking, practical assignments and assignments for self-reflection. Competency: First Year Navigation.

### **PHI 298 Faculty Developed Study 1-6 SH**

### **PHI 299 Student Developed Study 1-6 SH**

### **PHI 315 Philosophy of Language 3 SH**

A philosophical theory of meaning is one that attempts to answer several general questions about linguistic meaning, such as: how do linguistic expression (sentences, names, descriptions, etc.) come to be meaningful at all, how do they have the specific meaning that they do, and how is it novel sentences can be effortlessly understood by beings with finite capacities. This course provides a survey of philosophical theories of linguistic meaning, such as the ideational theory, proposition theory, ‘use’ theories of meaning, Gricean theories of speaker-meaning, verificationism, and truth-conditional semantics.

### **PHI 316 Philosophy of Science 3 SH**

The course will begin with an examination of the evolution of scientific theories. This history illuminates science as a social institution as well as the components of scientific theories and the “logic” of theory formation. Students will be encouraged to pursue independent readings and to develop seminar presentations. *Prerequisite:* Any PHI class or permission of the instructor. Competency: Information Literacy and Writing Intensive Tier 2.

### **PHI 320 Social and Political Philosophy 3 SH**

The course is concerned with such questions as the nature and source of law, property, origin and limitation of sovereign authority, and the rights and duties of citizens. *Prerequisite:* Any PHI class or permission of the instructor. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PHI 332 American Philosophy 3 SH**

An examination of the chief contributions in American philosophic thought as reflected in the works of authors such as Emerson, Royce, Pierce, James, Dewey and Santayana. Major focus is on developments in pragmatism. *Prerequisite:* Any PHI class or permission of the instructor. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PHI 334 Existentialism 3 SH**

An examination of the works of major existentialist thinkers. Special topics taken from existentialist writings include: being, time, freedom, consciousness, existential psychoanalysis, and faith. *Prerequisite:* Any PHI

class or permission of the instructor. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PHI 338 Postmodernism 3 SH**

A study of several important postmodern philosophies and their application to art, architecture, language, psychology, politics, and gender. *Prerequisite:* Any PHI class. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PHI 339/WS 339 Women in the History of Philosophy 3 SH**

The aim of this course is to give students the opportunity to know some of the writings of women philosophers from different periods and different places. We begin with the ancient Greek period, then we move onto the medieval ages. From there, we move onto the 17th and 18th centuries and end the semester with important 19th and 20th century philosophers. *Prerequisite:* Culminating Experience requirements and any Philosophy course. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PHI 340 Non-Western Philosophy 3 SH**

A study of the development of ethics, political philosophy, aesthetics and metaphysics in Indian, Chinese, Japanese and Persian writings. *Prerequisite:* Any PHI class or permission of the instructor. Competency: Critical Thinking and Intercultural.

### **PHI 381 Plato's Dialogues 3 SH**

This class will read, analyze and discuss all of Plato's dialogues from every period of his work: early, transitional, middle, and late. We will also explore Plato's legacy in the history of philosophy and the relevance of Plato's dialogues for the contemporary world. Competency: Critical Thinking and Writing Intensive Tier 2.

### **PHI 389 Schopenhauer and Nietzsche 3 SH**

Schopenhauer's philosophy influenced many thinkers in the 19th century, including Nietzsche, who initially accepted Schopenhauer's ideas enthusiastically but later criticized most of Schopenhauer's thinking as nihilistic. This course will focus on the conversation between Schopenhauer and Nietzsche with a particular focus on the theme of nihilism. We will study major works of both Schopenhauer and Nietzsche to analyze how they responded differently to the problem of nihilism and how their responses are relevant to the lives of contemporary college students. *Prerequisite:* one previous PHI course. Competency: Culminating Experience and Writing Intensive Tier 3.

The following courses also have been approved and are offered periodically:

*PHI 224 Special Topics*

# Physics

## Physics

### **PHY 103 Fundamentals of Physics 4 SH**

This course provides knowledge of the basic principles of physics for students who have had no previous experience in physics. Students successfully completing this course can take PHY 110 or PHY 120 with better preparation (3 hrs lecture, 2 hrs lab). *Prerequisite:* a high-school science course and MAT 100 or appropriate math placement score.

### **PHY 110, 111 General Physics I & II (Calculus) 4 SH each**

This standard introductory physics course is designed for science and engineering students and uses calculus, vector analysis and scientific notation throughout the presentation. PHY 110 includes the study of mechanics, thermodynamics, hydrostatics and sound. PHY 111 includes electricity, magnetism, optics, atomic and nuclear physics. PHY 110 – every fall semester; PHY 111 – every spring semester. *Prerequisite:* for PHY 110: MAT 182 and a “C” grade or better in PHY 103 or on a placement examination. For PHY 111: PHY 110. (3 hrs lecture, 3 hrs laboratory)

### **PHY 120, 121 General Physics I & II (Non-Calculus) 4 SH each**

A general physics course appropriate for students majoring in life science, pre-medicine and other related disciplines; uses vector analysis, significant figures and scientific notation throughout the presentation. The course gives in-depth presentation of the traditional general physics material with examples of physical principles from the life sciences and daily living. PHY 120 – every fall semester; PHY 121 – every spring semester (3 hrs lecture, 3 hrs laboratory). *Prerequisite:* for PHY 120: MAT 100 and a “C” grade or better in PHY 103 or in a placement examination. For PHY 121: PHY 120.

### **PHY/ENV 136 Energy 4 SH**

This course will investigate present and possible future energy sources, and discuss man’s use and misuse of the different forms of energy and the effects of these energy uses on society (3 hrs lecture, 2 hrs laboratory). Competency: Quantitative Reasoning. Competency: Quantitative Reasoning.

### **PHY 170 Concepts of Electronics 4 SH**

This is a first course in electronics for students with no prior knowledge of electricity or of electronics. It is a hands-on course in which the student learns to identify the components of various circuits and how to construct and test the circuits. Solid state devices, integrated circuits and digital electronic circuits are included. Only elementary mathematics is used (2 hrs lecture, two 2-hr laboratory) . *Prerequisite:* MAT 100 or equivalent. Competency: Scientific Inquiry.

### **PHY 171 Introduction to Digital Electronics 4 SH**

This course is an introduction to electronic circuits for digital applications. It provides hands-on experience with the building blocks of common digital circuits (logic gates, integrated circuits, registers and shift registers, clocks, etc.) and their applications for combinational logic, memories, analog to digital conversion, etc. Spring semester (2 hrs lecture, two 2-hr laboratory). *Prerequisite:* MAT 133 or equivalent.

### **PHY 298 Faculty Developed Study 1–6 SH**

### **PHY 299 Student Developed Study 1–6 SH**

Student can repeat with different topic.

### **PHY 390 Advanced Topics 4 SH**

Student can repeat with different topic.

### **PHY 450 Senior Research 4 SH**

Student can repeat with different topic.



# Political Science

## **PS 100 Introduction to Political Science 3 SH**

A study of the nature and manifestations of power and ideology in the modern world. This course seeks to present a broad but selective introduction to government and politics, to develop the capacity to think in terms of political concepts and to aid the student in acquiring greater political awareness. Every semester. Competency: Information Literacy.

## **PS 102 American Government 3 SH**

A study of the institutional, theoretical and functional features of American national government with special attention to contemporary trends and problems. Every semester. Competency: Critical Thinking.

## **PS 104 World Governments, Economies and Cultures 3 SH**

Political, historical, economic and sociocultural perspectives are used to examine the problems and prospects of the contemporary world. Course topics will be selected in terms of current global issues and developments. Every semester. Competency: Intercultural.

## **PS/ECO 110 Introduction to Political Economy 3 SH**

See ECO/PS 110.

## **PS 200 International Relations 3 SH**

A study of those factors underlying international politics and determining foreign policies of national governments. Topics discussed include geographic and economic influences, international law, psychological bases of war and peace, nationalism and sovereignty. Various international organizations are examined as to purpose, structure and achievement. The contemporary international scene is utilized as a frame of reference. Not open to freshmen. Fall semester of odd-numbered years.

## **PS 201 Political Theory 3 SH**

A study of the nature of politics, ideological and intellectual movements and the contributions of concepts and ideas to an understanding of the political process. From a historical, empirical and contemporary perspective. Spring semester of odd-numbered years.

## **PS 212 Policy-Making Process in American Government 3 SH**

Selected case study approach to government decision-making, including both domestic and foreign policy issues, emphasizing such factors as history, intelligence, resources, leadership and the political culture in defining the realities of influence and power in the policy-making process. Offered periodically. *Prerequisite:* PS 102.

## **PS 213 Politics and the Court 3 SH**

A study of the origins, growth and scope of the Supreme Court in relation to American politics and institutional developments. Emphasis will be on contemporary problems of constitutional interpretation. Spring semester of even-numbered years.

## **PS 216 The American Presidency 3 SH**

A critical examination of the constitutional, institutional, historical and contemporary aspects of presidential power, leadership and accountability. Spring semester of odd-numbered years. *Prerequisite:* PS 102. .

## **PS 217 The Legislative Process 3 SH**

The analysis of the legislative process from an institutional and behavioral standpoint, with special emphasis on the contemporary context of the structure, organization and functions of the legislative systems in relation to American government. Spring semester of even-numbered years. *Prerequisite:* PS 102.

## **PS 218 American State and Local Government 3 SH**

A study of the structure and functions of state and local government in the United States, with particular emphasis upon socioeconomic problems that confront effective government today. Relevant state and local

government resources available on the world wide web will be integrated into this course. Fall semester of even-numbered years. *Prerequisite:* PS 100 or PS 102 or permission of the instructor.

### **PS 250 Congress and the Presidency 3 SH**

This course provides a historical and institutional analysis of the legislative and executive branches of the United States government. The theoretical and constitutional basis for each branch is addressed, with particular emphasis on the evolution of the relationship between the branches over time. The class explores the presidency, the bureaucracy, the House of Representatives, the Senate, and the important ways each influences the other. Particular focus is paid to the legislative process and other interactions between the executive and legislative branches. Competency: Critical Thinking.

### **PS/HIS 262 The History of the American Constitution 3 SH**

*See HIS/PS 262 Competency: Critical Thinking.*

### **PS/COM 273 Politics in Film 3 SH**

This course examines the connections between films/movies and the political environment in which they are produced and viewed. The course will use American and international films to explore various perspectives of a broad range of political issues. Summer Session. *Prerequisite:* Sophomore standing.

### **PS/GEO 290 Geopolitics in the 21st Century 3 SH**

This course will explore how geopolitics has been transformed in the post-Cold War world. It will examine the declining importance of nation states, both politically and culturally, and investigate what impact this has had on international relations. How does the "war on terror" fit into the new world order? Is it a traditional military war or more of a cultural war? Classes will be a mixture of lectures and discussion. *Prerequisite:* GEO 100 or PS 100 or PS 104 or permission of the instructor.

### **PS 298 Faculty Developed Study 1–6 SH**

### **PS 299 Student Developed Study 1–6 SH**

### **PS 305 Comparative Government and Politics 3 SH**

A behavioral, institutional and theoretical study of selected governments in the post-industrial world, emphasizing contemporary problems and issues in domestic and foreign policy. Spring semester of even-numbered years. *Prerequisite:* PS 104 or PS 110. SS 201 recommended with permission of the instructor.

### **PS 306 Comparative Communist and Post-Communist Systems 3 SH**

The course examines the political and cultural institutions, as well as the performance of communist and post-communist states. The dramatic changes since the end of the Cold War will be emphasized, along with current issues and relations with the non-communist world. Instruction may include a focus upon Russia and the former Soviet Republics and/or China and others. Course topic varies depending on staffing. Fall semester of odd-numbered years. *Prerequisite:* PS 104 or PS 110; SS 201 recommended or permission of instructor.

### **PS/JLA 322 Constitutional Law 3 SH**

*See JLA/PS 322*

### **PS 340/WS 340 Gender, Justice, and the State 3 SH**

A course that explores the multiple ways in which gender and family life interact with American governing institutions. Students will learn how the state has evolved alongside gender roles and stereotypes as well as how gender intersects with other aspects of social life including race, class, and sexuality. Competency: Information Literacy.

### **PS/HIS 382 Contemporary Middle East 3 SH**

*See HIS/PS 382*

### **PS 401 Global Conflict Resolution 3 SH**

The course reviews global resolution in many settings and includes informal efforts by private interveners and scholar-practitioners, formal interventions by individual, regional, transnational and international

organizations. It also looks at conflict resolution within small and large states. The roots of some of the major current and recent conflicts in the world and the efforts to resolve them will also be examined. The theory and practice of conflict resolution, including the role of the United Nations and other inter-governmental organizations, the impact of unilateral actions by governments, and efforts by non-government organizations will also be discussed. The class will also consider the various approaches to conflict resolution in the post-Cold War world in light of the heightened urgency for workable means to resolve such conflicts. Learning approaches include discussions, case study analysis and simulation. Fall semester of odd-numbered years. *Prerequisite:* PS 100 or PS 104 or SS 401, or permission of the instructor.

### **PS 402 Violent and Nonviolent Conflict Resolution 3 SH**

The course examines the major theories of violent and nonviolent conflict resolution and their applications in the Twentieth and Twenty-First centuries, including a variety of conflict management perspectives and the techniques of dispute intervention that flow from them. Case studies may include the works of Mahatma Gandhi, Johan Galtung, and Martin Luther King, Jr. for nonviolent and Niccolo Machiavelli, Karl Marx and Hans Morgenthau for violent conflict resolution. The outcomes of these two forms of government and citizen action will be analyzed based on their impact on individual, group and state objectives. Learning approaches include discussions, lecture, case study and analysis and simulation. Spring semester of odd-numbered years. *Prerequisite:* PS 100 or PS 104 or SS 401 and Junior standing, or permission of the instructor.

### **PS 403 International Institutions 3 SH**

This course explores the structures, processes, and impacts of international institutions, such as the World Trade Organization and the United Nations, on world politics. The class reviews the contending theoretical perspectives regarding the effect(s) that international institutions have on both interstate relations and political economic discourse within states. Case studies in issue areas such as international security and economics will be used to examine the successes and failures of international institutions. Alternate years. *Prerequisite:* PS 100, PS 104 or PS/ECO 100, PS 200 and Junior standing.

### **PS/COM 411 Politics and the Media 3 SH**

This course will focus on the inter-relatedness of the American political system and the sociological, electoral, economic, and psychological aspects of a multifaceted media. An analytic, critical and practical examination of the ways in which the media and its technology strengthen and weaken the aspects of contemporary politics. *Prerequisite:* PS 100 level course or COM 190 or permission of instructor plus junior standing or higher. Alternate spring semesters.

The following courses also have been approved and are offered periodically:

*PS/MGT 202 Introduction to Public Administration*

*PS 267 Recent American Thought*

*PS/SOC 310 Political Sociology*

*PS 315 Environmental Issues in International Relations*

*PS 400 Advanced Topics in Political Science*



# Portuguese

## **POR 162 Introductory Portuguese I 3 SH**

A course for students who have no prior knowledge of Portuguese. Aimed at introducing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* Level 1 language placement in Portuguese. *Special Info:* Native speakers and students with 4 years of high school Portuguese may not take for credit. **General Education: Humanities/World Languages and Cultures. (If POR 164 is successfully completed). Competency: Intercultural**

## **POR 164 Introductory Portuguese II 3 SH**

The second semester course in the introductory Portuguese sequence. Aimed at further developing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course.

*Prerequisite:* POR 162 or Level 2 language placement in Portuguese. **General Education: Humanities/World Languages and Cultures. Competency: Intercultural**

## **POR 196 Intermediate Portuguese Language and Culture I 3 SH**

The first-semester intermediate level course of Portuguese that focuses on reading, writing, oral comprehension and speaking through a study of Lusophone cultures.

*Prerequisite:* A minimum grade of “C-” in POR 164 or placement by oral interview. **General Education: Humanities/World Languages and Cultures. Competency: Intercultural**

## **POR 197 Intermediate Portuguese Language and Culture II 3 SH**

The second-semester intermediate level course of Portuguese that focuses on reading, writing, oral

comprehension, and speaking through a study of Lusophone cultures. *Prerequisite:* A minimum grade of “C-” in POR 196 or placement by oral interview. **General Education: Humanities/World Languages and Cultures. Competency: Intercultural**

# Psychology

## **PSY 100 Introduction to Psychology 3 SH**

An introductory survey course covering some of the major topics of psychology. Mandatory areas to be studied include: history of psychology, research methods, neuroscience and biopsychology, learning, memory and cognition, personality, psychological disorders, and social or developmental psychology. Other topics may include: sensation/perception, consciousness, language, intelligence, motivation, emotion, therapy, stress and health. This course is a prerequisite for all upper-level courses in psychology. Every semester.

## **PSY 110 Orientation to the Psychology Major 1 SH**

This course introduces Freshmen Psychology majors to the WCSU campus, Psychology's subfields and the Psychology department. Students will learn about academic expectations and habits for college success such as organizational skills, time-management and study strategies. Students will become familiar with information literacy specific to the discipline and will learn how to take an active role in their education by utilizing opportunities in the department and on campus. Required of all incoming PSY-declared Freshmen. Students must earn a minimum grade of D- to enroll in any Psychology course at the 200 level or higher. *Prerequisite:* Psychology Major. Competency: First Year Navigation.

## **PSY 202 Abnormal Psychology 3 SH**

The course scrutinizes all major forms of psychopathology listed in the Diagnostic and Statistical Manual. Syndromes will be evaluated with regard to etiology, symptomatology and treatment. Representative research on all syndromes will be discussed. Every semester. *Prerequisite:* PSY 100. Competency: Critical Thinking.

## **PSY 203 Clinical Psychology 3 SH**

A course which focuses on theories, diagnostic techniques and treatment modalities in the field of clinical psychology. Consideration will also be given to social, legal and philosophical issues in the assessment and treatment of mental illness as well as in problems of daily living. Every semester. *Prerequisite:* PSY 100. Competency: Critical Thinking.

## **PSY 204 Psychological Statistics 3 SH**

The course will cover inferential statistical procedures employed in psychological research. Emphasis will be on teaching students the appropriate statistical test to employ for a given experimental design. Every semester. *Prerequisite:* PSY 100; Psychology major. Competency:

## **PSY 205 Social Psychology 3 SH**

The study of human behavior as affected by social stimulus variables. The course is experimentally oriented and covers such topics as: attitudes; interpersonal perception and attraction; attributions; and structure and dynamics of groups and social motivations (e.g., affiliation, aggression, conformity, altruism, obedience, etc.). Every semester. *Prerequisite:* PSY 100. Competency: Critical Thinking.

## **PSY 206 Industrial Psychology 3 SH**

Industrial psychology is the application of the science of psychology to people at work with emphasis on major personnel practices and functions. Topics include methods of assessment for employee recruitment, selection, classification, and performance evaluation; job design and analysis; effective training methods; and relevant legal issues. Students interested in careers in industrial/organizational psychology, management, human resources, or training, will find this a valuable introduction to applications of psychological research and methods to personnel related issues in the workplace. Fall semester. *Prerequisite:* PSY 100.

## **PSY 207 Organizational Psychology 3 SH**

Organizational psychology is the application of the science of psychology to the study of individual and group behavior in organizational settings. Topics include: Individual behavior and attitudes in work/organizations;

motivation; leadership styles; teams and teamwork; and organizational change and development. Issues related to workplace psychological health, including violence, health, work conditions, and stress in the workplace, will also be covered. Students interested in careers in industrial/organizational psychology, management, human resources, or training, will find this a valuable introduction to applications of psychological research and methods within organizations. Spring semester. *Prerequisite:* PSY 100.

### **PSY 208 Environmental Psychology 3 SH**

The relationship between the spatial needs of human beings and the structure of their physical environment. Special attention is given to the phylogenetic analysis of spatial needs; theories of spatial behavior; assessment techniques and methodologies of environmental psychology; and practical implications for structuring human environments. Studies will be conducted both inside and outside the classroom to give the student first-hand research experience. Alternate spring semesters. *Prerequisite:* PSY 100.

### **PSY 210 Child Psychology 3 SH**

Provides an overview of current psychological theory and research on normative development during infancy and childhood, with an emphasis on applying the developmental knowledge base to understand today's child. Covers major theories and research findings in child development, including: the influence of genetics and heredity, prenatal development, and physical, cognitive, psychological, and psychosocial changes that occur during childhood. Discusses the influence of parents, peers, school, and sociohistorical context in development during childhood. Every semester. *Prerequisite:* PSY 100. Competency: Critical Thinking.

### **PSY 211 Adolescent Psychology 3 SH**

An overview of normative development during adolescence. Emphasis is placed on the cognitive, psychological, psychosocial, and contextual changes that occur during adolescence. Developmental tasks of adolescence are discussed, as well as the role of parents, peers, school, and sociohistorical context in development during the adolescent years. Every semester. *Prerequisite:* PSY 100. Not open to students who have taken EPY 204. Competency: Critical Thinking.

### **PSY 215 Psychology of Personality 3 SH**

A systematic study of the development of personality from infancy through adulthood. The contributions of the major theorists are discussed and evaluated in relation to current research studies. Every semester. *Prerequisite:* PSY 100. Competency: Critical Thinking.

### **PSY/WS 217 Psychology of Women 3 SH**

An investigation of the behaviors of women from various perspectives, such as physiological, psychoanalytic, social learning and cognitive points of view. The course is designed for persons who recognize the changing roles of women in our society and who wish to examine the psychological theories and research surrounding female development and behavior. Every semester. *Prerequisite:* PSY 100.

### **PSY 218 Principles of Behavior Modification 3 SH**

The student will become familiar with a series of learning and cognitive restructuring techniques which can be used to reach behavioral goals in such situations as the home, school, mental institution and mental health clinic. Behavioral treatment of such problems as anxiety, obesity, depression, social skills deficiencies and sexual dysfunctions will be studied. Spring semester. *Prerequisite:* PSY 100.

### **PSY 219 Psychology of Men 3 SH**

This course will examine the basic issues that confront men today. Biological, psychological and environmental forces which govern some of the new roles played by men will also be considered. Spring semester. *Prerequisite:* PSY 100.

### **PSY 220 Psychology of Learning 3 SH**

A survey of principles and theories of learning with emphasis upon the implications for human learning. Fall semester. *Prerequisite:* PSY 100.

### **PSY 230 Introduction to Brain and Behavior 3 SH**

This is an introduction to the brain for anyone interested in one of the most complex structures in the universe. This course includes basic brain geography (where everything is located and what it's called), how neurons communicate with each other, and how these physical structures and mechanisms produce

psychological experience and adaptive behavior, including learning and memory, emotional experience and psychological disorders. No dissection required. Spring semester. *Prerequisite*: PSY 100.

### **PSY 236 Anomalistic Psychology 3 SH**

A course evaluating behavioral and experiential phenomena that have traditionally seemed to constitute violations of the basic principles of science. Emphasis is put on critically evaluating the literature on extraordinary psychophysiological phenomena (such as healing and pain control) as well as anomalies of memory, perception and parapsychological phenomena (such as telepathy, clairvoyance, precognition and psychokinesis). Such evaluations will include a rigorous examination of the methodological problems encountered in these areas of investigation and will consider the various explanations that have been suggested for such behaviors/phenomena. Alternate spring semesters. *Prerequisite*: PSY 100.

### **PSY 245 Psychology of Creativity 3 SH**

Creativity is one of the defining aspects of the human experience. Great periods of cultural creativity (Ancient Greece, the Renaissance, the Information Age) have transformed society, culture and our individual experiences. Highly creative individuals (Michaelangelo, Einstein, Curie, Mozart) are revered through the ages. But creativity can range from the mundane (e.g., solving personal and interpersonal problems) to these profound issues (creating works of art, making scientific discoveries). This course is an introduction to the psychological study of creativity, including: theories of creativity; the processes of creativity; characteristics of creative people; the motivation to create; the creative mind; the study of creative artificial intelligence, and the use of creative thinking tools for solving problems. Although the course focuses on creative behavior in individuals, it also examines creative outcomes in groups and organizations, and highlight aspects that are common to all three. A critical aspect of this course is that students participate in an individual creative project, present their concept to classmates, receive feedback, fine-tune their project, present a finished product, and reflect upon and analyze their own experience with creativity. Alternate Fall semesters. *Prerequisite*: PSY 100. Competency: Creative Process.

### **PSY 251 Psychology of Cognition 3 SH**

Designed to introduce the student to theories, issues and research in such cognitive areas as thinking, memory, attention, problem-solving, concept formation, creativity, language and imagination. Every semester. *Prerequisite*: PSY 100.

### **PSY 260 Health Psychology 3 SH**

Health psychology is the application of the science of psychology to the promotion and maintenance of health. A biopsychosocial model of human behavior is presented which explores the development of both healthy behaviors such as exercise and stress management and risk-compromising behaviors such as smoking, drug abuse, unhealthy eating, and dangerous sexual behavior. Topics covered include stress and coping; pain management; psychological factors in managing chronic and terminal illness; psychoneuroimmunology; and the psychology of lifestyle interventions aimed at preventing diseases such as heart disease, hypertension, stroke and diabetes. The course includes consideration of the impact of human actions on the health of the complex interrelationship between species and environment known as the ecosystem. Every semester. *Prerequisite*: PSY 100. Competency: Health & Wellness.

### **PSY 262 Sports Psychology 3 SH**

This course presents a comprehensive overview of the field of sport psychology, including the history of the field, major theories, research methods, and current issues. Various perspectives are offered, including developmental, systems, and cognitive-behavioral views of the psychology of sport and of athletic participation. Topics covered include motivation, stress and anxiety, competition, teamwork, leadership, communication, student-athletes, self-regulation of performance, imagery skills, concentration, goal-setting behavior, coping with athletic injuries, burnout and overtraining, drug and alcohol abuse, eating disorders, aggression, and sportsmanship and character development. Spring semester. *Prerequisite*: PSY 100. Competency: Health & Wellness.

### **PSY 270 Psychology of Sustainability 3 SH**

Because human behavior is at the root of the sustainability problem, psychology, the science of the mind and behavior, offers important insights for understanding and changing unsustainable individual activities and

societal policies and practices. This course introduces students to the field of conservation psychology, the scientific study of the reciprocal relationships between humans and the rest of nature, with a particular focus on how to encourage conservation of the natural world (Carol D. Saunders, 2003). It also introduces students to the psychological principles of sustainable development – development that meets the needs of the present without compromising the ability of future generations to meet their own needs. *Prerequisite:* PSY 100. Competency: Health & Wellness.

### **PSY 290 Guided Readings in Psychology 1–3 SH**

Readings will be assigned to the individual student in terms of the student's background, interests and his/her specific goals in the field of psychology. Each student must obtain a faculty member to supervise and evaluate his/her performance. Every semester. *Prerequisite:* PSY 100; if the instructor believes that other courses are necessary for the student to implement the semester's work, the instructor will designate such courses; students must receive the permission of the department prior to registering for this course.

### **PSY 291 Practicum in Psychology 1–3 SH**

A course which allows the student to obtain practical experience in the field of psychology. An activity such as working under supervision in a community agency is representative of the types of experiences acceptable for credit in this course. The student will work under the supervision of an instructor in the psychology department on an individual basis. Not more than three hours of this course may be used toward the psychology major. Every semester. *Prerequisite:* PSY 100. If the practicum involves the content of a specific course(s), the instructor may stipulate additional prerequisite. Students must receive the permission of the department prior to registering for this course.

### **PSY 298 Faculty Developed Study 1–6 SH**

### **PSY 299 Student Developed Study 1–6 SH**

### **PSY 305 Psychology of Persuasion 3 SH**

This course will take an empirical approach to the psychological study of persuasion and social influence. Major topics will include attitudes and attitude change, the attitude behavior relationship, interpersonal and group influence, resistance, strategies and techniques of persuasion and influence, and the impact of culture, personality and gender on these processes. Special attention will be given to the major theoretical approaches. Spring semester. *Prerequisite:* PSY 205 or instructor approval.

### **PSY 306 Internship in Applied Psychology 3 SH**

In this course, students obtain experience in the application of psychological principles in community settings. These settings include social service, mental health, medical, and educational agencies. Students collaborate with the course instructor in selecting their practicum site, and must obtain 120 hours of practicum experience in a semester, over a period of at least 10 weeks in a spring or fall semester. Students also meet for one academic hour of classroom instruction per week. *Prerequisite:* PSY 202 or PSY 203; Psychology Major or Minor status; Junior or Senior standing; Instructor's permission.

### **PSY 307 Psychology of Close Relationships 3 SH**

This course provides an overview of current research and theory in the field of close relationships with an emphasis on adult romantic relationships. Specific topics include attraction, relationship cognitions, communication, interdependence, love, sexuality, jealousy, relationship strains, conflict, relationship maintenance strategies and relationship dissolution. These topics will be examined through classic as well as contemporary research. *Prerequisite:* PSY 205.

### **PSY 309 Social Psychology and the Law 3 SH**

An applied course in social psychology in which various stages of the legal process will be examined from a social psychological perspective. Research and theories from areas such as person-perception, attribution, impression management, decision making and social influence will be applied to such issues as arrest, interrogation, eyewitness testimony, trial by jury and correction. Alternate years. *Prerequisite:* PSY 100 and PSY 205.

### **PSY 313 Cross-Cultural Psychology 3 SH**

This course evaluates the cross-cultural applicability of psychological theory and research. It will examine the

influence of culture, broadly construed, on psychological processes such as perception and cognition, development, social interactions and relationships, gender roles, self-understanding, persuasion, and psychopathology. This course will also investigate the methodological constraints and opportunities presented by cross-cultural differences. Fall semester. *Prerequisite:* PSY 100 and PSY 205. Competency: Intercultural.

### **PSY 322 The Adult Years 3 SH**

An overview of normative development and aging over the adult years. Emphasis is placed on the physical, cognitive, and socioemotional changes that occur with aging as well as the dynamic interactions between individuals and their contexts that shape development. *Prerequisite:* PSY 100 and either PSY 210 or PSY 211. Students must have completed the WI requirement. Every semester. Competency: Writing Intensive Tier 2.

### **PSY 324 Experimental Psychology 3 SH**

This is a lecture and laboratory course that provides an introduction to the way in which the scientific method is applied in several content areas in psychology. As a result of this course, students will develop skills used throughout the entire research process. Students will: 1) Conduct literature searches using appropriate databases, 2) Critically evaluate journal articles, 3) Design studies (including formulating the research question, stating the research hypothesis, and selecting or designing an instrument or tool for data collection), 4) Collect data, 5) Use a computerized statistical package in analyzing collected data, 6) Write an APA-style empirical research paper and complete several research reports. *Prerequisite:* PSY 100, and PSY 204 (C- or better), and WRT 101. Competency: Scientific Inquiry.

### **PSY 332 History of Psychology 3 SH**

This upper-level course guides students through an in-depth examination of the methods and theories used in contemporary psychology by exploring the intellectual history and methodological traditions of psychology. The course covers the philosophical approaches that were antecedents to scientific psychology, the rise of scientific psychology, and the major historical and contemporary approaches to psychology, including structuralism, functionalism, psychoanalysis, behaviorism, gestalt, humanistic, cognitive and evolutionary psychology. Much of the material covered is relevant for a student preparing for the Psychology GRE. Learning projects in this course introduce students to important current issues such as mental health in society, the practice of psychology in applied fields, and critical evaluations of contemporary psychological science, utilizing historical research methods. Students become familiar with the skills needed to locate, evaluate, and utilize original sources in this course. Spring semesters. *Prerequisite:* PSY 100 plus 9 additional hours in psychology courses or permission of the instructor. Competency: Information Literacy.

### **PSY 334 Psychological Assessment 3 SH**

This survey course provides an examination of the fundamentals of psychological assessment and testing. Topics include the history of testing, individual differences, test selection, individual and group testing as well as a review of test construction and standardization. General tests of intelligence, ability, vocational interest, personality, neuropsychological functioning and clinical symptoms will be examined. At the end of the course, students will be able to understand and critique psychometric instruments; be able to understand and analyze basic assessment data; and understand the role of test scores in psychological reports. Alternate spring semesters. *Prerequisites:* PSY 100 and PSY 201.

### **PSY 341 Child and Adolescent Abnormal Psychology 3 SH**

This upper-level course is designed to introduce students to the variety of childhood psychological disorders, using the Diagnostic and Statistical Manual of Psychological Disorders (DSM) as a basis for the overview. Issues of etiology, classification and treatment of children and adolescents who exhibit a variety of psychopathological disorders ranging from transitory nightmares to autism will be covered. A variety of theoretical frames of reference will be considered as they influence evaluation, etiological models and treatment approaches, including psychodynamic, behavioral, biological, cognitive and family systems approaches. Alternate spring semesters. *Prerequisites:* PSY 100 and at least one of the following: PSY 202, PSY 203, PSY 210, PSY 211.

### **PSY 346 Moral Development 3 SH**

An overview of moral development throughout the life span. Emphasizes theories and current psychological research, as well as influences on moral development. Among the topics discussed are approaches to promoting moral development, moral education, and the gap between moral reasoning and behavior.

Alternate fall semesters. *Prerequisite:* PSY 100 and one of the following: PSY 210, PSY 211, PSY 222, EPY 203, EPY 204. **General Education: Psychology.**

### **PSY 347 Developmental Psychology and Social Policy 3 SH**

Research in developmental psychology holds applied relevance for enhancing the lives of children, youth, and adults. This course examines the intersection of developmental psychology and social policy, including an introduction to theory, methods, and a sample of the social issues addressed by developmental psychology. Topics include the influence of contextual factors, such as neighborhoods and communities, on development, how research on cognitive and social development has been disseminated to influence policy and court decisions, and how developmental findings can be applied in constructing interventions to aid children, youth, and families. *Prerequisite:* PSY 210 or PSY 211. Competency: Information Literacy.

### **PSY 349 Psychology of Perception 3 SH**

A survey of theories, issues and research in visions, audition, olfaction, gustation, skin and pain senses, and vestibular sense. Emphasis will be placed on current research topics and theories about perception. Fall semester. *Prerequisite:* PSY 100 plus 6 additional credits in psychology courses.

### **PSY 352 Cognitive Neuroscience 3 SH**

This course addresses the biological mechanisms associated with normal and abnormal cognitive functioning, using information from a wide variety of current and historical research techniques. The course is an advanced-level seminar, in which there will be active participation and discussions on recent and historical research from this explosive area of research into thinking, learning and memory. Every other year. *Prerequisite:* PSY 230 or PSY 251 or PSY 349.

### **PSY 392 Substance Use Counseling: Assessment and Counseling 4 SH**

This course provides four hours of academic credit and is divided into four equal parts. The first two parts concern the assessment of substance abuse and treatment planning. This will include: reviews of the prevalence and etiology of substance abuse, the assessment of substance abuse by interviews and psychometric instruments, individual differences among substance abusers, comorbidity, the determination of the level of care necessary for substance abusers, and assessments of patients' readiness to change. The third and fourth parts will address these issues in assessment and treatment planning with adolescents and children, and ethnic minorities. Alternate spring semesters. *Prerequisite:* PSY 100 and PSY 202. Competency: Health & Wellness.

### **PSY 393 Substance Use Counseling: Drugs & Behavior 4 SH**

This course provides four hours of academic credit and is divided into six equal parts. The first two parts will concern the pharmacology of the classes of psychoactive substances and of the most commonly used substances within each class. This discussion will also address tolerance, withdrawal, and protocol for detoxification from psychoactive substances. The third part will focus on HIV/AIDS, especially within populations of substance abusers. The fourth part will be devoted to the ethical requirements for substance abuse counselors. The fifth and sixth parts will be devoted to studying counseling that is consistent with the traditions of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and alternative self-help groups. Alternate fall semesters. *Prerequisite:* PSY 100 and PSY 202. Competency: Health & Wellness.

### **PSY 394 Substance Use Counseling: Counseling Techniques 4 SH**

The topic of this course will be counseling substance abusers. The theories and techniques of the major schools of individual and group counseling and psychotherapy with substance abusers will be studied. Empirical research comparing the effectiveness of these schools of counseling and psychotherapy will be evaluated. The counselor's role in supporting the 12-step fellowships of Alcoholics Anonymous (AA) and Narcotics Anonymous (NA), and in preventing and managing relapse will be considered. Counseling issues with women, ethnic minorities, adolescents and children, and HIV/AIDS patients will be evaluated. Students will demonstrate an understanding of how to implement treatment plans in individual and group counseling. Alternate spring semesters. *Prerequisite:* PSY 100 and PSY 202. Competency: Health & Wellness.

### **PSY 395 Substance Use Counseling: Applied Individual and Group Counseling 4 SH**

The focus of this course will be counseling techniques with substance abusers. Techniques endorsed by divergent schools of counseling and psychotherapy will be emphasized. Methods for engaging uncooperative and resistant clients will be reviewed. The application of these techniques in counseling couples will be studied. Counseling issues related to gender, ethnicity, and age groups will be examined. Relapse will be examined from the viewpoint of a stages-of-change model, and interventions appropriate to specific stages of change will be evaluated. Alternate fall semesters. *Prerequisite:* PSY 100 and PSY 202. **General Education: Psychology;** Competency: Health & Wellness.

### **PSY 412 Advanced Developmental Psychology 3 SH**

An upper-level course in which students will explore advanced topics in developmental psychology. The course may cover a variety of areas in developmental psychology, such as physical, cognitive, social, and emotional development across the lifespan. *Prerequisites:* PSY 324; two of the following courses: PSY 210, PSY 211, PSY 322, PSY 346; plus three additional hours of psychology courses. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PSY 415 Advanced Social Psychology 3 SH**

This upper-level course offers an advanced exploration of a topic within the area of social psychology. The course can focus on a specific research area within social psychology, according to the interests and expertise of the instructor. Instructors may choose to assign a comprehensive literature review in a topical field; ask students to develop and present an appropriate research proposal in a topical field; or design and carry out an original undergraduate study, submit a report, and present their findings, when possible, at appropriate scientific conferences. Students will develop their proficiency in formulating testable hypotheses, critical thinking skills and ability to convey ideas through scientific writing in APA style. Alternate fall semesters. *Prerequisite:* PSY 324 and PSY 205; plus either PSY 305, PSY 307, PSY 309 or PSY 313; plus three additional hours of psychology courses. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PSY 425 Advanced Cognitive Psychology 3 SH**

This upper-level course offers an advanced exploration of a topic within the area of cognitive psychology. The course can focus on a specific research area within cognitive psychology, according to the interests and expertise of the instructor. Students will either design and carry out an original undergraduate study, with an APA style report, or develop an in-depth APA style research proposal. Students will develop their proficiency in formulating testable hypotheses, critical thinking skills and ability to convey ideas through scientific writing in APA style. Alternate fall semesters. *Prerequisites:* PSY 324 and PSY 251; and two of the following: PSY 230, PSY 349 or PSY 352. Competency: Culminating Experience and Writing Tier 3.

### **PSY 426 Advanced Seminar in Applied Psychology 3 SH**

This upper-level course further enhances the knowledge base of students in applied areas of psychology. The course can be taught in a variety of primary areas, according to the expertise of the instructor. This course may be repeated for credit, provided the subject matter is different. Areas that can be offered include:

- Clinical and counseling psychology
- Health Psychology
- I/O Psychology (Industrial/Organizational)
- Applied Social Psychology (Psychology and Law, Forensic Psychology, etc.)
- School psychology

Students will be expected to focus on up-to-date applied research in the selected field, and to be introduced to the theory and practice of psychological interventions in this area. Each student will write a final report that meets both the research and writing standards for graduates of the psychology program. Instructors may choose to assign a comprehensive literature review, APA-style, in a topical field; ask students to develop and present an appropriate research proposal in a topical field; or design and carry out an original undergraduate study, submit an APA-style report, and present their findings, when possible, at appropriate scientific conferences. *Prerequisite:* PSY 324 and two of: PSY 202, PSY 203, PSY 205, PSY 206, PSY 207, PSY 218, PSY 260, PSY 309, PSY 334, PSY 341 or instructor's permission. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PSY 439 Community Psychology 4 SH**

Community Psychology is a capstone course for Psychology majors. Its focus is the amelioration of conditions that inhibit optimal development. These conditions may foster dysfunction and psychopathology



as well as inhibit the development of competencies such as academic skills. The prevention of disorders as well as tertiary care, or the remediation of pathology, are also of primary interest. Populations that are typically underserved in the existing health care system are considered in detail. These populations include: maltreated children, ethnic minorities, women, the elderly, and substance abusers. Classroom attendance and a practicum of five hour per week are required. Practicums are completed in community agencies such as mental health clinics, substance abuse treatment facilities, Head Start, schools, and related social service settings. Since, this is a capstone course for Psychology majors, 50% of student grades will be determined by a term paper. Every semester. *Prerequisite:* PSY 324 and one additional course from among the following: PSY 202, PSY 203, PSY 205. Competency: Culminating Experience and Writing Intensive Tier 3.

### **PSY 450 Research Seminar in Psychology 3 SH**

An upper-level course in which students will explore advanced topics in psychology and will be expected to design, execute and analyze their own empirical study, and submit an APA-style report. *Prerequisite:* PSY 324, and three additional courses in psychology and one exposure to each of the general education competencies (FY, CP, CT, HW, IC, IL, OC, QR, SI, and WI).

### **PSY 460 Independent Study in Psychology 3 SH**

The student will do an approved original research project related to his/her field of interest under the supervision of a faculty member. The semester's findings will be summarized in a formal paper. Every semester. *Prerequisite:* PSY 324, plus at least nine additional hours of psychology courses; minimum GPA of 3.0 and grade no lower than a "C" in PSY 201, PSY 204 and PSY 324. Students must receive the permission of the department prior to registering for this course.

### **PSY 475 Honors Guided Reading in Psychology 3 SH**

Students will complete preparatory work leading to PSY 476: Honors Thesis in Psychology. Emphasis will be placed on performing an extensive literature review and reading a particular topic in psychological science. The content and scope of the PSY 475 will be negotiated with the supervising faculty, and is intended to provide students with significant exposure to existing research in the relevant topic and to facilitate the development of a theoretical basis for PSY 476. Each student must obtain a faculty member to supervise and evaluate his/her performance. *Prerequisite:* PSY 324 and the psychology advanced seminar (PSY 412, PSY 415, PSY 425, PSY 439 or PSY 450) must be completed prior to PSY 475. If the instructor believes that other courses are necessary for the student to implement the semester's work, the instructor will designate such courses; students must receive the permission of the department prior to registering for this course; Junior standing; minimum Psychology GPA of 3.5 and a minimum overall GPA of 3.3.

### **PSY 476 Honors Thesis 3 SH**

The student will do approved original research related to his/her field of interest under the supervision of a Psychology faculty member. The research question must be substantially different from (although it may be related to) the work completed by the student in PSY 324 or the Advanced Seminar, and is an outgrowth of PSY 475. The research findings will be summarized in a formal paper. Every semester. *Prerequisite:* PSY 475; the Psychology Advanced Seminar (PSY 412, PSY 415, PSY 425, PSY 439 OR PSY 450); students must receive the permission of the department prior to registering for this course; Junior standing; minimum Psychology GPA of 3.5 and a minimum overall GPA of 3.3.

# Air Force Reserve Officers Training Corps (ROTC)

## ***Courses at Yale University, New Haven***

USAF 101/102 The Foundations of the USAF – Thursdays; time 10:30-11:20.

USAF 201/202 The Evolution of Air/Space Power – Tuesdays and Thursdays; time 10:30-11:20.

USAF 301/302 USAF Leadership Studies – Tuesdays; time 8:30-11:20.

USAF 401/402 National Security Affairs/Prep for Active Duty – We will not be offering USAF 401/402 during Academic Year '12-'13.

Leadership Laboratory – Thursdays; time 8:30-10:30

Physical Training – Tuesdays, Wednesdays, and Fridays; time 7:00-8:30

# Social Sciences

The social sciences consist of anthropology, economics, geography, political science and sociology. Courses listed under social sciences are department interdisciplinary courses.

## **SS 100 Introduction to Social Sciences 3 SH**

A framework for the systematic study of man in society, using the working concepts of contemporary social science as a basis for understanding organized human behavior.

## **SS 201 Researching Social Issues 3 SH**

This course introduces elementary concepts of research as an integral part of the study of one or more selected contemporary social issues. The research methods and skills to be introduced include discerning fact from opinion, the logic of hypothesis testing and the use of library and computer reference tools. Students will be required to write a bibliography, research hypothesis and a statement of the appropriate methodology for the selected social issue topic. SS 201 is required of anthropology-sociology, economics, political science and social sciences majors. Every semester. *Prerequisite:* Completion of any introductory course in ANT, ECO, PS or SOC with a grade of “C” or higher; WRT 101 or placement into a Writing Intensive (WI) course.

## **SS/GEO 215 Introduction to Geographical Information Systems 3 SH**

See *GEO/SS 215*

## **SS 297 Internship/Co-op**

## **SS 298 Faculty Developed Study 1–6 SH**

## **SS 299 Student Developed Study 1–6 SH**

## **SS 300 Quantitative Research Methods in the Social Sciences 3 SH**

Designed particularly as an introduction to statistical methods and reasoning in the social sciences, this course will provide orientation to and experience in the application of quantitative research methodology. Data organization, descriptive measures, sampling and population tests for significance, analyses of variance, correlations, regression and choice of appropriate procedures for future research toward the degree in social sciences are all included. Students also learn how to use software specific to social science research design and analysis. *Prerequisite:* SS 201 with a “C” grade or higher; MAT 100 or appropriate placement; Junior or Senior standing in a Social Science major. Competency: Quantitative Reasoning.

## **SS/ED 385 Methods of Teaching in Secondary Schools 3 SH**

See *ED/SS 385*

## **SS/ED 386 Secondary Education Professional Development School Experience 1 SH**

See *ED/SS 386*

## **SS 400 Senior Thesis Research Seminar 3 SH**

A capstone experience seminar for all of the Department of Social Sciences’ majors (Anthropology/Sociology, Economics, Political Science, Social Science and other directly related majors). Builds on and combines students’ previously acquired knowledge of research design, qualitative and quantitative methods, and discipline specific areas of interest. The central activity of the seminar requires students to design, conduct, analyze, write, and report on their own original research. Students also work on professional development, and a portfolio of their academic work and experiences in higher education. *Prerequisites:* Senior standing; completion of both SS 201 and SS 300 (both with minimum grades of C); completion of both Writing Intensive Tier I (W1) and Tier II (W2) requirements (both with minimum grades of C); plus, submission and approval of the SS 400 Application. The SS 400 Application is available online and requires departmental approval before students may register for the class. *Prerequisite:* Senior standing;

completion of both SS 201 and SS 300 (both with minimum grades of C); completion of both WRT 101 and Writing Intensive Tier II (W2) requirements (both with minimum grades of C); plus, submission and approval of the SS 400 Application. The SS 400 Application is available online and requires departmental approval before students may register for the class. Competency: Culminating Experience and Writing Intensive Tier 3.

### **SS 401 Fundamentals of Conflict Resolution 3 SH**

This course examines the two basic models of conflict resolution: the competitive and the collaborative models. Variations of that theme include third party intervention and negotiation paradigms. Conflict resolution styles, strategies, and skills, as well as the theory of managing conflicts in values and needs, are presented, discussed and applied to everyday interpersonal and group differences and disputes. Also explored are ethical, cultural, gender and racial implications of conflict resolution. The goal of the course is to enhance the student's understanding of and skills in conflict resolution in order to interact more effectively and to solve problems creatively. Fall semester of even-numbered years. *Prerequisite:* Sophomore standing or permission of the instructor. With prior adviser approval, course may be taken for graduate credit.

### **SS 402 Mediation: Theory and Practice 3 SH**

This course examines the spectrum of third-party intervention, with an emphasis on the theory and practice of mediation. Professional ethics, neutrality and bias are discussed in the context of mediation specifically, and third party intervention, generally. Negotiation paradigms, collective bargaining and mutual gains are presented, discussed and applied to the mediation process. Current theoretical approaches to mediation are discussed, as well as various applications of mediation, which include these topics (among others) of neighborhood, court sanctioned, victim offender, divorce, child custody and housing. Skills and processes used by mediators are illustrated through class role-playing exercises. Learning approaches of this course include lecture, simulations, modeling and practicing mediation. Spring semester of even-numbered years. *Prerequisite:* SS 401 or permission of the instructor. With prior adviser approval, course may be taken for graduate credit.

### **SS 441 Teaching History and Social Studies in Secondary Schools 3 SH**

*See ED/SS 441*

The following courses also have been approved and are offered periodically:

*SS 101 Introduction to Third World Development*

*SS 111 Contemporary Cultures and Societies of Latin America*

*SS/ENV 250 Society and the Environment*

*SS 301 Guided Reading in the Social Sciences*

# Sociology

## **SOC 100 Introduction to Sociology 3 SH**

A survey of contemporary American society. Basic sociological theory dealt with through study of present-day American social life and institutions. Every semester. Competency: Critical Thinking and Intercultural.

## **SOC 101 Social Problems 3 SH**

A detailed analysis of selected aspects of contemporary American society, with particular emphasis on social institutions and problems associated with them. Every semester. *Prerequisite:* SOC 100.

## **SOC 200 Concepts of Race and Racism 3 SH**

A sociohistorical and contemporary look at race and racism, focusing mainly on the United States. This course explores how global social transformations, stemming from Western European conquest and colonization, led to the formation of "race relations." The course examines the resulting political economy and culture of racism. The invention of and meanings attached to various racialized identities, both white and non-white, are considered as they transform over time. The course also investigates white and non-white resistance movements and, more generally, follows the evolution of perspectives and theories of race and racism. Every semester. *Prerequisite:* ANT 100 or SOC 100 or SOC 101.

## **SOC/JLA 201 Criminology 3 SH**

*See JLA/SOC 201*

## **SOC/ANT 204 Culture and Personality 3 SH**

*See ANT/SOC 204*

## **SOC/JLA 205 Juvenile Delinquency 3 SH**

*See JLA/SOC 205*

## **SOC 210 Urban Sociology 3 SH**

Focus will be upon the process of urbanization and an analysis of cities. Emphasizing key demographic and physical characteristics of urban populations, city growth, urban social structure, urban behavior patterns and social relationships and urban problems. Fall semester of odd-numbered years. *Prerequisite:* SOC 100.

## **SOC 211 Latinos in the United States 3 SH**

A comparative look at Latinas/os in the United States, both historically and today. Political, economic, cultural and territorial links between Latin America (including the Caribbean) and the U.S. are reviewed, focusing on the effects of these links on the American social structure. The course examines Latinas/os in greater New York, Florida's Miami/Dade county, California, and along the U.S./ Mexico border. Various issues and topics that may be explored include: westward expansion and imperialism, labor force participation in the world-economy, racism, immigration, anti-immigrant sentiment, identity, language, education, gender, gang involvement and political activism. Spring semester of odd-numbered years. *Prerequisite:* SOC 100 or permission of the instructor.

## **SOC/ANT/AAS 212 Peoples & Cultures of Africa 3 SH**

*See ANT/AAS/SOC 212*

## **SOC/ANT 216 Anthropology of the Middle East 3 SH**

As the world becomes more interconnected and linked globally, our society is increasingly faced with beliefs, practices, ideals, ideas, and ways of life that at times baffle us and discomfort us. Current conflicts in the world point to a need to actually go beyond stereotypes and understand both sameness and difference when it comes to cultures. This course seeks to look beyond common stereotypes of the Middle East and focus on daily life experiences of families and individuals who live in the region through applying an anthropological lens and reading ethnographic studies. *Prerequisites:* ANT 100 or SOC 100 or permission of instructor

## **SOC/AS 217 The American Dream: Visions & Revisions 3 SH**

See AS/SOC 217

### **SOC 221 Human Family Systems 3 SH**

Cross-cultural and historical approach, emphasizing the connections of family systems to other aspects of culture and leading to a broad perspective on current developments. Spring semester of odd-numbered years. *Prerequisite:* SOC 100 or ANT 100.

### **SOC/ANT 223 Contemporary Family Problems**

An exploration of the complex issues and problems surrounding American family life. This course looks at historical patterns and variation in family form and practice particularly since World War II. It also examines the diverse and challenging experiences of individuals living within family structures, particularly with regard to issues of gender, sexuality, race, ethnicity and class. Other central concerns include the dynamic interactions between economic, cultural, political and social forces, and how they influence and are influenced by families over time. *Prerequisites:* ANT 100 or SOC 100. Taught odd-year spring semesters. *Prerequisite:* ANT 100 or SOC 100.

### **SOC/ANT 232 Religion & Culture 3 SH**

See ANT/SOC 232

### **SOC/ECO/ANT 234 Economic Anthropology 3 SH**

This course will give both a theoretical and a practical grounding in economic anthropology by focusing on recent fieldwork and publications within economic and cultural anthropology. After students are introduced to theoretical debates and issues in the field, they will read about and discuss people in the specific ethnographic contexts as they grapple with poverty, globalization, modernization, and development – always keeping in mind that the economy is closely intertwined with and cannot be understood apart from sociocultural factors in people's lives. The course will involve small-group and large-group discussions, lots of interesting reading and a commitment to the formation of a critically thoughtful and engaged classroom community. *Prerequisites:* ANT 100 or SOC 100 or ECO 100 or permission of instructor.

### **SOC/ANT 242 Buddhism and Culture 3 SH**

See ANT/SOC 242

### **SOC/ANT/WS 251 Women and Gender in the Middle East 3 SH**

This course will explore the complex and multilayered processes and dimensions, including texts, cultural values and practices, institutions and events which have shaped and continue to shape gendered experience in the Middle East. We will consider these processes in their historical context focusing mainly on the contemporary Middle East. *Prerequisites:* ANT 100 or SOC 100 or WS 100 or permission of instructor. *Competency:* Intercultural.

### **SOC/SW 260 Aging 3 SH**

See SW/SOC 260

### **SOC 298 Faculty Developed Study 1–6 SH**

### **SOC 299 Student Developed Study 1–6 SH**

### **SOC 301 Globalization and Migration 3 SH**

Globalization draws the world together economically, culturally, politically and socially by means of international exchanges, including trade, policy and migration. In countries like the United States, this has given rise to large immigrant populations. This course evaluates both historic and contemporary effects of globalization on migration processes for both sending and receiving countries, as well as for migrants and their families. The course reviews associated theories and literatures, using specific examples from various regions of the world that may include: Western Europe, the United States, Africa, Asia, the Caribbean, Eastern Europe, Latin America and the Middle East. Topics may include: sex trafficking; refugee, colonial, tourist and labor migrations; the slave trade; transnational experiences; international development; migration policies; the costs and benefits of migration; challenges to national identities and national security; anti-immigrant sentiment; and racism. The course usually includes a tour of New York City, exploring immigrant histories and contemporary communities; there is an added fee for this tour to be determined when offered.

Spring semester of even-numbered years. *Prerequisite:* ANT 100 or PS 104 or SOC 100 or SOC 101.

**SOC/ANT 330 Social and Cultural Theory 3 SH**

See ANT/SOC 330

**SOC/JLA 334 Organized Crime 3 SH**

See JLA/SOC 334

**SOC/JLA 336 White-Collar Crime 3 SH**

See JLA/SOC 336

**SOC/ANT 350 Modern and Postmodern Societies 3 SH**

See ANT/SOC 350

**SOC 400 Advanced Topics of Sociology 2–6 SH**

The content and credit hours of this course will vary from year to year, depending on the interests of the students and faculty. Aspects of sociology not introduced or not treated in depth in other courses of the major will be introduced or treated in depth. Examples that could be included: technology and work, students and education, welfare planning, social class and modes of communication. The course may be repeated for credit with different content and permission of the department. The department will determine the number of credits prior to the course offering. Offered periodically. *Prerequisite:* determined at time of offering. Open to Juniors and Seniors.

The following courses also have been approved and are offered periodically:

*SOC 202 Class, Status and Power*

*SOC/ANT 223 Contemporary Family Problems*

*SOC 230 Sociology of the Community*

*SOC/ANT 241 Socio-Cultural Survey of Indian Religions*

*SOC/PS 310 Political Sociology*

*SOC/ANT 322 Comparative Minority Relations*

*SOC/ANT 340 Culture, Change and Planning*

# Spanish

## **SPA 110W Latin American Film (In English) 3 SH**

This course explores a history of Latin American cinema with an emphasis on cultural analysis. Weekly discussion include cross-cultural and cross-linguistic content. Weekly essays develop critical analysis of cultural topics. This course is taught in English. *Prerequisite:* WRT 101 or appropriate placement. **General Education: Humanities/Communications/Non-Western Culture;** Competency: Intercultural and Writing Intensive Tier 2..

## **SPA 111W Spanish Film (In English) 3 SH**

This course explores a history of Spanish cinema with an emphasis on cultural analysis. Weekly discussion include cross-cultural and cross-linguistic content. Weekly essays develop critical analysis of cultural topics. This course is taught in English. *Prerequisite:* WRT 101 or appropriate placement. **General Education: Humanities/Communication;** Competency: Intercultural and Writing Intensive Tier 2.

## **SPA 162 Introductory Spanish I 3 SH**

A course for students who have no prior knowledge of Spanish. Aimed at introducing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course. *Prerequisite:* Level 1 language placement in Spanish. *Special Info:* Native speakers and students with 4 years of high school Spanish may not take for credit. **General Education: Humanities/World Languages and Cultures (if SPA 164 is successfully completed);** Competency: Intercultural.

## **SPA 164 Introductory Spanish II 3 SH**

The second semester course in the introductory Spanish sequence. Aimed at further developing the four basic skills (listening comprehension, speaking, reading and writing). Culture will be an integral part of the course. *Prerequisite:* SPA 162 or Level 2 language placement in Spanish. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural.

## **SPA 170 Practical Spanish for Health Professionals 3 SH**

Introduces health personnel to the basics in structure and grammar and familiarizes the student with the vocabulary and terminology necessary for communication with Spanish-speaking people. Spring semester. **General Education: Humanities/World Languages and Cultures.**

## **SPA 196 Intermediate Spanish Language and Culture I 3 SH**

The first semester course in the continuing Spanish sequence. Focuses on reading, writing, oral comprehension and speaking through a study of Hispanic cultures. *Prerequisite:* SPA 164 or Level 3 language placement in Spanish. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural.

## **SPA 197 Intermediate Spanish Language and Culture II 3SH**

The second semester course in the continuing Spanish sequence. Focuses on reading, writing, oral comprehension and speaking through a study of Hispanic cultures. *Prerequisite:* SPA 196 OR Level 4 language placement in Spanish. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural.

## **SPA 203 Conversation and Composition: Film 3 SH**

This course is designed to increase oral and writing proficiency in Spanish through an introduction of the study of cinema from Spain and Latin America. Students will develop conversational skills with the introduction to advanced vocabulary in context. There will be additional grammar review particularly relating to composition strategies. *Prerequisite:* SPA 197. **General Education: Humanities/World Languages and Cultures /Communication;** Competency: Intercultural.

## **SPA 204 Conversation and Composition: Essay 3 SH**



Spanish 204 includes an intensive review of Spanish grammar with an emphasis on writing skills, readings from Latin American and Spanish authors, and discussions on traditional and contemporary cultural issues. Students will be required to read, view, and discuss (orally and in writing) a variety of texts including essays, cartoons, audiovisual materials, newspapers, film and Internet resources. *Prerequisite:* SPA 197. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural.

### **SPA 207 Introduction to Analysis: Fiction 3 SH**

This course introduces students to foundations of cultural and literary analysis of contemporary narrative texts from Spanish and Latin American authors. Students will continue to develop oral and writing proficiency in Spanish through a critical analysis of short stories and novels. Topics will include gender and sexuality, ethnicity, transatlantic identities, migration, colonialism, popular consciousness and revolution, and human rights. These topics correspond to issues that will be explored in depth in upper-division culture and literature courses. *Prerequisite:* SPA 197. **General Education: Humanities/World Languages and Cultures;**

### **SPA 208 Introduction to Analysis: Poetry 3 SH**

This course introduces students to foundations of cultural and literary analysis of contemporary poetic texts from Spanish and Latin American authors. Students will continue to develop oral and writing proficiency in Spanish through a critical analysis of a variety of poetic forms. Topics will include gender and sexuality, ethnicity, transatlantic identities, migration, colonialism, popular consciousness and revolution, and human rights. These topics correspond to issues that will be explored in depth in upper-division culture and literature courses. *Prerequisite:* SPA 197. **General Education: Humanities/World Languages and Cultures.**

### **SPA 211 Global Academy 3 SH**

Participants in this intensive language and culture immersion program will increase oral proficiency and deepen cross-cultural competencies through Spanish language immersion and intercultural exchange taught by WCSU faculty in Spanish. The first week of the course will focus on arts appreciation and creative inquiry, the environment and social change, and cultural knowledge related to the social and political history of the region through lectures and discussion with faculty from WCSU, in partnership with faculty from an institution of higher education abroad. During the second week of the course, students will have the option of participating in an education immersion experience or conducting research projects related to the culture content of the course. *Prerequisite/Corequisites:* one semester of Spanish study or placement examination by oral proficiency examination. **General Education: Humanities/Non-Western Culture/World Languages and Cultures.**

### **SPA 212 Spanish for Business & Law 3 SH**

This course offers an intensive study of specialized communication in Spanish oriented towards the development of Spanish communication skills and cultural knowledge. The successful outcome of this course will allow participants to communicate in professional settings such as business, advertising, marketing, contracting personnel and business related law. *Prerequisite:* SPA 197 or level five placement. **Competency: Intercultural.**

### **SPA 213 Spanish for Health and the Community 3 SH**

This course offers an intensive study of specialized communication in Spanish oriented towards the development of Spanish communication skills and cultural knowledge to serve the needs of the community in professional health care-related settings. The course will focus on Spanish language training, translation/interpretation skills, Latino cultural practices, specialized health-related vocabulary, and community health issues. *Prerequisite:* SPA 197 or level five placement. **General Education: Humanities/World Languages and Cultures /Western History;** Competency: Intercultural.

### **SPA 214 Introduction to Spanish Translation 3 SH**

This course provides an introduction to the theory and practice of translation from Spanish to English and from English to Spanish. Materials will include technical, commercial and literary texts, such as business letters, legal documents, newspapers, commercial advertising, short stories, and poetry. The primary focus of this course will be the practical development and application of skills with a focus on lexical and syntactical forms and patterns to produce accurate translations. This will require an intensive grammar review of Spanish. The course will also introduce students to online and print publications to assist translations and to

professional organizations for translators. The development of intercultural competence will be an essential component of this course. *Prerequisite:* SPA 197 or level five placement. **General Education: Humanities/World Languages and Cultures. Competency: Intercultural; Information Literacy**

### **SPA 221 Cultures of Spain 3 SH**

In this course we will explore how identities of a diverse and heterogeneous Spain were constructed historically. Through the exploration of the diversity of Spain, we will learn to better understand contemporary Spain as a multicultural and multilingual nation of the 21st century. There will be a particular focus on cultural production, specifically literature, film, arts, and music contributions to the development and expression of cultures in various historical, political and economic contexts. *Prerequisite:* one 200-level course in Spanish. **General Education: Humanities/World Languages and Cultures /Western History;** Competency: Intercultural.

### **SPA 222 Cultures of Spanish America 3 SH**

In this course we will explore the heterogeneity of Hispanic cultures in the Americas from Pre-Columbian civilizations to the 21st century. There will be particular focus on cultural production, specifically literature, film, art and music as contributions to the development and expression of cultures in various historical, political, and economic contexts. *Prerequisite:* one 200-level course in Spanish. **General Education: Humanities/World Languages and Cultures /Western History/Non-Western Culture;** Competency: Intercultural.

### **SPA 224 Trans-Atlantic Hispanic Cultures 3 SH**

Exploration of cultural interactions between Spain and Latin America, and among Spain, Latin America and the U.S., in literature, music, film and popular culture from the early modern period to the present. Topics include imperialism; the relationship between modernity and colonialism; diasporas; contact zones; transculturation; rearticulation of transnational identities; coexistence in differences; borderlands; mestizo cultural spaces; indianos, (women) travelers and migrants as cultural agents; migration; exile; pilgrimage. *Prerequisite:* one 200-level course in Spanish. **General Education: Humanities/World Languages and Cultures /Western History;** Competency: Intercultural.

### **SPA 225 Hispanic Cultures: Connecticut 3 SH**

This course introduces students to the region's large and diverse group of Hispanic cultures from Puerto Rico, Colombia, Ecuador, Peru, Mexico, and others, which have contributed to the Hispanic diaspora in New York City and Connecticut. Students will undertake field projects designed to look at the effects of transnational migration on urban culture, institution-building and identity formation. *Prerequisite:* one 200-level course in Spanish. **General Education: Humanities/World Languages and Cultures/Western History;** Competency: Intercultural.

### **SPA 226 Global Immersion: Spain 3 SH**

This course will allow participants to improve their reading, writing, speaking and listening skills in Spanish through a month-long immersion in its language, arts and culture by living and studying in Spain. There will be a particular focus on arts and architecture, enhanced through visits to museums, cultural and historical sites, which are an integral part of the program. Through the exploration of the richness of Spanish arts, architecture, linguistic and ecological diversity, students will learn to better understand contemporary Spain as a multicultural and multilingual nation in the 21st century, and make global comparisons. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural.

### **SPA 298 Faculty Developed Study 1–6 SH**

### **SPA 299 Student Developed Study 1–6 SH**

### **SPA 311 Spanish Translation: Theory and Practice 3 SH**

This course provides advanced study of theory and practice of translation from Spanish to English and from English to Spanish. Course readings offer an introduction to the theory of contemporary translation studies and localization as a professional career option. Translation practice will complement theoretical and linguistic study for an application of skills with a focus on lexical and syntactical forms and patterns to produce accurate translations. Each student in the course will experience use of a Computer Assisted

Translation (CAT) Tool and join a professional organization for translators. The development of intercultural competence will be an essential component of this course. *Prerequisite:* SPA 214 or permission of instructor. Competency: Intercultural.

### **SPA 320 The Poetry of Spain and Latin America 3 SH**

This course explores a broad range of poetic expression in the Spanish language from the Middle Ages to the present on both sides of the Atlantic. Emphasis is placed on critical approaches to poetry as well as on the pleasure of enjoying it. Poetic works will be read in the context of major literary movements of the Hispanic world, and also as independent texts whose meaning is constructed by each and every reader. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Literature/Western History.**

### **SPA 330 Representative Authors: Spain 3 SH**

This course will focus on major authors and great literary works from Spain whose contributions to literary productions have defined a canonical tradition of Spanish literature. Don Quixote, Don Juan, Celestina the Bawd and Lazarillo the Rogue prompt questions about the function and universality of myth, the meaning of individuality, and the vicissitudes of cultural influence and transgression, particularly as defined with respect to marginal, outlaw or outcast characters (including those who pass for lunatics, thieves, prostitutes, religious minorities and unconventional women). *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural and Critical Thinking.

### **SPA 331 Representative Authors: Spanish America 3 SH**

This course will focus on major authors and great literary works from Latin America whose contributions to literary production have defined a canonical tradition of Latin American literature. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural and Critical Thinking.

### **SPA 336 Theater in Spain and Latin America 3 SH**

This course explores a broad range of dramatic writing in the Spanish language from the Golden Age to the present on both sides of the Atlantic. Emphasis is placed on critical and theoretical approaches to reading drama. Dramatic works will be studied in the context of major literary movements of the Hispanic world, and also as independent texts whose meaning is constructed by each and every reader. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Literature.**

### **SPA 337 Modern Spanish Novel 3 SH**

This course explores the boom of narrative in contemporary Spain. Emphasis is placed on critical and theoretical approaches to reading narrative. The novels will be studied in the context of major cultural and political shifts in recent decades in Spain, and also as independent texts whose meaning is constructed by each and every reader. Reading, classroom discussions and writing assignments are designed to improve students' speaking and writing skills in Spanish. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural and Critical Thinking.

### **SPA 360 Readings on the Arts in Spain and Latin America 3 SH**

This course explores Iberian and Latin American readings on the visual arts, cinema, architecture and music. A variety of texts, such as essays, scholarly articles, film, opera, songs, poetry, and autobiographic prose created on both sides of the Atlantic will serve as a starting point for an exploration of the plastic and performing arts on the Iberian Peninsula and Latin America from the prehistoric times to the present. Reading, classroom discussion and writing assignments are designed to improve students' speaking and writing skills in Spanish. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural and Critical Thinking.

### **SPA 361 Gender and Sexuality in Spanish America 3 SH**

How is gender imagined in cultural production? What role has feminism played in transforming women's writing? How is sexuality represented in film and literature? What is the relationship between gender and ethnicity in articulating subjectivity? We will consider these questions and many others in our exploration of the construction of gender and sexuality in texts by men and women in Spanish America. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures /Non-**

**Western Culture/Literature;** Competency: Intercultural and Critical Thinking.

### **SPA 365 Revolution, Testimony and Memory in Spanish America 3 SH**

This course explores literary works, themes, genres, and movements that emerged from or accompanied a series of popular uprisings and revolutions (e.g., the Mexican Revolution) during the 20th century. We will also study literary responses to repression during dictatorships and redemocratization. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures /Non-Western Culture/Literature/Humanistic Studies;** Competency: Intercultural and Critical Thinking.

### **SPA 367 Colonial Spanish America 3 SH**

This course examines the development of colonial discourse and ideology from the time of colonization and conquest of the Americas. We will explore indigenous expression, European mercantilist writing and the rise of Creole and Mestizo forms of American consciousness. Special attention will be devoted to the ways in which the various ideological and discursive forms generated in that period survive in the present. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures /Western History/Non-Western Culture/Literature.**

### **SPA 370 U.S. Latina/Latino Literature 3 SH**

This course explores exemplary texts written by Latina/Latino authors and examines them in relation to their representation of issues such as gender and sexualities, diasporic identities and bilingualism. We will consider a diversity of Chicana/o and Latina/o literature (poetry, narrative, theater and film) in our analysis of topics such as transculturation, (im)migration, feminist consciousness, exile, mythology and linguistic identity. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures;** Competency: Intercultural and Critical Thinking.

### **SPA 371 Spanish-Caribbean Identities 3 SH**

This course examines cultural production from Cuba, the Dominican Republic, and Puerto Rico in relation to national and pan-Caribbean identities. We will specifically focus on issues of race, gender, sexuality and migration as they relate to cultural identity. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Cultures.**

### **SPA 375 The Picaresque in Spanish Literature 3 SH**

This course examines issues concerning picaresque literature, its historical development, its relationship to issues of gender definition, and its definition of the figure of the rogue, “pícaro” or “pícaro”, as anti-hero in Spanish and Latin-American literature. *Prerequisite:* two 200-level courses in Spanish. **General Education: Humanities/World Languages and Literature.**

### **SPA/ED 385 Methods of Teaching in the Secondary Schools 3 SH**

See ED/SPA 385

### **SPA/ED 386 Secondary Education Professional Development School Experience 1 SH**

See ED/SPA 386

### **SPA 400 Linguistics 3 SH**

This course provides an overview of Spanish syntax and semantics and allows students to systematize their knowledge of Spanish, improve their speaking and writing skills and think critically about diachronic and synchronic language development. It also prepares them for their chosen professional field as instructors of Spanish. The course begins with an exploration of Spanish as a world language and its historic development. The discussion continues with topics in Spanish morphology, such as word formation and verbal inflection. Finally, issues in syntax and semantics are analyzed both in isolation and in terms of their relationship to each other. *Prerequisite:* one 300-level course. **General Education: Humanities/World Languages and Cultures.** Competency: Culminating General Education Experience (CE) and Writing Intensive (W3) Competency, Tier 3

### **SPA 411 Global Academy II 3 SH**

Participants in this intensive language and culture immersion program will increase oral proficiency and deepen cross-cultural competencies through Spanish language immersion and intercultural exchange taught by WCSU faculty in Spanish. The first week of the course will focus on art appreciation and creative inquiry,

the environment and social change, and cultural knowledge related to the social and political history of the region through lectures and discussion with faculty from WCSU, in partnership with faculty from an institution of higher education abroad. In addition to the study of language and culture, this seminar will provide teacher training and professional development for current and future teachers with more than 30 hours of classroom observations in schools, opportunities to participate in teaching lessons, and an instructional technology final project. *Prerequisite/Corequisite:* one semester of Spanish study or placement examination by oral proficiency examination. **General Education: Humanities/World Languages and Literature/Non-Western Culture.**

**SPA/ED 448 Teaching Spanish in Secondary Schools 3 SH**

See ED/SPA 448

# Women's Studies

## **WS 200 Introduction to Women's Studies 3 SH**

The course is an introduction to a broad variety of scholarship on women throughout the world via concepts such as sex, gender, roles, sexuality, and power through foundational theories in the Women's Studies field. The course examines women's lives through lenses of history, race, class, ethnicity, and their intersections, particularly as they have affected women's lives in context such as work, welfare, family, relationships, media, violence, reproductive and civil rights, communication, health, and literature. Competency: Critical Thinking and Intercultural.

## **WS/HIS 210 Women in American History 3 SH**

See *HIS/WS 210 Competency: Critical Thinking.*

## **WS/COM 211 Women, Language and Communication 3 SH**

See *COM/WS 211*

## **WS/PSY 217 Psychology of Women 3 SH**

See *PSY/WS 217*

## **WS/ANT 236 Culture, Sex & Gender 3 SH**

See *ANT/WS 236*

## **PS 250 Congress and the Presidency 3 SH**

This course provides a historical and institutional analysis of the legislative and executive branches of the United States government. The theoretical and constitutional basis for each branch is addressed, with particular emphasis on the evolution of the relationship between the branches over time. The class explores the presidency, the bureaucracy, the House of Representatives, the Senate, and the important ways each influences the other. Particular focus is paid to the legislative process and other interactions between the executive and legislative branches. Prerequisite: PS 102 or instructor permission.

## **WS/PHI 260 Philosophy of Women and Gender 3 SH**

See *PHI/WS 260 Competency: Critical Thinking and Writing Intensive Tier 2.*

## **WS/JLA 301 Women and Criminal Justice 3 SH**

See *JLA/WS 301*

## **WS/HIS 319 Women in Medieval and Early Modern Europe 3 SH**

This class will focus on the history of women during the medieval and the early modern period, from roughly the 9th until the 16th centuries. Discussion begins with understanding medieval and early modern categories of women in European culture: mystics, queens, witches, authors, nuns, mothers, etc. Then the course examines the lives of specific women who may or may not conform to the expectations of these categories of women. Course discussion also focuses on the origins and persistence of gender stereotyping throughout these periods and debate over their continued relevance. *Prerequisite:* Junior standing or written permission of the instructor. Competency: Intercultural and Oral Communication.

## **WS/ANT 321 Gender and Globalization 3 SH**

See *ANT/WS 321*

## **WS/ENG 334 Women Writers 3 SH**

See *ENG/WS 334*

## **WS 339/PHI 339 Women in the History of Philosophy 3 SH**

See *PHI/WS 339 Competency: Culminating Experience and Writing Intensive Tier 3.*

## **PS 340/WS 340 Gender, Justice, and the State 3 SH**

*See WS 340/PS 340 Competency: Information Literacy.*

The following courses also have been approved and are offered periodically:

*WS/ECO 327 Economics of Gender*

*WS/NUR 250 Women's Health Issues*

*WS/ANT 314 Native Peoples of the Southwest: Women, Spirituality and Power*

*WS/HIS 320 Women and Leadership*

# World Languages

Language courses are listed under the following subject areas:

- Arabic
- Chinese
- French
- German
- Hebrew
- Italian
- Portuguese
- Spanish



# Writing

## Writing Intensive Courses

A number of courses offered by the Department of Writing, Linguistics, and Creative Process fulfill the general education writing requirement. These courses are marked in the semester brochure with a "W." These courses have as their minimum prerequisite WRT 101/101P or appropriate placement.

### **WRT 098 Written Communication 3 SH**

This course focuses on sentences as building blocks of paragraphs and paragraphs as building blocks of essays. By the end of the semester, students should be writing sentences that are free of most of the basic grammar errors, paragraphs that are unified and coherent, and short essays with a clear central idea.

*Prerequisite:* appropriate placement.

### **WRT 101 Composition I: The Habit of Writing 3 SH**

This course will instill in students the habit of writing. They will use writing to master challenging subject matter and discover their own legitimate and powerful relationship to that material. Students will learn how to convey their own ideas persuasively. Students will also learn the fundamentals of writing a fully documented research essay. *Prerequisite:* A "C" or better in WRT 098 or appropriate placement.

### **WRT 101P Composition I Plus: The Habit of Writing 4 SH**

This four credit-hour course is designed to instill in students the habit of writing as a tool for learning and a medium for communication. With guided practice in the writing process, students work to master competencies needed for success in university study. Special emphasis is placed upon drafting and revising college essays and research papers, sentence variety and correctness, and editing and proofreading. In addition to three hours of classroom instruction each week, students have weekly laboratory hours in a computerized classroom. *Prerequisite:* Placement by SAT or ACT score or placement exam.

### **WRT 102 Intro to the Creative Process 3 SH**

This course serves as an introduction to the creative process that goes into any kind of writing: fiction, nonfiction, poetry, essays, and even technical writing. Writing projects in different genres will help students develop their own working methods and discover how to match these methods to the specific requirements of a writing task. Every semester. *Prerequisite:* None. Competency: Creative Process.

### **WRT 103 Composition II: Research and Writing 3 SH**

Intensive semester-long work on a major research project on a particular subject with emphasis on methods of research. Students will be required to perform traditional library research and will demonstrate the ability to use more recent electronic research tools. The course emphasizes the critical thinking necessary to evaluate sources and arguments by requiring students to learn and recognize logical fallacies. Students will learn and use standard methods of documentation of sources. *Prerequisite:* C- grade or better in WRT 101/101P or appropriate placement. Competency: Information Literacy and Writing Intensive Tier 2.

### **WRT 119 First-Year Seminar for Professional Writing Majors 1 SH**

This course introduces first-year students to the various career options offered within the Professional Writing major and to the university overall. Every fall.

### **WRT 132 Introduction to Professional Writing 3 SH**

This course is based on the assumption that most professionals must communicate in writing regularly. Further, writing is best understood as a creative process for crafting messages for different audiences and purposes. In this course, students consider what forms they may write in their chosen fields; then, students participate in writers' workshops to compose a portfolio with genres related to their prospective careers.

*Prerequisite:* WRT 101 or 101P Composition I: The Habit of Writing or appropriate placement. Restricted to non-Writing majors. This course does not count toward the minor in Writing.

### **WRT 132W Introduction to Professional Writing 3 SH**

An introduction to the skills of the professional writer through a number of different writing assignments. The

course emphasizes the integration of research, critical analysis and writing process as applied to technical and specialized subjects. This project-oriented course offers training applicable to writing in many disciplines. Every semester. *Prerequisite*: WRT 101/101P or appropriate placement. *General Education*: Humanities/Communication. Competency: Creative Process.

### **WRT 133 Introduction to Writing Fiction 3 SH**

This course provides a thorough overview of the creative process of fiction writing; introduces students to the works of great writers selected as models, prompts, and inspirations; provides students with the vocabulary and analytical skills necessary to critique the fiction of others as creative works; and supports students in the creative process needed to analyze and revise their own fiction in a workshop setting. During the course, students will apply principles of creativity by writing several pieces of short fiction. This course fulfills the Creative Process Competency requirement. Prerequisite: completion of WRT 101/101P or appropriate placement. Non-Writing majors only. Writing majors should take WRT 243 Fiction Workshop I. Competency: Creative Process.

### **WRT 134 Introduction to Writing Poetry 3 SH**

In this course, students engage in authorship of poems. The course 1) provides a thorough overview of a variety of poetry writing processes, 2) exposes students to classics of the genre and poems being published now as models, prompts, and inspirations, 3) provides students with the vocabulary and analytical skills necessary to critique the writing of others, and 4) introduces students to the processes of analyzing and revising their own poetry. Prerequisite: WRT 101: Composition I: The Habit of Writing or appropriate placement. Non-Writing majors only. This course will not count toward a minor in Writing. Competency: Creative Process.

### **WRT 171 Conversations with Predecessors 3 SH**

This writing workshop focuses on examination of influence in the works of major writers, artists, and filmmakers for the purpose of showing how writers have imitated and appropriated the works of their predecessors. Students also will create their own texts that imitate and/or appropriate the texts under examination. The department will establish required and suggested texts for this course, will provide the list to instructors, and will review that list every three years. Selection of texts will be guided by commitment to diversity in gender, ethnicity, nationality, genre, and cultural and professional currency.. *Prerequisite*: C grade or better in WRT 101 or appropriate placement. Competency: Creative Process.

### **WRT 172 Conversations with Contemporaries 3 SH**

This writing workshop examines competition, imitation, influence, and appropriation among 20th- and 21st-century writers. Students will come to understand how contemporary writers have responded to one another and how they, too, must find ways of responding to their contemporaries. Students will imitate and appropriate the texts under examination. The department will establish required and suggested texts for this course, will provide the list to instructors, and will review that list every three years. Selection of texts will be guided by commitment to diversity in gender, ethnicity, nationality, genre, and cultural and professional currency. *Prerequisite*: C grade or better in WRT 101 or appropriate placement. Competency: Creative Process.

### **WRT 190 Writers' Studio 3 SH**

This course will provide First Year experience objectives in the context of an introduction to writing, editing, publishing, and careers in those fields. At least 10 sessions of this course will be devoted to FY-driven content over the course of the semester. First-semester Professional Writing majors and first- and second-year transfers into the major will take the course, but non-declared students or students from other majors that do not have designated FY courses are welcome. Competency: First Year Exploration.

### **WRT 201 Academic Resources and Citation 1 SH**

This course—which can be taught as classroom lecture, an online module or a hybrid—will be an introduction to academic research in the disciplines. It emphasizes electronic resources available through the library and proper citation in the style appropriate to the student's major. *Prerequisite*: WRT 101/101P or appropriate placement.

### **WRT 210W Managerial Writing 3 SH**

This course is geared toward the needs of business majors. Students will learn how to write effective letters, memos, reports, handouts, emails and PowerPoint presentations. They will also learn the basics of document design and apply these principles to their writing assignments. Special emphasis will be placed on ethical communication, audience considerations, word choice and tone. Competency: Writing Intensive Tier 2.

### **WRT 219W Writer's Toolbox 1-2 SH**

The Writer's Toolbox course focuses students on a topic of interest to professional writers. This course may be repeated for credit provided that the topic is not the same. *Prerequisite:* WRT 101/101P or appropriate placement.

### **WRT 242W Poetry Workshop I 3 SH**

This class will be a workshop where students will be introduced to the writing of poetry. Each student will gather appropriate information/data/perceptions (including but not limited to encounters with the natural world). Each student will be encouraged to develop his/her poetic talents as fully as possible. Emphasis will be placed on the actual language of the poems, the extent to which students succeed in incorporating their research into their poetry, and the extent to which students succeed in saying what they set out to say.

*Prerequisite:* successful completion of WRT 101/101P or appropriate placement. WRT 134 is highly recommended but not required.

### **WRT 243W Fiction Workshop I 3 SH**

An introductory workshop in writing short fiction. Students will engage in a thorough study of the elements of fiction. Studies in this class may include the following: reading texts about the fiction writing process; reading established writers' fiction as models, prompts, and inspirations; engaging in various fiction writing exercises; writing short stories; and having short stories critiqued in a workshop setting. *Prerequisite:* successful completion of WRT 101/101P or appropriate placement. WRT 133W is highly recommended but not required.

### **WRT/THR 244W Playwriting Workshop 3 SH**

The purpose of this course is to afford students the opportunity to write a one-act play. In the process, students will become familiar with the nuts and bolts of the playwriting process: selection of story, creating characters, development of dialogue, plotting, scene by scene play-building, critical editing and script polishing. The workshop structure requires active participation as each play provides a "case in point" to discuss the specifics of stagecraft. The course culminates in "cold readings" of the student plays.

*Prerequisite:* successful completion of WRT 101/101P or appropriate placement. Recommended: THR 163, THR 181 or THR 182. Competency: Creative Process.

### **WRT 245 Technical Writing: Topic 3 SH**

The course is a "topics" course, so it can be adjusted to focus on particular areas of technical writing such as reports, user documentation, online help, technical marketing, or software documentation. Students will become acquainted with technical writing by studying the conventions of various technical discourses and environments (such as user documentation, software documentation, product requirements and specifications), and writing a variety of document forms (such as white papers, memoranda, reports, brochures and manuals). Students learn the shorter paragraph and shorter sentence style of the technical writer and will learn conventions specific to particular document types and audiences. This course may be taken more than once as long as the topic changes. *Prerequisite:* Successful completion of WRT 101/101P or appropriate placement; WRT 132W is highly recommended but not required. Competency: Writing Intensive Tier 2.

### **WRT 246 Science Writing 3 SH**

Description: This is a workshop on the basics of writing about science and technology, based on rhetorical strategies for reaching specific audiences. It will include aspects of science writing from genres as diverse as technical writing, journalism, creative non-fiction and visual/academic writing. This includes the fundamentals of proposal writing, with an emphasis on NSF and NIH grants; journalistic coverage of science topics, including interviewing; in-depth creative non-fiction writing on a particular science topic, with an emphasis on magazine or journal articles; and the creation of an academic poster based on a specific science topic. This

course will require a significant student time commitment outside of the class. *Prerequisite:* completion of WRT 101/101P or appropriate placement.

### **WRT 247 Multimedia Writing 3 SH**

This course focuses on the cutting edge of storytelling in the 21st century: writing for multimedia. The course explores writing for web entertainment and web series, video games, virtual reality, audio podcasts, blogs, and social media platforms. Each student will develop stories appropriate to different media formats and will learn techniques, outlining skills, and script writing. Students will explore transmedia concepts (the process of adapting stories from print platforms to media platforms or, vice versa, from media to other opportunities such as stage, film, fictions, documentaries, and cable series). When possible, professional web writers & producers in the various platforms will be guest speakers. *Prerequisite:* C- or above in WRT 101 or appropriate placement.

### **WRT 255W Advertising, Copywriting and Promotion 3 SH**

An introduction to the skills necessary for preparing advertising copy, media spots, Internet ads, brochures, fliers and direct mail copy. Students will study techniques applicable to radio, television, newspaper, magazine and internet advertising and writing. *Prerequisite:* successful completion of WRT 101-101P or appropriate placement. WRT 132W is highly recommended but not required.

### **WRT 261 Forms of Poetry 3 SH**

This course provides students with a solid background in the technical elements of poetry composition, focusing primarily on prosody but also including elements of poetics. While the course may include some workshopping, the primary purpose of the course is to teach students the formal and musical elements typically used in contemporary poetry. Students will read examples of formal verse, free verse, prose poetry and perhaps other subgenres of poetry, will observe and discuss the different ways in which a variety of poets use poetic techniques and strategies, and will compose their own poems using those devices. *Prerequisite:* C or above in WRT 101 or appropriate placement.

### **WRT 262 Forms of Fiction 3 SH**

Forms of Fiction Writing will provide insight into the evolution of the craft, from its origins to contemporary modes of storytelling. Major developments and distinctions will be highlighted by examining writers and works of different eras and their refining elements of the storytelling process, including narrative voice, tone, character development, setting, themes, and imagery. Readings will be used as models, prompts, and inspiration as students write their own stories, which will be workshopped in class. *Prerequisite:* C grade or higher in WRT 101/101P or appropriate placement.

### **WRT 270 News Writing 3 SH**

The overall goal of this workshop course is to develop an understanding of the philosophy, purpose and practical skills of newswriting. The reporter's skills of information-gathering and newswriting apply to content delivered online, over the airwaves or in print: You must know what news is, where to find it, how to check the facts and how to build a story that interests and informs readers, listeners or viewers. In this course, you will practice clear, accurate, informative and compelling writing for various platforms that deliver the news. You will weigh facts, choose words carefully, pay attention to detail, keep your audience in mind, identify your sources, write concisely and meet deadlines. (While essential for journalists, these skills benefit any writer, in any number of professions.) Every semester. *Prerequisite:* C or above in WRT 101 or appropriate placement.

### **WRT 271W Human Interest Writing 3 SH**

A workshop on the basics of writing about people, including techniques for bringing observation, setting and emotion into the story. *Prerequisite:* WRT 101/101P or appropriate placement.

### **WRT 272W Campus Writers' Workshop 1-6 SH**

A workshop concentrating on work at a campus publication. Open to reporters, editors and staff of campus newspapers, journals, newsletters, or public information centers. The workshop meets one hour per week, requires seven to 10 hours per week of work at the publication and is usually taken for one credit each semester. May be repeated for up to six credits. *Prerequisite:* permission of the instructor.

### **WRT 273 Writing Identity 3 SH**

A writing workshop that examines expression or exploration of identity. Through a variety of writing assignments, students will participate in the ongoing cross-cultural discussions about such identity issues race, class, and gender. The course will culminate in a final semester project in a creative genre. As part of this course, students will imitate, appropriate, parody, and/or adapt the texts under examination, as well as create a semester project in a creative genre. Typical model writers and artists might include Ralph Ellison, James Baldwin, Maxine Hong Kingston, Toni Morrison, Yusef Komunyakaa, Sherman Alexie, and Salman Rushdie. *Prerequisite:* Grade of C or better in WRT 101 or appropriate placement. Competency: Writing Intensive Tier 2.

### **WRT 274 Form and Inspiration 3 SH**

The writing workshop will examine the relationship between form and inspiration/creative insight and the traditions that underlie the particular forms for study and imitation. The course will cover matters such as prosody, form and structure, and characterization. The department will establish required and suggested texts for this course, will provide the list to instructors, and will review the list every three years. Selection of texts will be guided by commitment to diversity in gender, ethnicity, nationality, genre, and cultural and professional currency. *Prerequisite:* C grade or better in WRT 101 or appropriate placement. Competency: Creative Process.

### **WRT 275W Topics in Professional Writing 3 SH**

A writing workshop course on a hot topic, new trend or special subject in the writing profession. *Prerequisite:* successful completion of a writing intensive course or permission of the instructor.

### **WRT 276W Writing about Human Tragedy 3 SH**

Since the beginning of time, individuals have been compelled to write about tragic, traumatic or life-altering situations such as war, crime, and violence. This course will encourage writers to focus on the ways in which human suffering has the power to transform individuals and allow for insights, enlightenment and transcendence. Coursework will include craft analysis of highly-regarded fiction, nonfiction and other genres containing accounts of human suffering. Students will write short creative or creative nonfiction pieces, in addition to the final project. *Prerequisite:* WRT 101/101P or appropriate placement.

### **WRT 279 Sports Writing 3 SH**

This course is a workshop on the basics of writing about sports and covering sporting events, including previews, game day and post-game analyses. Students learn the fundamentals of creating compelling profiles of athletes, analyzing issues surrounding the sporting world, understanding sports as entertainment and business, and writing columns. Emphasis will be placed on interviewing and in-person sports coverage, which will require students to devote large blocks of time outside of the class sessions. *Prerequisite:* C-grade or better in WRT 101 or appropriate placement.

### **WRT 290 Writers' Studio II 3 SH**

Writers' Studio II brings Professional Writing majors who have completed Writers' Studio FY and students from outside the major who are interested in writing careers into communal gatherings for panels, lectures, and discussion, as well as for weekly workshop sessions on topics related to writing careers. Students will meet professionals from off campus, have opportunities to learn about getting involved in student publications, and will write in a variety of fields and genres.

### **WRT 300 Tutoring Writing 3 SH**

This course is designed to train and support new and continuing tutors currently employed by the Writing Center at Western Connecticut State University. The course prepares students to be effective tutors for peer writers by introducing them to effective writing, tutoring, and communication practices. The course is a co-requisite for those students wishing to work as peer tutors in the Writing Center. *Co-requisite:* Students must have successfully completed the application process and be currently employed or affiliated with the Writing Center at Western Connecticut State University. Permission of the instructor is required.

### **WRT 303W Composition III: Advanced Research Writing 3 SH**

This course builds on the composing skills and rhetorical strategies learned in WRT 101 and "W" courses. The focus of this course will be on the mastery of the principles and style of advanced expository writing. It

will prepare students for writing thesis projects in their senior year. Students taking this course will be required to write a substantive research project in their major field of study. They will learn strategies to compose scholarly discourse and perform critical analysis and inquiry. Recommended for professional writing majors as well as students in other disciplines. *Prerequisite*: successful completion of one “W” course.

### **WRT/JLA 321W Legal Writing, Research and Analysis 3 SH**

Legal research, interpreting and analyzing laws, rules, and legal decisions; applying statutory and case law to particular fact situations; preparation of legal memoranda, case briefs and other forms of legal writing. Extensive library time will be required. *Prerequisite*: successful completion of one “W” course or permission of the instructor.

### **WRT 333W Editorial Environment 3 SH**

This workshop will concentrate primarily on four major professional writing issues: 1) understanding libel and copyright law; 2) working with others in the editorial setting; 3) negotiating the tensions between the creative and “business” sides of professional writing; and 4) navigating complex ethical considerations as writers and editors. *Prerequisite*: one 200-level “W” course or permission of the instructor.

### **WRT 335W Fact-Based Opinion Writing 3 SH**

A workshop introducing students to the process of writing fact-based opinion such as is found on television, the Web, in magazines and newspapers. *Prerequisite*: one 200-level “W” course or permission of the instructor.

### **WRT 337W Teaching Writing in the Schools – Elementary and Middle Schools 3 SH**

A practical orientation to the composing process for potential and already-practicing elementary and middle school teachers. The course provides a theoretical and practical approach to the knowledge about rhetoric, composition, and developing learners that has recently come out of leading graduate schools. *Prerequisite*: completion of at least two “W” courses above the 100-level or permission of the instructor. This course is highly recommended for elementary education majors across the curriculum.

### **WRT 339W Creative Essay 3 SH**

This workshop focuses on the kind of essay that combines factual incident and autobiography with a “story” approach that seeks epiphanies and the kind of emotion and characterization usually associated with fiction. *Prerequisite*: successful completion of a “W” course or permission of the instructor. WRT 271W highly recommended but not required.

### **WRT 340 Public Relations Writing, Concepts, and Practices 3 SH**

An introduction to public relations writing at the corporate, governmental, and institutional level. Students will prepare press releases and develop public relations campaigns. Emphasis will be placed on the role of ethics and social responsibility among public relations practitioners. *Prerequisite*: C grade or better in WRT 270.

### **WRT 342 Poetry Workshop II 3 SH**

This class will be a workshop in which students will choose a semester long poetry writing project. Each student will gather information/data/perceptions (including but not limited to encounters with the natural world) that will be appropriate to his/her project. Each student will be encouraged and helped to develop his/her poetic sequence as fully as possible. Emphasis will be placed on the actual language of the poems, the extent to which the students succeed in incorporating their research into their poetry, and the extent to which the students succeed in creating an effective sequence of inter-related poems. *Prerequisite*: C grade or better in WRT 242.

### **WRT 343 Fiction Workshop II 3 SH**

A course in which students engage in rigorous study of and writing in a genre of their choice. Study of the genre will include reading notable genre texts, presenting a genre report, and writing several stories in the genre. Students will critique each other’s writing in a workshop setting. *Prerequisite*: Grade of C or better in WRT 243W.

### **WRT 345 Writing Prose Poetry and Flash Fiction 3 SH**

This course asks students to read and analyze published works of prose poetry and flash fiction in order to

learn what makes those texts tick and asks students to write original short prose pieces from a variety of strategies. Students will respond to published works in short papers that synthesize the students' evolving understanding of genre, literary conventions, and the expectations of the current literary marketplace. Students will discuss their work and the work of their peers in the workshop classroom. This course may also ask the students to consider related issues of similar genres, such as the lyric essay, flash nonfiction, or hybrid forms. *Prerequisite:* C or above in WRT 101 or appropriate placement.

### **WRT/THR 346W Advanced Playwriting Workshop 3 SH**

This advanced workshop provides students with the opportunity to write a full-length play. Complexity of plot and multiple subplots, creation of characters with unique voices and strong motivation will be emphasized. Integration of direction, technical direction and special effects will be considered. Students will present their scenes weekly thereby honing critical and editing skills. The course culminates in "cold readings" of student plays. *Prerequisite:* successful completion of THR/WRT 244W or permission of the instructor or department.

### **WRT 347W Teaching Writing in the Schools-High School 3 SH**

A practical orientation to the composing process for potential and already-practicing high school teachers. The course provides a theoretical and practical approach to the knowledge about rhetoric and composition that has recently come out of leading graduate schools. *Prerequisite:* two "W" courses above the 100-level or permission of the instructor. This course is especially recommended for secondary education majors.

### **WRT 371 Writing the Weird: Conspiracy Theories 3 SH**

This course will study both classic and emerging conspiracy theories. Writings from a number of sources will be considered as models and scrutinized for their accuracy and rigor. Students will also study and write about various theories behind the popularity of conspiracy theories. Note: students may take this course more than once as long as the semester topics are different. *Prerequisite:* Junior standing. Competency: Creative Process.

### **WRT 373 Editing and Copyediting 3 SH**

A workshop focusing on both substantive editing where the editor reworks a piece to improve its structure and copyediting which affects style, grammar, and spelling. Students will gain hands-on experience working with raw copy and will be immersed in the coaching method of working with writers. *Prerequisite:* None.

### **WRT 375 Book, Performance, and Restaurant Reviewing 3 SH**

WRT 375 will require students to survey reviews by prominent book, performance, and restaurant reviewers and to write their own reviews of restaurants, books, movies, plays, concerts, and art exhibits. Emphasis will be placed on developing sufficient expertise in the field under review so as to be able to write knowledgeably and review authoritatively. *Prerequisite:* C- grade or better in WRT 101 or appropriate placement.

### **WRT 377 The Writing Life 3 SH**

A workshop in which students explore authors' backgrounds and cultural roots. How does a writer become a literary icon? Why do some writers gain popularity only after their deaths? Why do others end up writing books that are labeled popular fiction while others end up being cherished as artists? This course will focus on two or more writers per semester and trace their roots as models, prompts and inspirations for students' explorations of their own artistic roots. It will examine the writers' cultural backgrounds, activities and concerns before and after becoming established writers. It will also study their publication history, their struggles with publishers (if any) and the nature of these battles. The goal is to understand the various ways that culture and society shape the artist, just as the best artists contribute to and help shape culture and society. They will see how an author's own changing lifestyle and concerns are reflected in his/her work. In turn, students will explore their own cultural roots system in a semester project. *Note:* This course's topic subtitle will identify specific subjects to be explored in a given semester. A student may take the course more than once as long as the topics are different. *Prerequisite:* C- grade or better in WRT 101 or appropriate placement.

### **WRT 390 Writers' Studio III 3 SH**

The third and final segment of Writers' Studio brings Professional Writing majors who have completed Writers' Studio II and other interested students into a communal gatherings as well as for weekly workshop sessions on topics such as active professional and internship opportunities, small-group sessions with

agents and editors; and mini-workshops on breaking into professional fields of writing, editing, and publishing. Students in Writers' Studio III will have the opportunity to receive training on facilitating workshop sessions under the tutelage of the instructor.

### **WRT 431W Writer's Aesthetics 3 SH**

In this writing-responsive course students will explore what writers have had to say about their aesthetics, that is, their innate and developed sense of what is good and less good in writing. Students will examine aesthetical statements from writers such as Virginia Woolf, Mary Oliver, Gay Talese, Virgil and many others in a number of genres and compare these to statements by philosophers of aesthetics, beginning with Aristotle and Kant. As the course progresses, students will work in stages to develop their own aesthetical statements. *Prerequisite:* completion of two core courses and two genre workshops.

### **WRT 442W Publication Design and Development 4 SH**

This workshop introduces students to the process of conceptualizing and designing a publication from the editorial philosophy to the technology of desktop publication. Students will invent and produce an online and/or desktop publication during the semester. As part of this course, students will learn to use professional-level publishing software. *Prerequisite:* one 200-level writing course or permission of the instructor.

### **WRT 462W The Book: From Writing to Publishing 3 SH**

Students in this advanced workshop course will explore how writers conceive, organize and develop book projects and how the publishing industry produces and markets them. Students will either work on their own book project or will examine in detail some aspect of the publishing industry. The course is designed to orient the writer toward the special creative process and discipline required for such long writing projects and toward the realities of publishing. Students will be expected to devote at least 15 hours per week of writing and research time to their project. *Prerequisite:* three writing courses within the major or permission of instructor.

### **WRT 465 Thesis Project 3 SH**

This capstone course fulfills General Education Competencies of Writing Tier III and the Culminating Experience for all students on all tracks of the Department of Writing, Linguistics, and Creative Process. In the course, professional writing students design, research, and complete a substantive writing project. *Prerequisite:* Students must complete this course during their final 12 credits prior to graduation. In addition, students must have successfully completed at least one exposure to each of the general education competencies (FY, CP, CT, HW, IC, IL, OC, QR, SI, and WI).

### **WRT 490W Internship/Practicum 3 SH**

This course is for students engaged in a writing internship or independent project requiring at least 12 hours per week. The student must draw up a contract describing the specific project or internship. The semester's work is completed under the supervision of a faculty member. *Prerequisite:* permission of the instructor or department chair.

The following courses also have been approved and are offered periodically:

*WRT 099 Written Communication for ESL*

*WRT 338W Writing About Specialized Subjects*

*WRT 342W Advanced Poetry Writing*

*WRT 446W Topics in Professional Writing*



# School of Professional Studies

## Overview

### Departments

- Education & Education Psychology
- Health Promotion & Exercise Sciences
- Nursing
- Social Work

### Degree Programs

- BS Elementary Education (K-6)
- BS Secondary Education (7-12)
- BS Health Education (K-12)
- BS Health Promotion Studies
- BS Nursing
- BS Nursing – Registered Nurse Program (Western at Waterbury)
- BA Social Work

### Courses

- Education
- Educational Psychology
- Health Promotion & Exercise Sciences
- Nursing
- Social Work

# School of Professional Studies

## School of Professional Studies

**Interim Dean: Joan Palladino, Ed.D.**

[palladinoj@wcsu.edu](mailto:palladinoj@wcsu.edu)

White Hall 123, Midtown Campus

(203) 837-9500

(203) 837-8526 (fax)

**Associate Dean: Maryann Rossi, Ph.D.**

[rossim@wcsu.edu](mailto:rossim@wcsu.edu)

White Hall 121, Midtown Campus

(203) 837-8950

(203) 837-8526 (fax)

**Administrative Assistant: Beth Koschel**

[koschele@wcsu.edu](mailto:koschele@wcsu.edu)

White Hall 123, Midtown Campus

(203) 837-8576

(203) 837-8526 (fax)

### Departments

#### **Education & Educational Psychology**

**Chair: Catherine O'Callaghan, Ph.D.**

[ocallaghanc@wcsu.edu](mailto:ocallaghanc@wcsu.edu)

WS 250, Westside Classroom Building

(203) 837-3267

(203) 837-8413 (fax)

#### **Health Promotion & Exercise Sciences**

**Co-chair: Robyn Housemann, Ph.D.**

[housemannr@wcsu.edu](mailto:housemannr@wcsu.edu)

Berkshire Hall 230b, Midtown Campus

(203) 837-8882

(203) 837-8638 (fax)

**Co-chair: Emily Stevens, Ph.D.**

[stevense@wcsu.edu](mailto:stevense@wcsu.edu)

Berkshire 230e, Midtown campus

(203) 837-3903

(203) 837-8638 (fax)

#### **Nursing**

**Chair: Jeanette Lupinacci, Ed.D.**

[lupinaccij@wcsu.edu](mailto:lupinaccij@wcsu.edu)

White Hall 107a, Midtown campus

(203) 837-8570

(203) 837-8550 (fax)

#### **Social Work**

**Chair:** Karen McLean, Ph.D.

[brownk@wcsu.edu](mailto:brownk@wcsu.edu)

White Hall 101A, Midtown campus

(203) 837-8937

(203) 837-8945 (fax)

### Mission and Objectives

The School of Professional Studies is recognized for its unique and dynamic educational, applied research, and community service components and is the principal center for the professional studies of education preparation, nursing, health promotion, and social work for the western region of Connecticut. To achieve this mission, the School of Professional Studies will:

- Provide excellence and access to undergraduate and graduate education in professional studies that is built on a strong foundation in the liberal arts and sciences and that values open communication, creative and critical inquiry, the expansion of evidence-based experiential learning practice and the role of technology in professional practice, and teaching;
- Serve students who reflect the full diversity of the western region of Connecticut, and who will upon graduation serve professionally as culturally competent advocates, active in the provision of professional services to the people in the western region of Connecticut;
- Contribute to the quality and scope of liberal arts and sciences education at WCSU by offering courses appropriate for all students as well as through interdisciplinary, collaborative educational efforts with other units within the university;
- Contribute to the body of knowledge of the professions through research and scholarly activities of the faculty, and introduce students to research methods and practice;
- Contribute to the enrichment and leadership of the professional communities, and serve the professional and lay communities in a variety of ways including partnerships in the development of policies, research, community assessment, and development in the professional studies;
- Commit to the challenge of life-long learning in response to changes in the professions by offering continuing education for alumni, practicing professionals, and the lay community.

## Degree and Related Programs

The School of Professional Studies offers the following undergraduate professional degrees and programs in education preparation, nursing, health promotion and social work.

### Undergraduate Degree Programs

#### **B.S. Elementary Education**

Interdisciplinary Major

#### **B.S. Secondary Education (7-12)**

Biology

Chemistry

Earth Science

English

History

Mathematics

Spanish

#### **B.S. Health Education (PK-12)**

#### **B.S. Health Promotion Studies**

Options:

Allied Health Professions

Community Health  
Holistic & Integrative Health  
Wellness Management

**B.S. Nursing**

**B.S. Nursing – Registered Nursing Program**

**B.A. Social Work**

**Admissions**

Please refer to the department area in this catalog for specific admission procedures and requirements, or contact the Office of Undergraduate Admissions at (203) 837-9000.

# Education and Educational Psychology: Elementary Education

## **Catherine O'Callaghan, Chair**

[ocallaghanc@wcsu.edu](mailto:ocallaghanc@wcsu.edu)

White Hall 321A, Midtown campus

(203) 837-3267

(203) 837-8413 (fax)

## **Ana Cangialosi, Department Secretary**

[cangialosia@wcsu.edu](mailto:cangialosia@wcsu.edu)

White Hall 321, Midtown campus

(203) 837-8510

(203) 837-8413 (fax)

## **Faculty**

C. O'Callaghan, Chair	J. Burke	T. Canada
J. Caruso	M. Daria	M. Delcourt
N. Deronck	J. Jaslow	S. Kuhn
G. Lomas	D. Marotti	P. Michael
L. Monte	K. Roe	T. Stewart

## **Education Department Mission Statement**

The mission of the Education and Educational Psychology Department is to prepare candidates for careers as teachers, counselors, and specialized professionals committed to the continuous support and development of collaborative projects with area schools and community agencies. We embrace the broader mission of Western Connecticut State University by providing our students with a quality education by fostering their growth as individuals, scholars, professionals, and leaders in a global society. To achieve this mission students will:

- Participate in field experiences and service in the community,
- Demonstrate academic competence in their selected fields,
- Value and infuse cultural diversity,
- Demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner, and,
- Demonstrate the ability to incorporate appropriately the use of technology in instructional practice.

**PROGRAM DISCLAIMER:** *Please note that Connecticut teacher certification regulations are subject to change due to legislative proposals and mandates, and that the information in the catalog may not reflect the most recent modifications in the WCSU Education program. Therefore, it is imperative that students check often with their advisers and attend Education Department information sessions for updates and new requirements.*

**Important note for all Music Education and Health Education majors:** Only the Elementary Education degree program is detailed in this part of the WCSU Undergraduate Catalog.

- **For students seeking a Bachelor of Science degree in Health Education (B.S., PK – 12):** Information for this education degree is listed in this catalog in the Health Promotion and Exercise Sciences section.

## For students seeking a Bachelor of Science degree in Music Education (B.S., PK – 12):

Information for this education degree is listed in this catalog in the Department of Music section.

### Transfer Students

1. Before meeting with Admissions or an adviser, transfer students should download, print and read the Education section from the online undergraduate catalog available on the WCSU website: <http://www.wcsu.edu/academics/programsheets/>. *Bring your program sheet to every meeting with an adviser.*
2. It may take more time for transfer students *to complete the Elementary Education program at WCSU because some electives taken at other colleges/community colleges may not transfer into the Education major.*
3. Grades from previous colleges or universities will be calculated when determining the cumulative 3.0 GPA or higher (subject to change based on state mandates) for admission to and retention in the Education program. However, in order to graduate as an Education major from WCSU, students must maintain a 3.0 GPA (subject to change) which is calculated solely on grades earned at WCSU.

## BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (B.S.) (GRADES 1-6)

### Interdisciplinary Major

#### **Katherine Roe, Coordinator of Elementary Education Program**

[roek@wcsu.edu](mailto:roek@wcsu.edu)

WH 329C, Midtown campus

(203) 837-3263

(203) 837-8413 (fax)

## Learning Outcomes

The goals, objectives and learning outcomes of WCSU's Elementary Education: Interdisciplinary Program are varied and are critical to facilitate the development of elementary educators to work in diverse classrooms. The program is designed to prepare educators to:

1. Graduates of the program will be demonstrate and apply knowledge of content;
  1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for elementary candidates as indicated by the design of learning segments.
2. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;
  1. Understand the role of professional judgment and practical knowledge for improving all candidates' development and achievement as indicated by performance in residency.
  2. Accurately assess and analyze candidate learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on candidate learning.
3. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals;
  1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in residency.
- D. Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.
  1. Demonstrate expertise in working collaboratively with colleagues to design instruction as indicated by

clinical performance in residency.

## Program Summary

Elementary Education candidates major in Interdisciplinary Studies which reflect the content of the elementary school curriculum.

**Elementary Education Interdisciplinary courses** — See [the specific program sheet listed on the WCSU website](#)

## Exams: Required for Eligibility for State Teacher's Certification

*In addition to the Education program coursework, the following three exams are required:*

### **CT Foundations of Reading**

A passing score on this reading exam is a requirement for Elementary Education state certification. It is strongly recommended that Elementary Education candidates take this reading exam at the *end* of their candidate teaching semester. Additional information is available online at <http://www.ct.nesinc.com>

### **edTPA Assessment**

Beginning Fall 2019, all program completers must pass the edTPA assessment to be recommended for certification. The edTPA assessment is a teaching portfolio that demonstrates candidates' skills in planning, instruction, and assessment.

### **PRAXIS Core**

The Praxis Core is no longer required for certification, however, it is required by the Connecticut State Department of education (CSDE) for diagnostic purposes. Candidates must take Connecticut state mandated basic skills examination (PRAXIS Core) in mathematics, reading and writing or present their SAT/ACT scores to demonstrate proficiency in basic skills.

### **PRAXIS Multi-subject Exam**

Although not a graduation requirement, passing scores on appropriate PRAXIS II exams are necessary for program completion and subsequent recommendation for teacher certification. The exam tests the essential subject area knowledge unique to each certification teaching area.

- Elementary Education candidates should take PRAXIS Multi-subject exam according to the study plan provided by the program advisors.
- Candidates will not be recommended by WCSU for state teacher's certification until passing scores on PRAXIS Multi-subject exams are received and filed with *the university's teacher education certification officer*, the Associate Dean of the School of Professional Studies, who is located in White Hall C121. Detailed information on PRAXIS Multi-subject testing is available online from the Educational Testing Service at <http://www.ets.org/praxis>
- Once a candidate has completed all his/her bachelor's degree teacher certification requirements and passed PRAXIS Multi-subject exam, the *university's teacher certification officer* will file with the Connecticut State Department of Education (CSDE) the necessary documents for the candidate's receipt of CSDE teacher certification

## Declaring an Education Major

At the end of the freshman year, candidates may apply to enter the Education Department. All freshman

candidates who wish to become Education majors must demonstrate a cumulative GPA of 3.0 or higher (subject to change based on state mandates) upon completing 30 credits.

*Candidates who fail to meet this grade point average requirement will not be eligible to declare an Education major. Once accepted as Education majors, candidates must continue to maintain a cumulative GPA of 3.0 or higher (subject to change based on state mandates) in order to remain in the Education program.*

*Admission into the Residency semesters during the senior year are also contingent on the 3.0 GPA or higher standard (subject to change based on state mandates).*

## Criteria for Professional Teacher Education Program Acceptance

*The Elementary Education program at WCSU is rigorous and not all candidates applying for professional program admission are accepted. Candidates seeking admission to WCSU's elementary education certification programs must have completed and met the following criteria:*

- Present at least a 3.0 cumulative average (subject to change based on state mandates) for undergraduate courses taken prior to professional program acceptance (approximately 90 credits and reflecting courses in progress). All work done both at WCSU and other colleges will be considered in the computation of the cumulative grade point average. *Note: Candidates with less than a cumulative 3.0 GPA (subject to change based on state mandates) will not be admitted to or retained in the program.*
- Complete the university's general education requirements. *Candidates should refer to their concentration area program sheet for a list of specific courses that meet individual degree program criteria and competencies.*
- The courses below must be completed with a minimum grade of "B." If a candidate receives grades in these four courses that are lower than a "B," the candidate will be blocked from student teaching, with likely suspension and possible dismissal from the Education program.
  - HPX 215 Health Issues in the Schools (Grades PK-12)
  - ED 206 Introduction to Education
  - ED 211 Educational Psychology: Children and Adolescents I
  - ED 212 Educational Psychology: Children and Adolescents II
  - Residency I and II

### ADDITIONAL PROGRAM ACCEPTANCE CRITERIA

*After all of these criteria have been met, then candidates must fulfill these additional requirements for admissions to the Residency Year (Residency I and II):*

- Prepare and present an essay demonstrating a command of the English language and explaining the reasons for enrolling in the teacher education program, emphasizing experience relevant to teaching.
- Participate in an interview by a teacher education faculty team, which will assess candidate's personal attributes and perceived teaching dispositions.

### Submission Deadline Dates Applying for Residency Year (Residency I and II)

Elementary Education candidates apply for Residency in the fall of their junior year. Candidates must have all their materials submitted to the elementary education program coordinator by the deadline date. The deadline is November 1 of the junior year. It is the candidate's responsibility to ensure that all materials are submitted by the deadline date. Once materials are received, candidates are contacted for an interview. *Only complete files will be reviewed for Residency.*

### Reapplication Process if Denied Program Acceptance



If the interview team from the professional program recommends that a candidate not be admitted to the teacher education program, the candidate may reapply for admission one semester after the notification of denial. Candidates have the right to review a copy of the completed interview form.

### Suggested Course Sequence

*NOTE: At this time, we cannot provide more specific course requirement details due to changes from the Connecticut State Department of Education and pending state legislation; course sequence decisions will be contingent on these state mandates. Therefore, you MUST meet regularly with your assigned Elementary Education adviser and attend ALL information sessions.*

The Elementary Education program is demanding, so it is important for candidates to adhere to the suggested course sequence in order to complete the program in four years. General education requirements should be taken during the freshman year and sophomore year. Education foundation courses should be taken in the recommended sequence. Some education courses have specified prerequisites and GPA requirements; please see course listings. Candidate teaching courses and the field components must be taken in the sequence specified.

### Residency Year

- Candidates are not eligible for residency course work (Residency I and II) unless they have received professional program acceptance.
- During their last year, candidates enter the residency phase of the program. In order to register for residency, elementary education majors must present a 3.0 cumulative GPA or higher (*subject to change based on state mandates*) for all courses taken in their academic and professional education course work. The residency requirement for elementary education majors consists of two semesters.
- **Applications must be filed in the Office of E&EPY by November 1 of their junior year for following fall semester placement.**
- Candidates are responsible for providing their own transportation to and from the school to which they are assigned for residency.

### Residency Grading Policy

Candidates earning less than a “B” grade in residency may be required to complete additional placement and/or course work before receiving a recommendation for graduation and certification.

During their last year, elementary education majors enter the residency phase of the program. In order to register for residency in an elementary school, candidates must present at least a 3.0 cumulative GPA (*subject to change based on state mandates*) for all courses taken in their academic and professional education course work.

A variety of consequences are considered when the residency candidate is in danger of failing, or fails the clinical experience. Depending on the resident’s evaluative situation, some options that may be available to the resident include:

- extension of the residency experience so that the residency candidate can demonstrate competence in the relevant domain, as agreed upon by the resident, the University, and the participating cooperating teacher. *This extension would require approval by the participating school district’s administration and may result in a delay in the residency candidate’s graduation date.*
- withdrawal from the IDM program prior to the final evaluation and switch to a content area major. *This may cause a delay in the residency candidate’s graduation date.*
- withdrawal from the current residency assignment, and a re-assignment to a new residency experience during a later semester; providing the resident agrees to complete a series of appropriate remedial modules as determined by the Student Academic Review Committee (SARC) prior to the replacement experience.

**Residency Dismissal Appeal Process:** The residency candidate has the right to submit a written appeal within seven days of a notification of dismissal, to the chair of the E&EPY Department, the coordinator of clinical experiences, and the university supervisor. The affected residency candidate also has the right — within two weeks of the hearing date — to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

### **Dismissal from the Residency Experience**

On occasion, difficulties may arise during the Residency I or Residency II semester. In these instances, Elementary Education Coordinator, Residency instructor or University Supervisor works with the residency candidate and other school or university stakeholders to resolve these situations. Note: the Elementary Education coordinator, the Residency instructor and the university supervisors are WCSU Department of Education faculty members.

Every effort is made to assess the situation quickly and to establish a plan of action. Based upon the specifics of the situation, the student may: (1) be reassigned to a different teaching placement; (2) be removed from the clinical school experience by the chair of the department. Residency candidates will be informed in writing of decisions regarding their status and may appeal these decisions to the Dean of the School of Professional Studies.

### **Dismissal from the Elementary Education Interdisciplinary Program**

Strict guidelines for admission to, and retention in, the teacher education certification programs are part of academic excellence. Students who fail to meet or maintain established admission and retention criteria will be suspended from the program. Students may be given one year according to the school's academic calendar to retake a course and regain good standing for consideration of readmission with the exception of ethical issues, felonies and violations of the professional code. At the end of one year, candidates will be dismissed if their GPA has not met the 3.0 minimum standard (*subject to change based on state mandates*) which includes all WCSU and transfer credits.

- Dismissal from the Education Department program by the E&EPY Department Chair may occur when a candidate fails to maintain the academic standards of the university and Department (see this catalog, "Good Standing: WCSU Student Handbook, "Student Rights and Responsibilities," WCSU Candidate Teacher Handbook), and/or when a candidate in class or the field is considered inappropriate for the teaching profession, based on behavior which is not consistent with the standards of ethical conduct and professional behavior prescribed by the Connecticut Code of Professional Responsibility.
- In such cases, discussions take place among the candidates, faculty involved, and Department chair. *The Chair may call a meeting of the Student Academic Review Committee to decide the case.* Decisions reached are communicated in writing by the Chair to the student in a timely fashion.
- The candidate may appeal these decisions to the Dean of the School of Professional Studies or employ the university process for appeal. The university maintains guidelines for student rights and responsibilities and judicial procedures which can be found in the WCSU Student Rights and Responsibilities Handbook. The Department adheres to these guidelines in all such matters and may establish additional responsibilities based upon professional training criteria.

### **Professional Education Fees**

1. **LiveText.** Each candidate in the Education Program is required to obtain a LiveText license. LiveText is a comprehensive data management system used to collect, store, and analyze the results of selected assessments. These data are used to improve the degree and certificate programs in education and to provide evidence to external accrediting bodies that accreditation standards have been met. **Fingerprinting and Background Check. (Subject to change pending CT regulation)** The State of Connecticut requires that any person who observes in a public school as part of a teacher preparation program submit to a state and national criminal history record check within the first 30 days of the date of the first observation. The process includes the checking of fingerprints by the

State Police Bureau of Identification and the F.B.I. The results of the criminal history record checks (both state and federal) are reported to the employing school district. If the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district shall notify the Bureau Educator Standards and Certification.

# Health Promotion and Exercise Sciences

## **Dr. Robyn Housemann, Chair**

[housemannr@wcsu.edu](mailto:housemannr@wcsu.edu)

White Hall 107A, Midtown campus

(203) 837-8882

(203) 837-8638 (fax)

## **Dr. Emily Stevens, Associate Chair**

[stevense@wcsu.edu](mailto:stevense@wcsu.edu)

White Hall 107F, Midtown campus

(203) 837-3903

(203) 837-8638 (fax)

## **Therese Richardson, Department Secretary**

[RichardsonT@wcsu.edu](mailto:RichardsonT@wcsu.edu)

White Hall 107J, Midtown campus

(203) 837-9166

(203) 837-8638 (fax)

## **Faculty**

R. Housemann, <i>Chair</i>	E. Stevens, <i>Assoc. Chair</i>	E. Balk
D. Colaianni	K. Heybruck-Santiago	P. McDiarmid
J. Perrelli	J. Schlicht	

## **Adjunct Faculty**

D. Albano	C. Autuori	L. Barker
R. Burkhart	A. Cunningham	M. Dalton
J. DeBenedetto	S. Fales	A. Heron
H. Hollenbeck	D. Kaszas	L. Morrissey
L. Muir	P. Nicolari	D. Paqua
J. Rajcula, <i>Emeriti</i>	J. Turey	L. Ward
V. Verhoff, <i>Emeriti</i>		

## **Overview**

The Health Promotion and Exercise Sciences Department strives to educate all WCSU students about the importance of making healthy lifestyle choices to encourage life-long optimal health and well-being. The Bachelor of Science in Health Promotion Studies (HPS) degree is one of two degree programs offered in the HPX Department; the other degree program is a Bachelor of Science in Health Education, pre-K – 12. Both programs are 120 credits which include major requirements (including a 12-credit field experience), general education requirements, and free electives. The HPS BS degree program offers students four options: Allied Health Professions, Community Health, Holistic and Integrative Health, and Fitness and Wellness. Following completion of a Bachelor of Science in Health Promotion Studies, students will be prepared to sit for the national Certified Health Education Specialist (CHES) examination. After successful completion of the Health Education Pre-K-12 program students receive a BS and a Connecticut teaching certificate.

## **HPX Department Vision**

The HPX Department is the premier health promotion and health education program in the Northeast.

## Mission

The mission of the HPX Department is to link education and research with service learning, student teaching, and internship experiences in Health Promotion and Health Education. In addition, the department educates about and provides opportunities for making healthy lifestyle choices on campus and in the greater community.

The strategies that we use to achieve this mission include an experiential learning approach that incorporates team building, knowledge enhancement, skill building, volunteerism, and continuous quality improvement. Students create health promotion programs for the university and surrounding community organizations. The service learning approach provides students with an opportunity to gain “real-life experience” and help the community at the same time. Mentoring, advising and leading by example are key components of our student-centered approach.

## Program Objectives

The curriculum is driven by competency-based objectives derived from ongoing internal and external program evaluations. Our graduates’ performances in pre-professional activities and worksite placements with schools, public and private health agencies, fitness centers and corporations assist in the realization of the department’s mission. We strive to meet the educational needs of a diversified student body so that our majors will be prepared to address health education in a global society.

# DEGREES AND PROGRAMS

B.S. Health Education (PK-12)

B.S. Health Promotion Studies

Options:

Allied Health Professions (Pre-Physical and Pre-Occupational Therapy)

Community Health

Holistic and Integrative Health

Fitness and Wellness

## BACHELOR OF SCIENCE IN HEALTH EDUCATION

### Program Goals

1. Prepare students with the proficiencies to become life-long learners, provide the skill needed to contribute to a healthy lifestyle, and improve quality of life for themselves and the students they educate.
2. Provide a comprehensive and multidisciplinary academic curriculum that prepares graduates for careers in a variety of health education fields.
3. Prepare students to meet the standards set by state and national credentialing organizations for health educators.
4. Provide a comprehensive approach to health and fitness education emphasizing the connection and interdependency of individuals, school, family and community.

### Requirements

#### *Certification Program for PK-12*

The teacher education programs at Western are rigorous and not all candidates applying for professional program admission are accepted. Students must achieve a GPA of 3.0 or higher in order to be accepted into all professional education programs as candidates for teacher certification. While students may gain acceptance to the university, those interested in obtaining state teacher’s certification (elementary, secondary, music, and health education) must also file a separate application for professional program acceptance usually during the second semester of their junior year.

## Course Restrictions

For a complete list of prerequisites, co-requisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## Application And Submission Process For Professional Program Acceptance

Applications for professional program acceptance can be obtained at the department of Health Promotion and Exercise Sciences (BR 230). Before the process of screening for professional program acceptance, applications must be filed with the school health coordinator of the Health Promotion and Exercise Sciences department.

## Criteria For Professional Program Acceptance

Students seeking admission to any of Western's teacher education certification programs must have completed and met the following criteria. The following deadline dates must be met for students applying for professional teacher education program acceptance. The deadline date for fall semester admittance into a Professional Teacher Education Program is 12 noon on April 1. You must have all of your materials submitted to the Health Education program coordinator by the deadline date. After your materials have been submitted and reviewed, you will be contacted for an interview with faculty.

Candidates must:

1. Pass a Connecticut state mandated basic skills examination (PRAXIS I) in mathematics, reading and writing, or must obtain a waiver from the State Department of Education by presenting a combined score of 1100 or more with no less than 450 on either the verbal or math subtest. If the SAT was administered prior to March 31, 1995, the candidate must present a combined score of 1,000 with at least a score of 400 on both the verbal and the math sections. It is the student's responsibility to apply for this waiver. (Students may present a passing score on a similar test for another state with which Connecticut has certification reciprocity agreements.) Information concerning the PRAXIS I exam and waiver information is available in the Office of the Dean of Professional Studies, Midtown campus, 123 White Hall, (203-837-8575) or in the Education Office, Westside campus, Classroom Building 249 (203-837-8510).
2. Present at least a 3.0 cumulative GPA for undergraduate courses taken prior to professional program acceptance (approximately 90 credits and reflecting courses in progress). Note: The 3.0 cumulative GPA requirements is effective for all students, including any change of majors. All work done both at Western and other colleges will be considered in the computation of the cumulative grade point average. Note: Students with less than a cumulative 3.0 grade point average will not be admitted to or retained in the program.
3. Complete the university's general education requirements.
4. Complete with a minimum grade of "B" the following Education and HPX courses:  
ED 206 Introduction to Education  
HPX 215 Health Issues in the Schools (Grades PK-12)  
ED 211 Educational Psychology: Children and Adolescents I  
ED 212 Educational Psychology: Children and Adolescents II
5. Prepare and present an essay demonstrating a command of the English language identifying reasons for wanting to enroll, emphasizing experience relevant to teaching health.
6. Present at least two letters of recommendation from persons outside the university who are able to testify to the candidate's suitability as a prospective health teacher.
7. Participate in an interview with health education faculty members who will assess personal attributes that suggest potential performance as a teacher.

*Note:* Students may not register for the following courses until they have been formally admitted to the health education program: HPX 311, HPX 386, HPX 460, HPX 464, ED 340, ED 440, EPY 405.

To graduate, students must complete all general education requirements, the courses and credits listed below and free electives to total a minimum of 120 semester hours, including HPX physical activity requirement.

PSY 100 Introduction to Psychology\*  
SOC 100 Introduction to Sociology\*  
CHE 102 Everyday Chemistry\*  
BIO 105, 106 Anatomy and Physiology I & II\*  
COM 161 Decision Making in Groups\*  
ENG or WRT Writing Intensive Course (W)\*  
HIS 148 American History to 1877\* or HIS 149 American History since 1877\*  
ED 211 Educational Psychology: Children and Adolescents I\*\*  
ED 212 Educational Psychology: Children and Adolescents II\*\*  
ED 206 Introduction to Education\*\*  
ED 314 Multicultural Diversity\*\*  
ED 340 Assessment of Teaching Strategies\*\*  
ED 440 Integrating Language\*\*  
EPY 405 Introduction to Special Education\*\*  
HPX 100 Intro to Health and Wellness\*\*  
HPX 160 First Aid & Safety\*\*  
HPX 177 Fitness for Life  
HPX 205 Nutrition and Health\*\*  
HPX 215 Health Issues in the Schools\*\*  
HPX 230 Drug Studies\*\*  
HPX 253 Concepts of Disease\*\*  
HPX 271 Health Education Programs in the Community\*\*  
HPX 311 School Health Programs\*\*  
HPX 352 Mental Health\*\*  
HPX 355 Human Sexuality\*\*  
HPX 371 Health Communication Methods and Strategies\*\*  
HPX 386 Health Education Professional Development School Experience\*\*  
HPX 460 Health Education Student Teaching Seminar\*\*  
HPX 464 Student Teaching\*\*

#### Required Course Sequence

##### First Year

###### *Fall Semester*

BIO 105\* (fall only) SI  
HPX 100\*\* FY & HW  
HIS 148 or 149\* CT  
WRT 101 or WI  
COM 161\* OC

###### *Spring Semester*

BIO 106\* (spring only) SI  
PSY 100\*  
SOC 100\*  
MAT 100 or QR  
W2

##### Sophomore Year

###### *Fall Semester*

CHE 102  
ED 206\*\* (Prereq: PSY 100)  
ED 211 \*\*  
HPX 230\*\* (fall only)  
HPX 253\*\* (fall only)

###### *Spring Semester*

Creative Process (CP)  
HPX 271\*\* (spring only)  
ED 212\*\*  
HPX 215\*\*  
HPX 177 HW  
HPX 205\*\*

##### Junior Year

*Note: Students must make official application for Senior-year status by April 1 in their Junior year.*

<i>Fall Semester</i>	<i>Spring Semester</i>
Information Literacy (IL)	HPX 352** (spring only)
ED 314** IC	Free Elective or W3
HPX 371** (fall only)	Free Elective or Exploration
HPX 355** (fall Only)	Free Elective or Exploration
HPX 160	Free Elective or Exploration

### **Senior Year**

<i>Fall Semester (Professional Semester)</i>	<i>Spring Semester</i>
HPX 311** CE	ED 340**
HPX 386 (Professional Semester Lab)	HPX 460**
EPY 405**	HPX 464**
ED 440**	
Free elective Course	

### **Total 120 Semester Hours**

\* Minimum of "C" grade required.

\*\* Minimum of "B" grade required.

3.0 QPA for a B.S. Degree

In order to register for student teaching, Health Education majors must present at least a 3.0 overall GPA. Students are advised not to register for other courses, except for ED 340, HPX 460 and HPX 464, or be working in other jobs during this semester. A student teaching application (available at the Education Office), approved by the appropriate Health Education advisor, must be filed with the Chairperson of the Education department during the semester just prior to the student teaching semester. The student teaching requirement for Health Education majors consists of one semester. Students are responsible for providing their own transportation to and from their assigned schools.

Students earning other than a "P" grade in student teaching may be required to complete additional student teaching and/or course work before receiving a recommendation for graduation and certification. Students must have at least a 3.0 cumulative GPA in all courses to graduate as a Health Education major.

To complete the Health Education degree program, the student must pass the Health PRAXIS II examination. The PRAXIS II exam tests health subject area knowledge. The Initial Educator Certificate will be issued by the State of Connecticut upon completion of program requirements and the passing of PRAXIS II (0550). All CONNTENT exams are being offered by the Educational Testing Service (ETS). ETS utilizes the national teacher examination (PRAXIS) specialty area tests for CONNTENT requirements. Additionally, students are encouraged to sit for the national CHES exam.

## **Learning Outcomes**

Graduates of the B.S. Health Education (PK-12) Certification Program will be prepared to demonstrate the following outcomes:

1. Apply health content knowledge as competent health educators.
2. Assess individual and community needs for health education.
3. Plan effective health education programs.
4. Implement health education programs.
5. Evaluate effectiveness of health education programs.
6. Coordinate provisions of health education services.
7. Act as a resource person in health education.



Communicate health and health education needs, concerns, and resources (#2-8 responsibilities and competencies for school health educators have been established, as seen in [The National Commission for Health Education Credentialing, Inc.](#)

## BACHELOR OF SCIENCE IN HEALTH PROMOTION STUDIES (B.S.)

The Health Promotion Studies (HPS) degree program offers students four options: Allied Health Professions, Community Health, Holistic and Integrative Health, and Fitness and Wellness. Following completion of a Bachelor of Science in HPS, students will be prepared to sit for the national Certified Health Education Specialist (CHES) examination. Our graduates are leaders who are prepared for entry-level positions in a wide variety of private and public settings (i.e. corporations, hospitals, schools, community organizations and other multi-public service organizations) and for graduate programs (Public Health, Health and Physical Education, Health Administration, Physical Therapy, Occupational Therapy, Chiropractic, Naturopathy, Physician Assistant, etc.). In addition to a liberal arts core of courses, students must successfully complete health content and methodology courses, including the use of technology, in order to achieve professional competence as identified by standards set by national credentialing organizations. We use an experiential learning model to provide students with the skills needed to design, develop, implement and evaluate health promotion programs in a variety of settings. The core of our competency-based program consists of five courses that provide group process experience to allow students to work together to plan, develop, market, implement and evaluate a health promotion program. Students complete 15-credits of content-based courses in their chosen option to provide a wellness-focused view of health as a multidimensional concept that encompasses more than the mere absence of disease. We approach health promotion from an ecological perspective to demonstrate the importance of the influence of factors at the individual-level and beyond on healthy lifestyle choices. These courses prepare students for their capstone experience - a 450 hour internship which takes the experiential learning to the next level. Internship planning begins in the second year and allows for selective placement. Students apply and interview for competitive positions in local, state-wide, national, or international organizations. These experiences allow the students to showcase what they have learned and continue the learning process as they create innovative programs applying what they've learned in the real world.

### **HPS Program Mission**

The mission of the Health Promotion Studies program is to develop career professionals who are revolutionary leaders empowered to impact health promotion using an experiential, holistic and multi-disciplinary approach.

### **Program Goals**

1. Prepare students with the proficiencies to become life-long learners, and provide the skills needed to contribute to a healthy lifestyle, and improved quality of life for themselves and the people they educate.
2. Provide a comprehensive and multidisciplinary academic curriculum that prepares its graduates for careers in a variety of health promotion and education fields.
3. Prepare students to meet the standards set by state and national credentialing organizations for careers in health promotion and education.
4. Provide a comprehensive and holistic approach to health promotion and education emphasizing the connection and interdependency of individuals, groups and organizations, and communities in promoting and maintain health.

### **Requirements**

These requirements apply to students entering the Health Promotion Studies (HPS) program for the Fall 2019 semester or later.

#### **Health Promotion Studies Core Course Work**

BIO 105 Anatomy & Physiology I

BIO 106 Anatomy & Physiology II

PSY 260 Health Psychology  
 HPX 103 Introduction to Health Promotion & Practice\*  
 HPX 200 Intro. to Community Assessment\*  
 HPX 202 Epidemiology of Disease  
 HPX 270 Health Ed. Theory & Application\*  
 HPX 370 Health Promotion Program Design & Implementation\*  
 HPX 371 Health Communication Methods & Strategies\*  
 HPX 470 Health Promotion Program implementation & Evaluation\*  
 HPX 490 Practicum for Health Promotion Studies\*\*\*  
 HPX 491 Health Promotion Studies Senior Seminar\*\*\*

Allied Health Option Course Work

HPX 314 Exercise Physiology  
 CHE 111 General Chemistry II  
 BIO 103 General Biology I  
 PHY 120 General Physics I

Community Health Option Course Work

HPX301 Health Promotion Policy, Advocacy and Partnerships  
 HPX 353 Environment & Global Health  
 Nine HPX Elective Credits (can select from all HPX courses except HPX 100, 105, 160, 177, 215, 244, 311, 386, 400, 460 and 464)

Holistic and Integrative Health Option Course Work

HPX 240 Intro to Principles of Holistic and Integrative Health  
 HPX 241 Mind/Body Interventions for Health  
 HPX 242 Cross-Cultural and Traditional Healing Methods  
 HPX 343 Food, Herbs, Supplements and Other Products  
 HPX Elective (select from approved list)

Fitness and Wellness Option Course Work

HPX 203 Introduction to Human Nutrition  
 HPX 254 Fitness Seminar & Laboratory  
 HPX 255 Group Exercise Instruction or HPX 313 Personal Training  
 HPX 348 Wellness Coaching  
 Three HPX Elective Credits (HPX 255, HPX 313, HPX 314, HPX 318)

\* Grade of C+ or better is required in these courses. All other courses require a grade of C or better. Students must maintain an overall GPA  $\geq 2.5$  to enroll in HPS core courses, (HPX 103, 200, 270, 370, 371 and 470).

\*\* All Core and option courses must be completed before students can enroll in HPX 490 and 491.

Recommended Course Sequence for the Allied Health Option:

**First Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
FY Course	HPX 103
BIO 105 S1	BIO 106 S1-2
PSY 100	SOC 100 CT
MAT 100 or Free Elective	W2 Course
WRT 101 or Gen Ed Elective	Free Elective

**Sophomore Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
HPX 200 IL	HPX 270

HPX 202	SW 220 IC
CHE 110 (fall only)	CHE 111 (spring only)
MAT 120 QR	Elective – ( <i>PHY 103 recommended</i> )

PHI 223 CT &OC

### Junior Year

#### *Fall Semester*

HPX 370 W3

HPX 371

PSY 260 HW

PHY 120 (fall only)

CP

#### *Spring Semester*

HPX 470 CE

Free Elective (*PHY 121 recommended*)

PSY Elective (*PSY 210/211 recommended*)

Repeat Competency

Gen Ed Elective

### Senior Year

#### *Fall Semester*

BIO 103 (fall only)

HPX 3XX

Free Electives

Free Electives

*For students considering occupational therapy programs, a sequence in development psychology is recommended.*

*For students considering physical therapy programs, the second half of General Biology and General Physics is recommended. We also recommend at least two developmental psychology courses.*

Recommended Course Sequence for the Community Health Option:

### First Year

#### *Fall Semester*

FY Course

WRT 101 or Gen Ed Elective

SOC 100 CT

PSY 100

MAT 100 or 100P or Free Elective

#### *Spring Semester*

CHE 102 SI & CT

MAT 115 or 120 QR

HPX 103

Gen Ed Elective

W2 Course

### Sophomore Year

#### *Fall Semester*

HPX 200 IL

HPX 202

SW 220 IC

BIO 105 (fall only) SI

PHI 223 CT & OC

#### *Spring Semester*

HPX 270

Community Health option  
elective 1

BIO 106 (spring only) SI

Gen Ed Elective

PSY 260 HW

### Junior Year

#### *Fall Semester*

HPX 370 W

HPX 371

Community Health option elective 2

Creative Process CP

#### *Spring Semester*

HPX 470 CE

HPX 353

Community Health option elective 3

Gen Ed Elective

Gen Ed Elective HPX 301  
**Senior Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
PSY Elective	HPX 490
Free Electives	HPX 491

**Community Health Electives:**

HPX 203 Introduction to Human Nutrition (Spring or Fall), HPX 230 Drug Studies (Fall) HPX 240 Intro to Principles of Holistic/Integrative Health (Spring), HPX 241 Mind/Body Interventions (Fall), HPX 242 Cross Cultural Health and Healing (Spring), HPX 253 Concepts of Disease (Fall), HPX 254 Fitness Seminar & Lab (Fall), HPX 255 Group Activity Instruction (Spring), HPX 313 Principles of Personal Training (Spring), HPX 343 Food, Herbs, Supplements (Fall), HPX 344 Energy Healing Therapies (Fall), HPX 348 Principles of Wellness Coaching (Fall), HPX 352 Mental Health (Spring), HPX 355 Human Sexuality (Fall), HPX 314 Exercise Physiology (Fall), HPX 318 Exercise Kinesiology (Spring).

Recommended Course Sequence for the Holistic and Integrative Health Option:

**First Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
FY Course	CHE 102
PSY 100	HPX 103
WRT 101 or Gen Ed Elective	MAT 115 or MAT 120
SOC 100 CT	Gen Ed Elective
MAT 100 or Free Elective	W2 Course

**Sophomore Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
HPX 200 IL	HPX 270
HPX 241	HPX 240
PHI 223 OC & CT	HPX 202
BIO 105 (fall only) SI	BIO 106 (spring only) SI
SW 220 IC	Gen Ed Elective

**Junior Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
HPX 370 W3	HPX 470 CE
HPX 371	HPX 242
Holistic Health option elective	PSY 260
Creative Process CP	Gen Ed Elective
Free Elective	Free Elective

**Senior Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
HPX 343	HPX 490
PSY Elective	HPX 491
Free Electives	

**Holistic & Integrative Health Electives:** HPX 253 Concepts of Disease, HPX 352 Mental Health, HPX 353 Global and Environmental Health, HPX 344 Energy Healing Therapies, HPX 348 Principles of Wellness Coaching, ANT/SOC 233 Medical Anthropology, COM 245 Meditation, Self-Awareness, & Communication, PHI 265 Phil of Happiness, PHI 241 Buddhist Phil, PHI 245 Phil of Death and Dying, PHI 340 Non-Wester Phil.

Recommended Course Sequence for the Fitness and Wellness Option:

### **First Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
FY Course	HPX 103
PSY 100	Gen Ed Elective
WRT 101 or Gen Ed Elective	W2 Course
MAT 100 or Free Elective	MAT 115 or 120
SOC 100 CT	CHE 102 CT & SI

### **Sophomore Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
HPX 200 IL	HPX 270
HPX 254	HPX 202
SW 220 IC	HPX 255 or HPX 313
PHI 223 CT & OC	Gen Ed Elective
BIO 105 (fall only)* SI	BIO 106 (spring only)* SI

### **Junior Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
HPX 370 W3	HPX 470 CE
HPX 371	Creative Process CP
HPX 348	HPX Elective
PSY 260 HW	Gen Ed Elective
HPX 203	Gen Ed Elective

### **Senior Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
Free Elective	HPX 490
PSY Elective	HPX 491

## **LEARNING OUTCOMES**

Graduates of the B.S. Health Promotion Studies program will be prepared to demonstrate the following outcomes:

1. Use leadership, management, and collaborative skills as a member of a team to apply the health promotion program planning process to design, implement, and evaluate health promotion interventions. Specifically, students will demonstrate the ability to:
  - a. Identify and assess health needs, resources and capacity for a health promotion intervention.
  - b. Examine the relationship between behaviors and health issues using primary and secondary data.
  - c. Plan a health promotion intervention incorporating health behavior theories and models.
  - d. Design an evidence-based health promotion intervention including marketing and instructional materials.
  - e. Integrate content knowledge into health promotion intervention program materials and lesson plans.
  - f. Apply ethical principles and scientific inquiry processes to create an Institutional Review Board Protocol and conduct a pre-post assessment of a health promotion intervention.
  - g. Market, implement, administer and manage a health promotion intervention.
  - h. Develop and implement a comprehensive evaluation plan using sound research principles.

- i. Summarize the process and outcome evaluation results in a final report including all materials developed in health promotion program planning and evaluation process.
2. Serve as a health promotion resource person by effectively communicating, promoting, or advocating for health, health promotion and the profession in oral and written forms through a variety of sources and channels.

## MINORS

There are 5 minors in the Health Promotion and Exercise Sciences Department. All minor programs are 18 credits and are available to any WCSU student who has met the pre-requisites for the courses. Students who have chosen the Interdisciplinary Studies major will follow the minor program sheets and must choose at least 2 courses at 300 level or above. The minors are as follows:

### **Health Promotion Studies General Minor**

HPX 100, HPX 271

Any four HPX courses *except* HPX 100, 105, 160, 177, 215, 244, 311, 386, 460, 464, 490 and 491.

### **Community Health Minor**

HPX 100, HPX 271, HPX 301, HPX 353

Any two HPX courses *except* HPX 105, HPX 160, HPX 177, HPX 215, HPX 244, HPX 311, HPX 386, HPX 400, HPX 460, HPX 464, HPX 490 and HPX 491.

### **Exercise Science Minor**

HPX 113, HPX 203, PSY 262, HPX 313\*, HPX 314\*, HPX 318\*

### **Fitness and Wellness Minor**

HPX 100, HPX 271

Four courses from approved list (HPX 203, HPX 254, HPX 255, HPX 313\*, HPX 314\*, HPX 318, HPX 348, HPX 380).

### **Holistic and Integrative Health Minor**

HPX 100, HPX 271

Four courses from approved list (HPX 240, HPX 241, HPX 242, HPX 343, HPX 344, HPX 348)

\* BIO 106 is pre-requisite for these courses.

## PHYSICAL ACTIVITY REQUIREMENT – 2 SH

The Health and Wellness competency (HW) may be fulfilled by taking HPX 177 Fitness for Life, a combination of one 1.0 credit lecture class and one 1.0 credit activity class. The lecture and activity classes must be taken during the same semester. Refer to physical activity courses (under course descriptions at the back of this catalog) for a list of activity courses available.

Splitting the course is possible and available in the following conditions:

1. Student receives a waiver for the activity from AccessAbility services. The student must make an appointment with AccessAbility Services and will be asked to provide documentation that indicates the student will not ever be able to participate in an activity class. The student is required to take the lecture to receive the Health and Wellness competency.
2. Student transfers in 1 credit for the activity or 1 credit for lecture. The student is required to complete the unmet portion of the course to receive the Health and Wellness Competency. The student should

- send a request to the HPX department chair and secretary and include their student ID in the request.
3. Varsity athletes who have successfully completed one semester of their sport will receive 1.0 semester hours of physical activity credit. The student is required to take the lecture to receive the Health and Wellness competency. The student should send a request to the HPX department chair and secretary and include their student ID in the request.
  4. Students majoring in Musical Theater may take the lecture portion of HPX 177 during the same semester as one of the Musical Theater dance classes. This will complete their Health and Wellness competency. The student should send a request to the HPX department chair and secretary and include their student ID in the request.
  5. Students who served in the military can receive a waiver for the HPX 177 requirement. Please contact the Registrar for this waiver. The DD-241 form is required.

Because of the physical demands of activity courses offered at Western, students are strongly urged to have a physical examination before registering for these courses. Since part-time students are not covered by university accident insurance, part-time students are strongly urged to carry accident insurance.

### **Student Independent Activity (SIA)**

This is an online activity course that requires permission from the course instructor prior to enrolling in the course. The course is run through Blackboard Learn, and students receiving permission to enroll in the SIA will be reserved a spot in the online Fitness for Life lecture course during the same semester. The permission request form should be downloaded from the HPX website (<http://wcsu.edu/hpx/fitforlifegen.asp>), completed electronically, and emailed to the instructor of the course in which the student plans to enroll.

This course is designed specifically for students who engage in a regular physical activity program within their community. Students may not use the WCSU Recreation Department facility or classes to meet this requirement. Students are expected to accumulate 30 hours of independent exercise, under the supervision of a licensed/certified fitness coach, instructor, or trainer. Supervisors will be contacted throughout the course to verify physical activity participation. The student will track all activity in a physical activity log. While the supervisor does not need to have direct, constant supervision of the activity, the supervisor should sign the activity log and verify all of the activity participation.

### **EXAMPLES OF AGENCIES USED FOR HEALTH PROMOTION & EXERCISE SCIENCES INTERNSHIP & STUDENT TEACHING FIELD PLACEMENTS**

#### *Regional*

Abilities Beyond Disabilities, Brookfield  
 AIDS Project, New Haven  
 Alternative Incarceration Center, Danbury  
 American Cancer Society, Wilton  
 American Red Cross, Danbury  
 American Red Cross, Waterbury  
 Avery Heights, Hartford  
 BAYADA Home Health Care, Norwalk  
 Benchmark Assisted Living – Ridgefield Crossings'  
 Bethel Health Care, Bethel  
 Bethel Health Dept., Bethel  
 Bluestreak Sports Training, Stamford  
 Boehringer Ingelheim, Fairfield  
 Boys and Girls Club of Ridgefield  
 Brewster Athletic Club, Brewster, NY  
 Birth Partners Labor Assistants, Naugatuck  
 Cardinal Hayes Home for Children, Millbrook, NY  
 Chapter 126, Bristol  
 Chelsea Piers, Stamford

Cheshire High School, Cheshire  
Connecticut Institute for Communities, Danbury  
Connecticut State Dept. of Health  
Covenant Village of Cromwell, Cromwell  
Danbury Children First Initiative, Danbury  
Danbury Health Care Affiliates, DHCA, Danbury  
Danbury Hospital, Danbury  
Danbury Dept. of Health and Housing, Danbury  
Danbury Orthopedics, Danbury  
Danbury PAL, Danbury  
Danbury School System, Danbury  
Danbury High School, Roberts Avenue School, Hayestown Avenue School, Danbury  
Danbury Senior Center, Danbury  
Danbury Youth Services, Danbury  
Danbury Visiting Nurses Assoc., Danbury  
Diageo, Norwalk  
Dorothy Day Soup Kitchen, Danbury  
Duracell Fitness Center, Bethel  
Dow Chemical Corporation, Fitness Center  
Devereux Glenhome School, Washington  
Earth Fit, New Fairfield  
Elim Park Health Care and Rehab Center, Cheshire  
Even Start, Danbury  
Filosa Nursing Home, Danbury  
Gartner, Stamford  
Girl Scouts of Southwest Connecticut  
Green Chimneys School, Brewster, NY  
Good Friends, Danbury  
Habitat for Humanity  
Hancock Hall, Danbury  
Harambee Center, Danbury  
Heal the Children, New Milford  
Healing Hearts (Danbury Hospice)  
HealthQuest, Danbury  
Health South, Danbury  
Hispanos Unidos Contra El Sida, New Haven  
Human Resource Development Agency, Naugatuck  
ICES, Waterbury  
Interfaith AIDS Ministry of Danbury, Danbury  
Just for Women, Waterbury  
Juvenile Diabetes Research Foundation, Norwalk  
Laurel Ridge Nursing Home, Ridgefield  
Main Street Rehab – Danbury Hospital  
Maplewood, Bethel, Danbury and Newtown  
Masonicare of Newtown  
MasterCard Pro-Fit Center, Purchase, NY  
MCCA, Ridgefield  
Meadow Ridge, Redding  
National Organization of Rare Disorders (NORD), New Fairfield  
Nestle Waters. Stamford  
New Fairfield High School, New Fairfield  
New Milford High School, New Milford  
New Milford Senior Center, New Milford  
Newtown Youth Academy Sports and Fitness Center, Newtown



Norwalk Department of Health, Norwalk  
Northeast Natural Medicine, Newtown  
Northwest CT AIDS Project, Torrington  
Pepsico Bottling Group, Somers/Purchase, N.Y.  
Planned Parenthood, Danbury, New Haven and Waterbury  
Pitney Bowes Corporate Fitness Center, Danbury  
Rebound Medical, Danbury  
Region #15, Pomperaug High School, Southbury  
Ridgefield Boys and Girls Club, Ridgefield  
Ridgefield High School, Ridgefield  
Ridgefield Physical Therapy  
Ridgefield Visiting Nurse Association  
Rockland County Dept. of Health, New City, NY  
Regional Hospice of Western Connecticut, Danbury  
Regional YMCA of Western Connecticut  
St. Mary's Hospital, Waterbury  
Salvation Army, Danbury  
StayWell Health Care, Inc., Waterbury  
Stratford Recreation Department  
Sterling House Community Center, Stratford  
Summit Rehab  
Sun Family Outreach Program, Meriden  
Tauck, Norwalk  
The Hills Physical Therapy, Litchfield Hills  
The Nat'l Institute of Ayurvedic Medicine, Brewster, NY  
The Village at Brookfield Common, Brookfield  
The Village at Mariner's Point, East Haven  
Town of Kent, Environmental Protection, Kent  
Turning Point Healing Arts, Ridgefield  
United Way of Western Connecticut, Danbury  
Until Violence Stops, Danbury  
Visiting Nurses of Oxford  
War Memorial, Danbury  
Waterbury Health Dept., Waterbury  
Western CT Medical Group, New Milford  
Western Connecticut Senior Exercise Program, Danbury  
Western Connecticut State University, ChildCare Center, Danbury  
Western Connecticut State University, CHOICES, Danbury  
Western Connecticut State University, Housing & Residence Life, Danbury  
Western Connecticut State University, V-DAY Project, Danbury  
Wilton Meadows Rehabilitation and Health Care, Wilton  
Women's Center of Greater Danbury, Danbury  
Women, Infant and Children (WIC), Danbury  
Youth Action Programs & Homes, Inc., NY  
YMCA, Waterbury

*National*

Health Fitness Corporation, Minneapolis, MN  
MediFit, Florsham Park, NJ  
ProFitness Health Solutions, Shelton

# Nursing

## **Jeanette H. Lupinacci, Chair**

[lupinaccij@wcsu.edu](mailto:lupinaccij@wcsu.edu)

White Hall 221A, Midtown campus

(203) 837-8570

(203) 837-8550 (fax)

## **Terri-Ann Tilquist, Department Secretary**

[tilquistt@wcsu.edu](mailto:tilquistt@wcsu.edu)

White Hall 221, Midtown campus

(203) 837-8556

(203) 837-8550 (fax)

## Faculty

J. Lupinacci, Chair	E. Abate	D. Bennett
K. Bridges	D. Brown	S. Burger
E. Campbell	P. Cumella	L. Dalessio
M. E. Doherty	D. Graham	T. Hanlon
M. Nielson	J. Ort	B. Padykula
T. Palmer	B. Piscopo	T. Puckhaber
C. Rice	M. Sousa	L. Warren

## Mission

The Department of Nursing strives to provide a nursing education that is aimed at preparing beginning and advanced practice nurses to meet the ever-changing health care needs of Connecticut and the surrounding region. This is achieved through:

- A dynamic curriculum that is responsive to students and community needs;
- Clinical competence, scholarship and research;
- Service to the university, the public and the profession;
- Accommodation of diverse values and interests;
- A commitment to a caring culture.

## Program Information

The baccalaureate degree program in nursing and master's degree program in nursing at Western Connecticut State University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. <http://www.ccneaccreditation.org/>

## Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## Requirements for the Bachelor of Science in Nursing

Completion of all general education requirements, and requirements in nursing and foundational sciences specified in the program outlined below, to total a minimum of 120 semester hours.

All courses identified in the following eight-semester sequence are requirements in this major. Completion of the program within four academic years requires that the biology and chemistry courses be successfully completed in the semesters shown. The remaining credits to meet general education requirements and additional free electives for a minimum of 120 SH, may be scheduled at the student's discretion with

approval of the departmental adviser.

### First Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
NUR 106	1 SH		
<i>(or other FY course)</i>			
BIO 105	4 SH	BIO 106	4 SH
CHE 120	4 SH	CHE 121	4 SH
SOC 100	3 SH	PSY 100	3 SH
COM 162	3 SH	Writing Intensive course	3 SH
		Gen Ed	3 SH
<b>Total Credits</b>	<b>15 SH</b>	<b>Total Credits</b>	<b>17 SH</b>

### Sophomore

#### Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
NUR 105	1 SH		
NUR 201	4 SH	NUR 225	3 SH
NUR 205	4 SH	NUR 235	5 SH
BIO 215	4 SH	<b>NUR 300</b>	4 SH
HPX 205	2 SH	MAT 115 or 120	3 SH
<b>Total Credits</b>	<b>15 SH</b>	<b>Total Credits</b>	<b>15 SH</b>

### Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
NUR 255	6 SH	<b>NUR 335</b>	8 SH
NUR 361	2 SH	<b>NUR 374</b>	2 SH
Gen Ed	3 SH	Gen Ed	3 SH
Gen Ed	3 SH	Gen Ed	1 SH
Ged Ed	3 SH		
<b>Total Credits</b>	<b>17 SH</b>	<b>Total Credits</b>	<b>14 SH</b>

### Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
<b>NUR 325</b>	7 SH	NUR 475	6 SH
<b>NUR 327</b>	6 SH	Free Elective	3 SH
		Free Elective	3 SH
		Free Elective	2 SH
<b>Total Credits</b>	<b>13 SH</b>	<b>Total Credits</b>	<b>14 SH</b>

**Note:** NUR 300 may be taken of spring sophomore year or Fall of Junior year.

**Note:** NUR 361 must be taken with NUR 255 for traditional Undergraduate Students.

**Note:** NUR 335 and NUR 374 (taken together) and NUR 325 and NUR 327 (taken together) can be take Spring or Fall.

BACHELOR OF SCIENCE (B.S.)

Admission, Retention and Graduation Requirements

# ADMISSION

For Direct Admit Option please contact Admissions Office for criteria.

Students interested in nursing major at Western Connecticut State University (University) must complete a dual admission process. Initially, students must be accepted into the **University**. Once accepted into the University, application for admission to the Department of Nursing (DON) is made at the beginning of the spring semester of the Freshman year. Applications are available on-line or in the nursing department at the end of December/beginning of January. Applications are due to the Nursing Office by the first Monday of February. Incomplete or late applications will not be reviewed by the Department of Nursing (DON).

All applicants must be active students in the University prior to applying for admission to the nursing major. Applicants must be taking courses at the University in both the Fall and Spring semesters prior to beginning the nursing sequence the following Fall. A minimum of 6 credits must be taken at the university in both the Fall and Spring semesters. Two of the four science prerequisites must be taken at the university. The applicant pool is not limited to pre-nursing students. The decision to admit an applicant to the Nursing major is made by the DON.

Admission to nursing is competitive with a minimum grade point average (GPA) of 3.0 required to be considered for acceptance. Students are ranked according to GPA and successful completion of all prerequisites. Qualified students may not be accepted because of a limited number of clinical placements and limited DON resources.

In evaluating students for acceptance into the nursing program, the following criteria are used:

- GPA
- Completion of prerequisite courses (from next page)
- Evaluation of overall academic record including number of course withdrawals/**repeating of courses**
- Academic **history** at other colleges and universities.

Students must earn at least a C+ in the four science prerequisite courses (BIO 105, BIO 106, CHE 120, and CHE 121) for consideration of acceptance. Sciences may not be more than 5 years old. Two of these **science** required courses must be taken at the University. Consistent with the university admission requirements, preference is given to those candidates who, in the judgment of the DON, have academic and personal qualifications with the greatest potential for program success.

Applicants must have successfully completed or be enrolled in the following courses:

- Writing Intensive Course (W)
- COM 162/262 Interpersonal Communication, COM 163 Human Communication
- PSY 100 Introduction to Psychology
- SOC 100 Introduction to Sociology
- BIO 105 and BIO 106 or equivalent with a grade of "C+" or better
- CHE 120 and CHE 121 or equivalent with a grade of "C+" or better
- Students are ineligible to apply for admission to the nursing program if they have been dismissed for either academic or clinical reasons from another nursing program.

Students newly accepted into the program must adhere to the Health Policies of the DON. The following information must be submitted on or before June 1 prior to starting nursing classes.

- Current health form
- Results of either PPD skin test or chest x-ray or QuantiFERON blood test
- Evidence of measles, mumps, and rubella/rubeola, and varicella vaccinations or antibody titers
- Evidence of Hepatitis B vaccination, Hepatitis B titers or signed declination to receive vaccine
- Tdap vaccine completed within the last 10 years
- CPR certification for professional rescuers Basic Life Support (Health Care Provider) American Heart Association or American Red Cross Professional Rescuer.

Students without documentation of health requirements and/or CPR certification will not be allowed to

participate in clinical experiences.

Transfer students coming into the University must first apply to the Admissions Department and must meet the same standards listed above. University students wishing to change their major to Nursing must apply to the DON for admission to the Nursing major and must meet the same requirements as pre-nursing students. Please refer to the above criteria.

### *Retention*

1. In order to remain in the Nursing program, students must earn at least a “C” grade in all courses with a NUR designation and BIO 215 and HPX 205. *\*\*Please be reminded that sophomore nursing students who are transitioning between the fall and spring semester are required to complete a Medication Math Test and must pass with > 85\*\*. This is administered during the Fall exam for NUR 105.*
2. In order to remain in the Nursing program, nursing students must fulfill academic requirements and must also show evidence of meeting the behavioral objectives (cognitive, psychomotor and affective) of preparation for professional nursing as described and distributed in each nursing course with a NUR 200 and NUR 300 designation.
3. A student who receives a grade of “C-” or lower in a Nursing course, whose cumulative grade point average has dropped below 2.50, who has withdrawn from a NUR 200 or NUR 300 level nursing course, who has taken a leave of absence from the Nursing program (whether medical or otherwise), or who has withdrawn from the Nursing program must apply for readmission to the Nursing program. The student may be readmitted to the program provided that, in the judgment of the nursing faculty, the student meets the criteria for readmission.
4. Any student who receives more than one course grade below “C” in any of the nursing courses will not be readmitted to the Nursing program. In addition, any student who has for any reason reapplied and been readmitted and then subsequently withdrawn or fails, will not be allowed to reapply a second time.
5. Students who demonstrate an unsafe level of patient care will not be permitted to continue in the clinical area.
6. Under provisions of Public Act 86-365, students whose ability to function is impaired or who have engaged in unethical or illegal acts, or whose behavior does not conform to accepted standards of the Nursing profession may jeopardize their eligibility for obtaining or retaining professional nurse licensure in the State of Connecticut. (A copy of the act with explanatory material is available for review in the department office.) Such conduct or behavior may also be grounds for disciplinary action, including suspension or dismissal from the program, by the Nursing faculty or departmental administrator.

### *Graduation*

1. The student must have earned a minimum cumulative grade point average of 2.5 based on at least 120 credits earned.
2. The student must have at least a “C” grade in all 200- and 300-level Nursing courses.
3. The student must have sustained evidence of academic and behavioral characteristics acceptable for professional nursing as set forth in the philosophy and objectives of the Department of Nursing.

## Learning Outcomes

1. Synthesize knowledge from the arts, sciences, and humanities with nursing theory as the basis for making nursing practice decisions.
2. Exercise critical thinking in using the nursing process to assess, diagnose, plan, implement, and evaluate the care provided to individuals, families and communities.
3. Apply the nursing process to design, implement, and evaluate therapeutic nursing interventions to

provide preventive, curative, supportive, and restorative care for individuals, families, and communities in both structured and unstructured settings, using a variety of techniques.

4. Use a variety of communication techniques, including written documentation, in the process of assessment, counseling, and therapeutic interventions with individual clients, families, groups and communities.
5. Develop and implement a variety of teaching-learning strategies in the provision of health teaching for individuals, families, and groups in a variety of settings.
6. Use the process of scientific inquiry and research findings to improve nursing care delivery.
7. Manage information, human resources, and material resources to achieve optimum client outcomes in a cost-effective manner.
8. Use leadership, management, and collaborative skills as a member of a multi-disciplinary team within the health care delivery system to develop, implement, and evaluate health care provided to clients.
9. Exercise independent judgment and ethical decision-making, and act as an advocate for consumers of health care services.
10. Demonstrate accountability in learning and in nursing actions, based on accepted standards of nursing care and in accordance of professional nursing practice.

### Professional Nurse Licensure

Upon successful completion of the program, graduates are eligible to apply to the State Board of Examiners for Nursing in Connecticut, or in any other state of their choice, for examination for Professional Nurse licensure. Each state board may have additional criteria for eligibility according to the laws of the state. In Connecticut, the limitations for eligibility for licensure are delineated in Public Act 86-365. A copy of this act is available for review in the department office.

### Health Policies and Other Requirements

Because of the nature of the clinical experiences and regulations of various clinical agencies utilized in the nursing program, all Nursing students are required to adhere to departmental policies in addition to the immunizations required of all university students. This information may be obtained directly from the department.

In addition to the above stated health requirements, students may need to meet additional requirements identified by a clinical affiliating agency, including a criminal background check, drug testing, and or finger printing checks. Clinical agencies reserve the right to refuse clinical placement to students who do not pass the background check, drug testing, and or finger printing testing.

If a student's physical or emotional health status is deemed unsafe for clinical laboratory experiences by the Nursing faculty, the student may not attend clinical laboratories. Appropriate clearance may be required prior to the student returning to the clinical laboratory.

### Additional Requirements

Students are required to furnish their own uniforms and to provide their own transportation to clinical facilities. Students may also be required to have health insurance and are responsible for any medical care administered as a result of clinical assignment.

All students must be certified in cardiopulmonary resuscitation (CPR) as a healthcare provider prior to entering sophomore year, and must maintain current certification to be eligible to attend the clinical experience. It is recommended that students obtain their CPR certification from the American Heart Association and/or the American Red Cross. In addition to liability protection under the Statutes of Connecticut [Chapter 170, Section 10-235(a)], the university carries professional liability insurance coverage for nursing students.

### Western at Waterbury

The Nursing Department also offers courses for the RN-BS degree completion program at Western's

Waterbury program located on the grounds of Naugatuck Valley Community College in Waterbury. This program is available only to students who hold a current RN license. A current RN license is required from the state in which clinical affiliations are scheduled.

Some courses offered at Waterbury are also open to students taking classes at Danbury. For more information on this program, please contact Nicole Kullberg ([Kullbergn@wcsu.edu](mailto:Kullbergn@wcsu.edu)) and/or Barbara Piscopo ([Piscopob@wcsu.edu](mailto:Piscopob@wcsu.edu)).

Registered nurse graduates of associate degree and hospital diploma nursing programs who hold a current RN license in Connecticut or another state are encouraged to apply to this program. A current RN license is required from the state in which clinical affiliations are scheduled. These students must complete all college and department course requirements satisfactorily to be eligible for the B.S. degree with a major in Nursing. The RN-BS program is a participant in the Connecticut Articulation Model for Nurse Educational Mobility.

# Social Work

## **Karen McLean, Chair**

[harrisd@wcsu.edu](mailto:harrisd@wcsu.edu)

White Hall 101, Midtown campus

(203) 837-8937

(203) 837-8945 (fax)

## **Katie Koulogianis, Department Secretary**

[koulogianisk@wcsu.edu](mailto:koulogianisk@wcsu.edu)

White Hall 101, Midtown campus

(203) 837-8410

(203) 837-8945 (fax)

## Faculty

K. McLean, Chair

D. Harris

A. Moreira Field Coordinator

L. Salas

R. Wade-Rancourt

S. Young

Adjunct Faculty

S. Boyle

J. Huber

D. Hugley

C. Grijalba-Rodriguez N. Miller

## **Overview**

The Department of Social Work provides a competency-based generalist baccalaureate social work education which meets or exceeds the Council on Social Work Education (CSWE) Standards of Accreditation and whose curriculum is in keeping with CSWE's educational policy and standards. The degree awarded by Western Connecticut State University (WCSU) is a Bachelor of Arts in Social Work, recognized nationally as a BSW (bachelor degree in social work, accredited).

Graduates and students may be eligible for advanced standing in graduate schools for a master's degree in social work, and students may be eligible for student membership in the National Association of Social Workers (NASW), and nomination to Phi Alpha Honor Society.

## **Mission**

The Department of Social Work at Western Connecticut State University prepares highly competent generalist social workers to practice as professionals and leaders in a manner consistent with the purposes and values of the profession. The Department builds upon a liberal arts education by creating opportunities for internships, research, and experiential learning that ignite a desire for life-long learning.

## **Goals**

To achieve this, the Department prepares students to:

- Promote individual, family, and community well-being, human rights, and social, economic, and environmental justice.
- Demonstrate ethical and professional behavior as informed by the values, principles, and standards as outlined in the National Association of Social Workers Code of Ethics.
- Understand the importance of diversity and intersectionality in shaping life experiences on the micro, mezzo, macro level and challenge systemic mechanisms of oppression and discrimination.
- Integrate research-based practice and use practice to inform scholarship.



View social welfare policy with a critical lens and enact policy and advocacy initiatives on a local, national, and global scale.

- Utilize the social work process of engaging, assessing, intervening, and evaluating individuals, families, groups, organizations, and communities.

### Admission Requirements

Any student admitted to WCSU may declare social work as a major and enroll in social work 200-level courses, as long as course prerequisites are met. Social work majors must earn at least a “C+” in all designated major courses to have the course credit apply to the degree program.

In order for social work majors to be admitted to Junior and Senior-level courses, additional academic requirements must be met (see the section, “Social Work Program Requirements”). Students must apply for junior and senior program status following a group advisement session (for potential Juniors in late fall preceding the registration period for spring semester; for potential Seniors in spring semester of the junior year).

### Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

### BACHELOR OF ARTS IN SOCIAL WORK (B.A.) Requirements

A Bachelor of Arts in Social Work is comprised of competency-based general education requirements and specific major requirements (pre-practice and practice courses). The required curriculum plan is:

#### *Specified General Education Courses:*

Writing Intensive course (W)

COM 160, 161, 162, or 163

PSY 100

A PSY 200 level (see list under sophomore year)

ANT 100

ECO 211 or 207

MAT 110 or 120

BIO 100 or BIO 132

Foreign Language Requirement

#### *Pre-practice Courses:*

SOC 100 Introduction to Sociology

PS 102 American Government

SW 200 Introduction to Social Work & Social Welfare Services

SW 210 Social Welfare as an Institution

SW 215 Human Behavior & Social Environment

SW 220 Cultural Diversity

SW 300 Social Work Research

#### *Practice Courses:*

SW 306 Junior Field Practicum and Seminar

SW 309 Social Work Practice I

SW 310 Social Work Practice II

SW 311 Social Work Practice III

SW 315 Community Organizing Project I

SW 316 Community Organizing Project II

SW 320 Social Work Senior Field Practicum & Seminar

SW 321 Social Work Senior Field Practicum & Seminar

SW 325 Senior Seminar on Social Policies & Issues  
SW 350 Senior Integrative Seminar

The suggested course sequence is outlined below. General education requirements should be taken during the freshman year and sophomore year. Social work pre-practice courses should be taken in the recommended sequence. Some have specified prerequisites; please see course listings. Social work practice courses and the field components must be taken in the sequence specified.

### **Freshman Year**

#### *Fall Semester*

PSY 100 Introduction to Psychology  
SOC 100 Introduction to Sociology  
Foreign Language I

#### *Spring Semester*

COM 160, 161, 162, or 163  
ANT 100 Introduction to Cultural Anthropology  
Writing Intensive course (W)  
Foreign Language II

### **Sophomore Year**

#### *Fall Semester*

SW 200 Introduction to Social Work & Social Welfare Services  
\*Select one of the 200 level PSY courses listed below:

\*PSY 210 Child Psychology *or*  
\*PSY 202 Abnormal Psychology *or*  
\*PSY 211 Adolescent Psychology *or*  
\*PSY 215 Psychology of Personality *or*  
\*PSY 222 The Adult Years  
BIO 100 Concepts of Biology *or* BIO 132 Human Biology

#### *Spring Semester*

PS 102 American Government  
ECO 211 Principles of Macroeconomics  
*or*  
ECO 207 Contemporary Domestic Economic Issues  
SW 210 Social Welfare as an Institution  
Complete university math requirement

### **Junior Year**

#### *Fall Semester*

SW 215 Human Behavior & the Social Environment  
MAT 120 Elementary Statistics  
*or*  
MAT 110 Great Ideas in Mathematics  
SW 220 Cultural Diversity

#### *Spring Semester*

SW 300 Social Work Research  
SW 306 Junior Field Practicum and Seminar  
SW 309 Social Work Practice I  
SW 306 and 309 must be taken concurrently. They are offered in the spring semester.

### **Senior Year**

#### *Fall Semester*

SW 310 Social Work Practice II  
SW 315 Community Organizing Project I

SW 320 Social Work Senior Field Practicum & Seminar  
SW 325 Senior Seminar on Policy and Issues  
SW 310, 315, and 320 must be taken concurrently.  
They are offered in the fall semester.

### *Spring Semester*

SW 311 Social Work Practice III  
SW 316 Community Organizing Project II  
SW 321 Social Work Senior Field Practicum & Seminar  
SW 350 Senior Integrative Seminar  
SW 311, 316 and 321 must be taken concurrently. They are offered in the spring semester. SW 350 is taken in the final semester of the major.

Note: Students must provide their own transportation to field facilities during field practicums (SW 200, SW 306, SW 320, SW 321).

## Learning Outcomes

Social Work students' competency-based learning outcomes are measured across ten competency areas as specified by the Council on Social Work Education (CSWE) Standards of Accreditation and Educational Policy Standards (EPAS). A detailed description of EPAS and results of the annual assessment of students' learning outcomes are available at [www.wcsu.edu/sw](http://www.wcsu.edu/sw) and at [www.wcsu.edu/se/assessment.asp](http://www.wcsu.edu/se/assessment.asp)

- Competency 1—Demonstrate ethical and professional behavior.
- Competency 2—Engage diversity and difference in practice.
- Competency 3—Advance human rights and social, economic, and environmental justice.
- Competency 4—Engage in practice-informed research and research-informed practice.
- Competency 5—Engage in policy practice.
- Competency 6—Engage with individuals, families, groups, organizations and communities.
- Competency 7—Assess individuals, families, groups, organizations and communities.
- Competency 8—Intervene with individuals, families, groups, organizations and communities.
- Competency 9—Evaluate practice with individuals, families, groups, organizations, and communities.

### Social Work Program Requirements

1. A student must have earned at least a “C+” in courses which fulfill the 53 semester hours of major requirements as well as PSY 100, and at least a “C” grade in PSY 202, 210, 211, 215, or 222.
2. A student who receives a grade lower than a “C+” or “C” in any one of the courses detailed in item 1 above prior to admission to junior year standing may retake the course ONCE and seek admission, providing, in the judgment of the Social Work faculty, that the student meets all other criteria for admission.
3. A student who receives a grade lower than a “C+” or a “C” in any one of the courses detailed in item 1 above prior to admission to the senior year may retake the course ONCE, and has to do so during the spring semester or summer term preceding the beginning of the fall semester of the senior year. Otherwise the student's admission to the senior year will be deferred until the fall semester of the next academic year.
4. Admission to Junior Year Standing:

Completion of an application during the fall semester of junior year is required for admission to junior year standing. Criteria for acceptance are that the applicant:

- a. Be a matriculated student with a minimum overall cumulative University grade point average of 2.5.
- b. On time submission of complete application for Junior standing; no late or incomplete applications will be accepted; due date set each fall semester in

coordination with the University Calendar.

c. Has completed all the prerequisites and required first year and sophomore year courses without any outstanding incompletes.

d. Has successfully completed SOC 100, SW 200, & PSY 100 and at least two other Social Work major requirement courses that begin with SW (e.g., SW 210, 215, 220, 300) with a grade of “C+” or better.

e. Will complete foundation courses concurrently with junior practice and field courses.

f. Has attained a minimum of a cumulative grade point average of 2.75 in the Social Work major requirements with no grade lower than a “C+”.

g. Has completed a personal interview with the department chair or designee.

h. Has demonstrated continued evidence of communication skills, through the application process and in course work.

i. Has demonstrated evidence of meeting behavioral expectations (see SW Department Student Handbook) and a commitment to the profession of social work.

j. TRANSFER STUDENTS:

1. Transfer students who are Social Work majors must enroll early enough in the spring semester prior to junior year to meet the requirements for junior standing generally, and to secure enrollment in those courses specified in section 4.d above specifically.

2. Transfer student grades from previous colleges or universities that serve as equivalents for SW major requirement will be calculated when determining the GPA for Social Work major requirements.

3. Transfer students are required to interview with the department chair to arrange for meeting the above criteria.

k. *Note:* The number of students accepted to the Junior standing class is limited to the department’s capacity. The students with the top GPAs in Social Work Major Requirements will be given first preference, with university GPA serving as Social Work GPA tiebreaker.

4. SW 306 Social Work Field Practicum and Seminar — 104 hrs over 13 weeks (8 hrs per week). The SW 306 field practicum are on Tuesdays and Thursdays and the seminar is on Mondays and/or Wednesdays.

5. Admission to Senior Year Standing:

Completion of an application during the spring semester of junior year is required for admission to senior year standing. Criteria for acceptance are that

the applicant:

- a. Is a matriculated student with a minimum overall cumulative university grade point average of 2.5.
- b. On time submission of complete application for Senior standing: no late or incomplete applications will be accepted; due date set each spring semester in coordination with the University Calendar.
- c. Has completed the required foundation and junior year practice and field-related courses, PS 102, ECO 100 or 207, and has no outstanding incompletes.
- d. Has attained a minimum of a cumulative grade point average of 2.75 in the major requirements, with no grade lower than a “C+.”
- e. Has completed a personal interview with a department chair or designee.
- f. Has demonstrated continued evidence of communication skills, of meeting the program’s learning objectives and behavioral expectations, and shows a commitment to the social work profession (See SW Department Student Handbook).

6. Students must maintain all of the above standards to continue into spring semester senior year.

7. A student who does not receive a “C+” or better in a required major course in fall semester senior year will not be permitted to begin spring semester senior year.

8. No credit is given for life experience at any level of the program.

9. Students must have sufficient weekday hours free (9 a.m. – 5 p.m.) to meet the requirements of each of the two field experiences:

SW 320-321 Social Work Field Practicum and Seminar — 208 hrs each semester (16 hrs per week); SW 320-321 field practica are on Tuesdays and Thursdays and the seminars are on Mondays and/or Wednesdays.

#### Termination Policy

Termination from the department by the chair may occur when a student fails to maintain the academic standards of the university and department (see this catalog, “Good Standing;” WCSU Student Handbook, “Student Rights and Responsibilities;” Social Work Department Student Handbook, “Probationary Status in Department” and “Student Rights and Responsibilities”); and/or when a student in class or the field is considered inappropriate for the profession of social work, based on behavior which is not consistent with the standards of ethical conduct and professional behavior prescribed and proscribed by the NASW Code of Ethics or the stated expectations of the department (see “Student Responsibilities”). In such cases, discussions take place among the student, faculty involved, and department chair. *The chair has the authority to make final decisions.* Decisions reached are communicated in writing by the chair to the student in a timely fashion. The student may appeal these decisions to the Dean of the School of Professional Studies or employ the university process for “Student Rights and Responsibilities” (WCSU Student Handbook). Termination from the department during the concurrent Junior Practice/Field/Seminar curricula or the concurrent Senior curricula requires the student to withdraw from all SW labeled courses in that concurrent course group.

On occasion, difficulties may arise at the field placement. In these instances the field liaison works with the student and field instructor to resolve these situations. Any one of the three can ask the field coordinator

and/or department chair to help resolve matters.

Every effort is made to assess the situation quickly and to establish a plan of action. In the event that the problem cannot be resolved, the field coordinator, in consultation with the field liaison, field instructor and student, will terminate the placement, with the approval of the department chair. Based upon the specifics of the situation the student may: (1) be reassigned to a different field practicum; (2) defer placement for a year or more (with explicit conditions for re-entry established by the department, then assessed at possible re-entry time); (3) be terminated by the chair of the department. Students will be informed in writing of decisions regarding their status and may appeal these decisions to the Dean of the School of Professional Studies.

The university maintains guidelines for student rights and responsibilities and judicial procedures which are clearly articulated in the WCSU Student Rights and Responsibilities Handbook. The department adheres to these guidelines in all such matters and may establish additional responsibilities based upon professional training criteria.

#### Examples of Agencies Offering Social Work Junior and Senior Field Placements

Ability Beyond Disability, Bethel  
AccessAbility Services (WCSU), Danbury  
Area Agency on Aging of South Central Connecticut, New Haven  
Arms Acres, Carmel, NY  
Association of Religious Communities, Danbury  
Believe in Me Empowerment Corp., Waterbury  
Bethel Health Care, Bethel  
Bridgeport Public Schools, Make the Grade Opportunity School, Bridgeport  
Brownstein Jewish Family Services, Southbury  
Candlewood Valley Health and Rehabilitation, New Milford  
Catholic Charities of Danbury, Family Services, Danbury  
Catholic Charities, Community Support Program, Bethel  
Catholic Charities, Homeless Outreach, Bethel  
CHD/Connecticut Outreach/Pilots Program, Danbury  
Connecticut Counseling Centers, Danbury  
Connecticut Department of Children and Families, Danbury, Waterbury and Torrington  
Connecticut Junior Republic, 21st Century Downtown Academy, Waterbury  
Danbury Public Schools: Broadview Middle School, Danbury High School, King Street Primary School, Rogers Park Middle School  
Danbury Regional Child Advocacy Center, Danbury  
Families Network of Western Connecticut, Danbury  
Family and Children's Aid, Extend, Danbury  
Family Resource Center at Vogel-Wetmore School, Torrington  
Girl Scouts of Connecticut, Wilton  
Green Chimneys, Children & Youth Services, Brewster, NY  
Green Chimneys, Outreach Center, Brewster, NY  
Hancock Hall, Danbury  
HARC, Hartford  
Headstart of Northern Fairfield County, Danbury  
Healing the Children Northeast, Inc, New Milford  
Henry Abbot Technical High School, Danbury  
Hyde Leadership High School  
Jericho Partnership, Inc., Danbury  
Midwestern Connecticut Council on Alcoholism, Danbury  
Laurel Ridge Health Care Center, Ridgefield  
Masonicare at Newtown, Newtown  
Morris Foundation, Therapeutic Shelter, Waterbury  
Newtown High School, Newtown

Pope John Paul II Care and Rehabilitation Center, Danbury  
Putnam County Mental Health & Youth Bureau, Brewster, NY  
Connecticut Office of the Public Defender, Danbury  
New Fairfield Senior Center, New Fairfield  
New Opportunities Inc., Waterbury  
Regional YMCA/Escape to the Arts, Danbury  
Regional Hospice, Healing Hearts, Danbury  
Sherman Senior Center and Social Services, Sherman  
Southbury Senior Center, Southbury  
Stamford Cares, Family Centers, Stamford  
Staywell Health Center, Waterbury  
The Bradley Home, Meriden  
The Bridge Fund of Westchester, White Plains, NY  
United Way of Western Connecticut, Danbury  
Waterbury Youth Services, Waterbury  
WCSU Child Care Center, Danbury  
WCMHN, Jail Diversion Program, Danbury  
Westchester Hispanic Coalition, White Plains, NY  
WCSU Western Connection Program, Danbury  
Women's Resource Center Putnam/North Westchester, Carmel, NY

# Education

## **ED 101 First Year Experience for Education Majors 1 SH**

Through this course, candidates will explore why teaching, one of the most challenging yet rewarding professions, matters and the level of commitment and resilience they will need to succeed in becoming certified in Connecticut. The fieldwork experience for this course will include intensive small group tutoring at a community center. Online reflective journaling tasks and discussion forums will allow candidates to analyze their fieldwork experiences. Candidates will practice technical writing for the teaching profession through the creation of a case study based upon their tutoring experience. Competency: First Year Navigation.

## **ED 102 First Year Experience for Secondary Education Majors 1 SH**

Through this course, candidates will explore why teaching, one of the most challenging yet rewarding professions, matters and the level of commitment and resilience they will need to succeed in becoming certified in Connecticut. The fieldwork experience for this course will include intensive small group tutoring on the adolescent level. Online reflective journaling tasks and discussion forums will allow candidates to analyze their fieldwork experiences. Candidates will practice technical writing for the teaching profession through the creation of a case study based upon their tutoring experience. Competency: First Year Navigation.

## **ED 103 TESOL/ Bilingual Introductory Practicum: Part I 2 SH**

This course will provide DHS Teaching Fellows supervised field-based opportunities for understanding, applying, and reflecting on instructional methods and materials used in TESOL and bilingual classrooms at the elementary and secondary levels. During the first two weeks of this five-week summer course, DHS Teaching Fellows will meet three times a week to develop content-area lesson plans that directly support Common Core State Standards, Connecticut English Language Proficiency (CELP) standards, and content and language objectives. They will also learn how to conduct peer observations that focus on identifying instructional, classroom management, differentiation, and assessment strategies. During the last three weeks of this course, DHS Teaching Fellows will meet on Tuesdays and Thursdays to teach their lessons within the context of a supervised teaching field experience at a local elementary school. In addition, they will conduct focused peer observations and provide feedback to one another. Reflective journaling, participation in online discussion forums, and reading assignments will further facilitate critical thinking about effective teaching methods for diverse students. *Prerequisite:* Danbury Fellows Programs.

## **ED 104 TESOL/ Bilingual Introductory Practicum: Part II 1 SH**

This course will provide DHS Teaching Fellows supervised field-based opportunities for understanding, observing and reflecting on instructional methods and materials used in TESOL and bilingual classrooms by Connecticut certified teachers at the secondary level. During this course, DHS Teaching Fellows will conduct observations of TESOL and/or bilingual classrooms (history, math, or science) during the school day at Danbury High School. Observations will focus on instructional, classroom management, differentiation, and assessment strategies used by Connecticut certified teachers. Observation schedules will be mutually agreed upon by DHS Teaching Fellows, host teacher, and course instructor. A minimum of 15 contact observation hours are required to successfully complete this course. In addition to observations, DHS Teaching Fellows will meet six times after school throughout the fall semester. During these class sessions, students will reflect on their observations and on ways in which they would incorporate observed strategies into their future classrooms. They will also learn about and write a philosophy of education, a teaching resume, and an accompanying cover letter. Finally, DHS Teaching Fellows will have an opportunity to practice and receive feedback on interviewing for teaching positions. A minimum of 15 contact class hours are required to successfully complete this course. *Prerequisite:* ED 103.

## **ED 107 Cadet Teaching Introductory Practicum Capstone**

The Cadet Teacher Introductory Practicum Capstone will provide BHS Cadet Teachers a supervised, structured and meaningful field-based opportunity for understanding, applying, and reflecting on best practices used in Bethel Public School's classrooms at the elementary and secondary levels. Cadet



Teachers are given the opportunity to work with experienced mentor teachers in the Bethel Public Schools. Students explore current educational topics and develop classroom skills that will better prepare them to make a sound career decision about teaching. The goal of the program is to provide students with current practical experiences in classrooms while, at the same time, giving them insight into the philosophy and practices of the outstanding teachers in our community. As a hybrid program, BHS Cadet Teachers will meet once each month to develop a strong understanding of content-area lesson plans that directly support Common Core State Standards, learn how to write SMART objectives, as well as plan and teach a lesson. They will also learn how to conduct peer observations that focus on identifying instructional, classroom management, differentiation, and assessment strategies. Cadet Teachers will explore current issues and topics in education.

### **ED 110 Physical Geology 4 SH**

This course is designed to be an introductory course for all students interested in studying the processes and basic principles involved in the formation of the outer crust of the Earth. Initially the emphasis will be placed on the study of common rocks and minerals and the conditions of their formation. Subsequent lectures and laboratory work will involve the formation of a variety of landscape regions throughout the United States and their interpretation through the use of topographic and geologic maps.

### **ED 206 Introduction to Education 3 SH**

Introduction to the basic foundations of the Western educational tradition with specific emphasis on the American pattern. An examination of teaching as a career, the legal and organizational frameworks, international education, cultural diversity and mainstreaming will be conducted. Completion of 15 hours of required classroom exposure throughout the semester is designed to combine theory with educational practices. *Prerequisite:* GPA 3.00 or higher for Education majors and completion of 30 credits. Competency: Information Literacy and Oral Communication.

### **ED 210 Foundations of Literacy I: Reading Development 3 SH**

This course provides an in-depth analysis of the pre-K through grade 5 foundations of reading strands of phonological awareness, decoding and fluency. It teaches students the theoretical models of reading and language development and differentiated instructional approaches for all students including English language learners and special needs students. Focus for this course is on evidence-based instructions and ongoing conversations regarding the linkage between the standards, theory, student work, strategies, assessment, reflection and technology. *Prerequisite:* Admission to the Elementary Education Program. Students who receive a grade of "B-" or lower will be required to retake the course in order to continue in the program.

### **ED 211 Educational Psychology: Childhood and Adolescence I 3 SH**

This is the first of a two part course in educational psychology. Major theories and research about educational psychology during the childhood years are emphasized. Other topics include the interrelationship of heredity and environment; cognitive and behavioral processes; learning and teaching differences; conflict resolution; exceptionalities; and family, peer and media influences on growth in a culturally diverse society. Field work experience for this course will be done to combine theory with educational practices. *Prerequisite:* Overall GPA of 3.0, fingerprinting clearance, and Sophomore standing (30 credits). Competency: Writing Intensive Tier 2.

### **ED 212 Educational Psychology: Childhood and Adolescence II 3 SH**

This is the second course in a two part session in Educational Psychology. Major theories and research about adolescent educational psychology in school settings are emphasized. Other topics include the effects of heredity and environment; cognitive and socialization processes; measurement and assessment of intelligence; learning styles; conflict resolution; exceptionalities; and family, peer, school and media influences on growth in a culturally diverse society. Field work experience for this course will be done to combine theory with educational practices. *Prerequisite:* Overall GPA of 3.0; Sophomore standing (30 credits). Competency: Information Literacy.

### **ED 298 Faculty Developed Study 1–4 SH**

### **ED 299 Student Developed Study 1–6 SH**

### **ED 301 Foundations of Literacy II: Development of Reading Comprehension with a Focus on Elements of Genre 3 SH**

This course provides an in-depth analysis of the pre-K through grade 5 foundations of reading strands of vocabulary development, constructing meaning, and reader response. The course will provide students with theoretical models of reading and language development and differentiated instructional approaches. Focus for the course is on evidence-based instruction and discourse regarding the linkage between standards, theory, student work, strategies, assessment, reflection and technology. *Prerequisite:* ED 210 with minimum "B" grade. Students who receive a grade of "B-" or lower will be required to retake the course in order to continue in the program.

### **ED 314 Multicultural Education 3 SH**

This course will examine cultural diversity in American society and schools. Participants will expand their knowledge of cultural, social, economic and other essential issues related to our complex, pluralistic society in relation to our educational system. Content will include lessons that promote tolerance, respect, and understanding of cultural groups through technology, research, problem solving and collaboration. Development of analytical and evaluative strategies that foster an inclusive classroom will also be explored.

### **ED 316 Technical Writing for Education Majors 1 SH**

Technical Writing for Education Majors prepares teacher candidates for reading, researching, writing, and designing technical documents. Teacher candidates will learn how to use data to write assessment reports, prepare research briefs to share with colleagues, and to draft a resume/cover letter for interviews. The main goals of the course are (1) to instruct teacher candidates to consider the audience(s) and purpose(s) in reading and writing technical documents; (2) to integrate reading, researching, writing, and designing in the basic genres of technical writing; (3) and to design effective technical documents with attention to text, visuals, format, usability, documentation, and mechanics, using a flexible writing process incorporating drafts and revision. *Prerequisite:* Elementary Education major and Junior standing. Competency: Intercultural.

### **ED 320 Professional Development School Experience 1 SH**

Students who are enrolled in the Elementary Education Professional Semester are placed in Danbury Professional Development School K-12 classrooms for 10 days during the professional semester. They work with students under the direction of Danbury Public Schools classroom teachers. In addition, they receive supervision from Education and Educational Psychology (E&EP) faculty professional development studies liaisons. Students apply what they are learning in professional semester courses in the elementary school classroom. *Corequisite:* Enrollment in the Professional Semester Elementary Education Program.

### **ED/MED 340 Assessment of Teaching Strategies (Grades K-12) 1 SH**

Designed to assist teacher education candidates prepare for the Beginning Educator Support and Training (BEST) Program assessment standards, this course supports CSDE documents relevant to the education of Elementary, Health, Music, and Secondary Education educators: (1) Connecticut's Common Core of Teaching [CCCT], including Discipline Based Professional Teaching Standards, (2) the CSDE Student Teacher Evaluation Instrument, based on the CCCT; and (3) the CSDE's BEST portfolio licensure requirements for Beginning Teachers [BTs], requiring knowledge of the CCCT and Discipline Based Professional Teaching Standards. INTASC principles and the CSDE Code of Professional Responsibility for Teachers also will be examined. Candidates learn how CSDE standards for K-12 grade students' performance levels interface with teaching standards by applying the following documents in their field preparation: (1) Connecticut's Common Core of Learning [CCCL], focused on improving student achievement across the content and skill areas; and, (2) the CSDE's Curriculum Frameworks for grades K-12. *Prerequisite:* Admission to the Elementary/Secondary Education Program. *Corequisite:* Student teaching. Competency: Writing Intensive Tier 3.

### **ED 341 Student Teaching – Elementary Majors (Grades K-6) 12 SH**

This course provides experience in planning and conducting the activities of a full day in an elementary school under the guidance of a trained cooperating teacher. Full time for one semester, including monthly seminars. Every semester. *Prerequisite:* Approval of department chair. Students are urged not to be employed during the student teaching program.

### **ED 342 Student Teaching – Secondary Majors (Grades 7-12) 12 SH**

This course provides experience in planning and conducting a full teaching day (five teaching periods) in a secondary school under the guidance of a trained cooperating teacher. Full time for one semester including monthly seminars. Spring semester. *Prerequisite:* Approval of department chair. Students are urged not to be employed during the student teaching program. Competency: Culminating Experience.

### **ED 360 Teaching Reading (Grades 1–6) 3 SH**

This course is designed to develop understanding of the hierarchically structured reading skills sequence and to provide and demonstrate teaching strategies that will prepare students for teaching reading. Every semester. *Prerequisite:* Admission to Elementary Education Program.

### **ED/BIO/CHE/ENG/ES/HIS/MAT/SPA/SS 385 Methods of Teaching in the Secondary Schools 3 SH**

Method of Teaching in the Secondary Schools is designed to help prospective teacher education candidate develop and/or refine the planning, implementation, assessment, and reflection skills and dispositions necessary to be an effective classroom teacher in grades 7-12. Candidates will be introduced to those methods and materials needed for effective teaching in the secondary school; analysis of research and current learning theory along with a required observation/participation component in a secondary school. Candidates will use Connecticut State Department of Education documents and standards for effective teaching as bases for observation and practice teaching opportunities. Every fall. *Prerequisite:* Admission to the Professional Semester Secondary Education Program and approval by the Chair of the E & EP department. *Corequisite:* Registration in coursework for Professional Semester Secondary Education Program.

### **ED/BIO/CHE/ENG/ES/HIS/MAT/SPA/SS 386 Secondary Education Professional Development School Experience 1 SH**

Students who are enrolled in the Secondary Education Professional Semester are placed in public school classrooms for 10 days during the professional semester. They work with students under the direction of public school classroom teachers. In addition, they receive supervision from arts and sciences faculty. Students apply what they are learning in professional semester courses in grades 7-12 classrooms. Every fall. *Corequisite:* Enrollment in the Professional Semester Secondary Education Program. *Grading:* Pass/fail.

### **ED 401 The Integrated Curriculum for Early Childhood in Inclusive Settings 3 SH**

This is an inquiry course covering the various curriculum models in early childhood education (ECE). It will also review the theories associated with early childhood curriculum design. The course will examine factors that have influenced ECE curriculum design in the past and the current influences in the state, and the nation. Special attention will be made to providing exposure to the use of curriculum development for diverse populations. A field experience is required in an early childhood setting. *Prerequisite:* Junior standing.

### **ED 402 The Foundations of Early Childhood Education 3 SH**

This is an introductory course covering the major aspects of young children between 3 and 8 years of age. The basic foundations of early childhood education such as historical, psychological, philosophical, human development and theoretical aspects will be explored. The course will examine recent issues related to the field and the intersection of early education as it relates to the organization and governance of American public schools and other early childhood settings along with ethical practices. Field work experience for this course will be completed to combine theory with educational practices. *Prerequisite:* Junior standing.

### **ED 415 Elementary School Science: Content, Skills and Teaching Methods 3 SH**

This course focuses on science content, process skills, instructional strategies, resources, inquiry-based hands-on activities, the Connecticut Science Framework, and the underlying theoretical basis for teaching science to children P-6. Students will engage in various modalities of learning how to teach and assess students including students with special needs. Informal science settings will also be introduced in order to familiarize candidates with resources for an eclectic learning experience. This course will also provide classroom management techniques for maintaining an environment that is conducive to learning. *Prerequisite:* Admission to the Professional Elementary Education Teacher Preparation Program. *Corequisite:* Registration in all Elementary Education Professional Semester courses.

### **ED 416 Elementary Residency I 3 SH**

This course supports candidates in the Elementary Co-Teaching experience, providing support in planning, conducting instructional activities and assessment of student performance in an elementary school under the guidance of a trained cooperating teacher. Full time for one semester. Includes a weekly seminar. Competency: Culminating Experience.

### **ED 419 Inquiry & Assessment in Classroom III 1 SH**

This course supports ED 418 Inquiry and Assessment in the Classroom II, during the second semester of the Residency Program. Candidates apply appropriate resolutions to questions and issues and create knowledge from this questioning to enhance students' learning in the classroom. Assessment and action research methodologies are applied to instructional decision making in support of development of a Teacher Work Sample. Prerequisite: ED 418. Competency: Writing Intensive Tier 3.

### **ED 425 Elementary School Social Studies: Content, Skills & Teaching Methods 3 SH**

This course will provide candidates for certification in Elementary Education with the knowledge and skills to create effective social studies lessons and units. An interdisciplinary approach to social studies will link history, geography, economics and civic education. A variety of forms of instructional technology will be infused throughout the course. This course will also provide classroom management techniques for maintaining an environment that is conducive to learning. *Prerequisite:* Admission to the Professional Elementary Education Teacher Preparation Program. *Corequisite:* Registration in all Elementary Education Professional Semester courses.

### **ED 430 Foundations of Literacy III: Assessment, Differentiated Learning and the English Language Learner and Special Needs Student 3 SH**

This course provides an in-depth analysis with practical application in the area of reading assessment, pre-K through grade 5. The course will demonstrate how to give both formal and informal assessments in the five big idea areas of phonological awareness, decoding, fluency, vocabulary development and reading. In addition, the course will also look at spelling and writing assessment and how to provide students with differentiated learning opportunities based on the diagnosis. Each lesson will examine how to address the needs of the ELL and special needs student in the class through discussion and demonstrations of linkage of the following: standards, theory, student work, strategies, use of technology, assessment and reflection. *Prerequisite:* ED 210 and ED 301 with a minimum "B" grade. Students who receive a grade of "B-" or lower will be required to retake the course in order to continue in the program.

### **ED 431 Integrating the Emerging Literacies across Elementary Content 3 SH**

This final course in literacy provides pre-service candidates with the knowledge to teach reading, writing and oral language in any content area, pre-K through grade six. It will show students how to plan interdisciplinary units that meet the skill based literacy needs of individual students while still providing students with content information. It will show students how to conduct content area research at any level, use technology to aid in their research and development of products, and utilize multicultural literature effectively. Each lesson will also examine how to address the needs of the ELL and special needs student in the class through discussion and demonstrations of linkage of the following: standards, theory, content, student work, strategies, use of technology, assessment and reflection. *Prerequisite:* Admission to the Elementary Education Program, ED 210, ED 301, and ED 430 with a minimum "B" grade. Students who receive a grade of "B-" or lower will be required to retake the course in order to continue in the program.

### **ED 440 Integrating Language 3 SH**

A literature-based approach to the teaching of language arts across the grades 1-12 curriculum, including an understanding of literary values, elements and genres. Classics and content-area texts will be used to enhance listening, writing, spelling, drama and debate. The study of linguistic variations will provide methods for meeting the needs of special as well as culturally diverse students. Every semester. *Prerequisite:* Admission to Professional Semester Elementary/Secondary Education Program.

### **ED/HIS/SS 441 Teaching History and Social Studies in Secondary Schools 3 SH**

This course provides candidates for teacher certification with an understanding of the methods and materials needed to become effective teachers of history and social studies at the secondary school level. Candidates

are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. Emphasis is placed on making content knowledge accessible to diverse student populations found in public schools. Candidates develop lesson plans and units of instruction and practice delivering instruction. In addition, they examine current curricular reform movements and consider their impact on history and social studies education in the secondary school. The implications of state, national, and international testing movements and standards are considered. This course will be taught by a member of the history or social science department. Candidates must receive a grade of “B” or higher in order to enroll in student teaching. *Prerequisite:* Admission to the Professional Semester Secondary Education Program. *Corequisite:* Registration in Secondary Education Professional Semester courses.

### **ED/BIO/CHE/ES 442 Teaching Science in Secondary Schools 3 SH**

This course emphasizes the methods, materials, and philosophy needed to become an effective science teacher at the secondary school level. Candidates for teacher certification will briefly review content knowledge in the sciences prior to developing practice lessons and units that include assessment activities, integration of appropriate instructional technologies, and strategies to meet the needs of diverse learners. The course includes an examination of current curricular reform movements and consideration of their impact on science education in secondary schools. In addition, the implications of state, national, and international tests and standards on student development will be considered. This course will be taught by science faculty. Candidates must receive a grade of “B” or higher in order to enroll in student teaching. *Prerequisite:* Admission to the Professional Semester Secondary Education Program. *Corequisite:* Registration in Secondary Education Professional Semester courses.

### **ED/ENG 447 Teaching English in Secondary Schools 3 SH**

This course examines the theories and practices shown to produce effective teaching and learning in the secondary school English class. Primary emphasis is placed on the content of the English language curriculum articulated in state and national standards and on methods for making that content accessible to diverse student populations found in public schools. Candidates for teacher certification are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. In addition, they examine current curricular reform movements and consider their impact on English education in the secondary school. This course is taught by a member of the English Department faculty. Candidates must receive a grade of “B” or higher in order to enroll in student teaching. *Prerequisite:* Admission to the Professional Secondary Education Teacher Preparation Program. *Corequisite:* Registration in Professional Semester Secondary Education Program.

### **ED/SPA 448 Teaching Spanish in Secondary Schools 3 SH**

This course provides candidates for teacher certification with an understanding of the methods and materials needed to become a competent teacher of Spanish at the secondary level. Emphasis is placed on making content knowledge accessible to diverse student populations. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. The course will include an examination of the current curricular reform movements and their impact on the teaching of Spanish in the secondary school. Implications of state and national standards are considered. This course will be taught by a member of the World Languages and Literature Department. Candidates must receive a grade of “B” or higher in order to enroll in student teaching. *Prerequisite:* Admission to the Professional Semester Secondary Education Teacher Preparation Program. *Corequisite:* Registration in Secondary Education Professional Semester courses.

### **ED/MAT 449 Teaching Mathematics in the Secondary Schools 3 SH**

This course provides candidates for teacher certification with an understanding of the methods and materials needed to become effective teachers of mathematics at the secondary school level. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. Emphasis is placed on making content knowledge accessible to diverse student populations found in public schools. Candidates develop lesson plans and units of instruction and practice delivering instruction. In addition, they examine current curricular reform movements and consider their impact on

mathematics education in the secondary school. The implications of state, national, and international testing movements and state and national standards are considered. This course will be taught by a member of the Mathematics Department. Candidates must receive a grade of "B" or higher in order to enroll in student teaching. *Prerequisite:* Admission to the Professional Secondary Education Teacher Preparation Program. *Corequisite:* Registration in Secondary Education Professional Semester courses.

The following course also has been approved and is offered periodically:

*ED 400 Educational Technology*

# Educational Psychology

## **EPY 201 Field Experience: Child Development 1 SH**

This course permits students who completed the academic content of EPY 203 through examination, transfer or course equivalency to satisfy the required 15 hours of reflective independent field observation of two students, grades K-6 in a public school. *Prerequisite:* Approval of E&EP Chairperson.

## **EPY 202 Field Experience: Adolescent Development 1 SH**

This course permits students who completed the academic content of EPY 204 through examination, transfer or course equivalency to satisfy the required 15 hours of reflective independent field observation of two students, grades 7-12 in a public school. *Prerequisite:* Approval of E&EP Chairperson.

## **EPY 203 Child Development in School 3 SH**

Major theories and research about child development in school settings are emphasized. Other topics include the interrelationship of heredity and environment; cognitive and socialization processes; learning and teaching styles; conflict resolution; and family, peer and media influences on growth in a culturally diverse society. Completion of 15 hours of required classroom exposure throughout the semester is designed to combine theory with educational practices. *Prerequisite:* Education major or department approval; completion of 30 credits of course work with a cumulative GPA 2.67 or higher.

## **EPY 204 Adolescent Development in School 3 SH**

Major theories and research about adolescent development in school settings are emphasized. Other topics include the effects of heredity and environment; socialization processes; measurement and assessment of intelligence; learning styles; conflict resolution; exceptionality; and family, peer, school and media influences on growth in a culturally diverse society. Completion of 15 hours of required classroom exposure throughout the semester is designed to combine theory with educational practices. *Prerequisite:* Education major or department approval, completion of 30 credits of course work with a cumulative GPA 2.67 or higher.

## **EPY 405 Introduction to Special Education 3 SH**

An introductory course to the field of special education. A survey of the various syndromes associated with special needs populations. Various intervention methods and techniques are introduced for each of the special learners. *Prerequisite:* EPY 203 or 204, or PSY 210 or 211.

# Health Promotion and Exercise Sciences

## Non-Activity Courses

### **HPX 100 Health Promotion and Maintenance 3 SH**

This course immerses students in the concept of wellness, which has been described as a multi-dimensional approach to understanding health and preventing disease. Students will be expected to analyze their own lifestyles and environments as they explore various dimensions of wellness, so they can relate principles learned in the classroom to themselves. First Year (HPX 100FY) sections of the course include components that address student success at WCSU. These section are open to freshmen only. Competency: Health & Wellness.

### **HPX 105 Stress Management, Self-Care, and Success 1 SH**

This course will provide the student with skills to manage stress on a physical, mental, and emotional level. Stress and stressors will be explored and evaluated from a physical, psychological, and pathological perspective. The cause, effect, and management of physiological stress response will be examined, and positive stress management skills will be explored, analyzed and practiced. This course has a large experiential component. Competency: Health & Wellness.

### **HPX 113 Introduction to Exercise Science 3 SH**

This course offers an overview of the professional study of exercise science. Topics of study will include: career options, professional standards, history of exercise science, reading and interpreting literature, measurement techniques, epidemiology, physiology, athletic training, nutrition, biomechanics, motor control, and sport psychology.

### **HPX 150 Dance Workshop 3 SH**

This course helps students develop powers of expression through creative experience in dance. Basic factors related to body movements are studied and research is done in the historical development of dance. Every semester.

### **HPX 160 First Aid and Safety 2 SH**

This course will show how to recognize when an emergency has occurred, prepare a person to make appropriate decisions regarding first aid care and to act on those decisions. Specific areas covered include: adult, child and infant breathing and CPR emergencies, first aid techniques, handling sudden illness, and providing care until professional medical help arrives. *Prerequisite:* HPX major or permission of the Department Chair.

### **HPX 177 2 SH**

This 2 SH course is divided into one weekly lecture and 2 weekly activity classes that are designed to improve cardiovascular, muscular and/or flexibility fitness. Competency: Health & Wellness for lecture only.

### **HPX 200 Introduction to Community Health and Organizations 3 SH**

This course focuses on understanding the community and health issues at a community level. Students will learn skills such as coalition building, assessment, group facilitation, and data collection. Fieldwork in this course includes assessing needs and involving the community in the process. Fall semester. *Prerequisite:* Completion of HPX 100 with a grade of "C" or better or permission of the HPX Department Chair. *Corequisite:* HPX 202. Competency: Information Literacy.

### **HPX 202 Epidemiology of Disease 3 SH**

Course emphasis is placed on the leading causes of death and disability in the United States. It focuses on an understanding of diseases and conditions (chronic and infectious), risk factor relationships with diseases/conditions, and the epidemiological process. Summarizing and interpreting data are key skills addressed in this course.



### **HPX 203 Introduction to Human Nutrition 3 SH**

This course introduces students to the basic function of food in the human body. Through the course, students explore the basic nutritional needs of people throughout the life cycle, the nutritive composition of foods, and the digestion, absorption and assimilation of nutrients in the body. Students will receive the foundational knowledge in nutrition science appropriate to continue on to higher level, nutrition-focused coursework.

### **HPX 205 Nutrition and Health 2 SH**

This course explores the basic nutritional needs of persons throughout the life cycle, the nutritive composition of foods, and the digestion, absorption and assimilation of nutrients in the body. *Corequisite:* HPX 207.

### **HPX 207 Nutrition and Health Lab 1 SH**

This course expands upon topics introduced in HPX 205 and provides hands-on-experience. Students will explore current topics such as popular diets, nutritional supplements, and organic foods. In addition, students will learn how to distinguish reliable nutritional information versus misinformation. Students will apply nutritional concepts and assessments to the individual. *Corequisite:* HPX 205.

### **HPX 215 Health Issues in the Schools (Grades PK–12) 3 SH**

This course is designed to meet the needs of individuals who are in education programs to learn about teaching health topics as mandated by Connecticut law (i.e., child sexual abuse; AIDS; alcohol; nicotine and other drugs; suicide prevention; conflict resolution). Curricula and developmentally appropriate lesson plans which can assist educators in providing information, attitude clarification and living skills will be presented and discussed. The course will provide a strong information base and the opportunity to practice those skills needed to teach potentially controversial and sensitive health topics. *Prerequisite:* Education major; 30 credits of course work completed with a GPA of 2.67 or higher.

### **HPX 230 Drug Studies 3 SH**

The pharmacology, sociology and psychology of drug use and abuse will be examined in detail. Legal implications of the Drug Abuse Act will also be evaluated. Drug education in public schools will be addressed. Spring semester. *Prerequisite:* HPX major or permission of the Department Chair.

### **HPX 240 Introduction to Principles of Holistic and Integrative Health 3 SH**

This course will provide an introduction to various approaches in complementary and alternative medicine and to explore the role of the integrative holistic health in health promotion. An overview of traditional and alternative healing modalities will be explored. Students will be introduced to the multidimensional concept of wellness and will investigate the application of traditional and alternative health practices appropriate for each dimension. The course will present an integrated model of care which includes conventional, traditional and alternative health care practitioners working together to enhance the health of their clients. In addition, students will evaluate emerging trends in holistic health and career opportunities.

### **HPX 241 Mind/Body Interventions for Healing 3 SH**

Mind and body practices and interventions include a large and diverse group of procedures or techniques that can be practiced on oneself or administered by a trained practitioner. This course provides an overview of these techniques including but not limited to acupuncture, massage therapy, manipulative techniques, movement therapies, relaxation techniques, meditation, mindfulness, energy healing, and touch therapy. Guided practice in selected modalities used to promote wellness will be provided. Students will learn the uses and benefits of each therapy and have the opportunity to create a personal body movement plan for self-care. An understanding of the interactions among the brain, mind, body, and behavior will be provided with a focus on the ways in which emotional, mental, social, spiritual, and physical dimensions of wellness affect health.

### **HPX 242 Cross-Cultural and Traditional Healing Methods 3 SH**

This course is an overview of methods used by many cultures to ensure balance in one's life in order to promote health and healing. It provides an understanding of various holistic healing systems such as Ayurveda, Homeopathy, Naturopathic Medicine, Traditional Chinese Medicine, Native American, Tibetan

practices, and traditional healing techniques from around the globe. Students will identify and describe the key beliefs, and underlying principles for each as well as examine social, cultural, environmental and global perspectives of healing within these healing systems.

### **HPX 244 Movement, Mindfulness, and Meditation: Wellness the Body, Mind and Spirit Way 2 SH**

This course will provide students with a variety of tools to enhance intellectual, emotional, physical and spiritual dimensions of wellness. The mission of this experiential course is to enhance wellness by inspiring students to discover their ability to bring positive change to themselves and the world around them. It aims to teach hands-on skills for the practice of movement, mindfulness, and meditation techniques for enhanced wellness and the knowledge and understanding of how to weave these elements together for maximum benefit in life. The techniques can be used for the student's own self development or can be shared with others, informally or in a teaching context.

### **HPX 246 Approaches to Well-Being in Indo-Tibetan Philosophy**

India's Vedic, Samkhya-Yoga, Buddhist and Tantric philosophies offer insightful analyses of the mind and body and the art of living. Their approaches include introspective practices for developing clearer awareness of one's own mind and health in a way that increases one's awareness of other minds and lives. Elements of these philosophies and practices are being incorporated into western medicine, psychology and healing arts. This course will focus on the classical texts and their contemporary applications.

### **HPX 247 Indigenous Spirituality & Environmental Activism**

This course looks at indigenous cultures of the Americas, Central Asia, Africa and Australia. With a focus on their vital and spiritual relationship to their distinctive environments, it examines the challenges they face from the forces of colonization and globalization, their environment actions, and the views and actions opposing them.

### **HPX 253 Concept of Diseases 3 SH**

Leading causes of morbidity and mortality in the United States and the progress in research related to diseases will be discussed. Emphasis will be on communicable and non-communicable diseases. Competency: Health & Wellness.

### **HPX 254 Fitness Seminar and Laboratory 3 SH**

The seminar portion of this course examines the relationship between physical activity and health, and reviews some basic exercise physiology, biomechanics, and kinesiology. In lab, students will have the opportunity to practice fitness assessment techniques, physical activity counseling, and exercise prescription.

### **HPX 255 Group Exercise Instruction 3 SH**

This course is designed to teach students how to create, organize, and instruct group exercise classes in the three areas of physical fitness – cardiorespiratory, muscle strength/endurance, and flexibility fitness. Student will learn basic principles associated with exercise classes (e.g. progression) and will have the opportunity to observe and instruct exercise classes under supervision.

### **HPX 270 Health Education: Theory and Application 3 SH**

This course focuses on behavioral science theories from an ecological perspective and the planning of health promotion programs based on the needs identified in HPX 200. The fieldwork/application focus will be on planning a program that is theory based and that addresses identified needs. Data will be used to guide the program planning process and will involve working with the community to plan the program. The Health Promotion Studies students will create the plan for the program which will be implemented in HPX 370 using a participatory approach. Spring semester. *Prerequisite:* Completion of HPX 200 with a final grade of "C" or better or permission of the HPX Department Chair.

### **HPX 271 Health Education: Programs in the Community 3 SH**

This course provides an overview of the Areas of Responsibility for Community Health Educators as identified by the National Commission for Health Education Credentialing. The focus is on Areas I through IV

teaching the necessary processes for implementing a health promotion program in the community. Students will be required to plan, implement and evaluate an actual program. This course is for Health Education majors and others interested in developing health education programs in the community. Spring semester. *Prerequisite:* For Health Education majors or permission of Department Chair.

### **HPX 281 Principles of Wellness 3 SH**

This course immerses students in the concept of wellness, which has been described as a multi-dimensional approach to understanding health and preventing disease. Students will be expected to analyze their own lifestyles and environments as they explore various dimensions of wellness, so they can relate principles learned in the classroom to themselves.

### **HPX 290 Body Therapies and Meditation 1 SH**

This introductory course explores various forms of bodywork and focused mindfulness. The class will cover the following topics: massage iridology, reflexology, acupuncture, body movement (Tai Chi), meditation, visualization and guided imagery. An experiential component is included.

### **HPX 292 Naturopathy, Homeopathy, Herbs and Nutritional Self-Care 1 SH**

This course will examine the areas of naturopathy, homeopathy, herbs and nutritional self-care.

### **HPX 293 Cross-Cultural Health & Healing 1 SH**

This course is an overview of methods used by many cultures to ensure balance in one's life in order to promote health and healing. The following topics will be included: Native American (e.g. Navajo) health and healing, ayurvedic practices, traditional Chinese health and healing, and a brief look at the use of plants for healing.

### **HPX 298 Faculty Developed Study 1–6 SH**

### **HPX 299 Student Developed Study 1–6 SH**

### **HPX 311 School Health Programs 3 SH**

Eight components of a comprehensive school health program (i.e. health instruction, health services and school environment, etc.) will be covered. This field experience provides the opportunity to observe and participate in instruction in a public elementary school. Fall semester. *Prerequisite:* Acceptance as Sophomore Health major. *Corequisite:* HPX 386.

### **HPX 313 Principles of Personal Training 3 SH**

This course provides the foundational knowledge, through scientific evidence, required to build safe and effective exercise programs for individuals and groups. Students will receive in-depth training that introduces them to the field of personal training, teaches them the physiology of human movement, explains the application of behavior change modification, demonstrates effective screening and assessment techniques, and introduces comprehensive exercise program development. Upon completion of the course, students will be eligible to sit for the Certified Personal Training examination through the American College of Sports Medicine or other fitness certifying body. Pre-requisites: BIO 105 & 106 or permission from course instructor. Competency: Health & Wellness.

### **HPX 316 Projects in Wellness Preparation 1 SH**

This seminar provides students with the opportunities to design a wellness promotion initiative for the WCSU community under the supervision of appropriate faculty. This course prepares students for the Projects in Wellness course, HPX 317, where designed programs will be implemented. *Prerequisite:* HPX 281.

### **HPX 317 Projects in Wellness 2 SH**

This course provides the students the opportunity to carry out a wellness promotion initiative for the WCSU community, under the supervision of appropriate faculty. This will prepare students for internship in the community-at-large during their professional semester. *Prerequisite:* HPX 316.

### **HPX 318 Exercise Kinesiology 3 SH**

This course explores the basic foundations of kinesiology through a focus in biomechanics including the

study of forces and their effects on living systems as well as introducing students to the technology utilized in the field of biomechanics. The history of biomechanics is outlined, from the early work of Marey to modern-day high-tech analyses. The focus will specifically highlight sport and exercise biomechanics using the study of external and internal biomechanics and their effects on humans in sport and exercise. Broad applications of sport and exercise biomechanics are identified including performance improvement and injury prevention. Foundational concepts including forces, kinetics, work, power, energy, and torque will be utilized to practice qualitative biomechanical analyses with the intent to improve technique, training, and understand injury development. Prerequisite: BIO 105 and BIO 106.

### **HPX 342 Global Health and Epidemiology 3 SH**

This course provides an overview of the health status, methods of health care delivery, health infrastructure, and epidemiology concerning health on a global scale. Spring semester.

### **HPX 343 Food, Herbs, Supplements and Other Natural Products 3 SH**

This course provides an introduction to Natural Products that are widely marketed to consumers and includes a variety of products, such as herbs (also known as botanicals), vitamins and minerals, and probiotics. These products are readily available to consumers, and often sold as dietary supplements. It will also provide information about healing properties of foods differentiating between organic, natural, processed and GMO foods. Students will also learn about the history, demographic use, FDA regulation, scientific research and issues of dietary supplements and constituents and properties of herbs and their impact upon the indications and contraindications for herbal use.

### **HPX 344 Energy Healing: Reiki Certification 3 SH**

This course provides an introduction to the concepts and theories of energy, energy structures, energy fields and the universal life force, explains the energetic connection among individuals and the environment, and examines the impact of energetic interactions and energy transfer on healing. Students will receive in-depth training on Reiki, including the historical background, Reiki Ideals, 3 pillars of Reiki, scanning, methods of treatment and Japanese Reiki symbols. Students receive attunements at all three levels and will be eligible for certification as a Reiki master. *Prerequisite:* HPX 240 or permission of the Department Chair.

### **HPX 348 Principles of Wellness Coaching 3 SH**

Wellness coaching is a highly effective and focused approach for enhancing the health and well-being of the coach's clients. It involves facilitating achievement of client-determined wellness aspirations by applying behavioral science theories and using evidence-based business practices and strategies. In this class students will use a client-centered process to mobilize the internal strengths of their clients and offer resources for sustainable change in their clients' lives.

### **HPX 346 Tibetan Buddhist Art, Philosophy and Culture 3 SH**

This course is part of a proposed summer study abroad at the Norbulingka Institute of Tibetan Arts and Culture in Dharamsala, India. The trip will give students a real-life experience of Tibetan culture and issues of cultural survival, as well as an understanding of life in a non-western "developing" country. The program will greatly diversify the study abroad options offered by the University. It will offer students an excellent and memorable way to fulfill 2 General Education competencies. Additionally, it will foster stronger ties between the University and the local Buddhist community, and contribute to the goals of the University's Center for Compassion, Creativity and Innovation. Competency: Health & Wellness and Intercultural.

### **HPX 352 Mental Health 3 SH**

This course is an exploration of mental health as an integral part of overall health and well-being across the lifecourse and examines the role of health promotion in mental health. Current theories of mental health promotion are explored. This course focuses on improving individual competencies, identifying mental health resources, developing strategies to maximize psychological strengths and community assets to enhance well-being, prevent mental disorders, and improve the quality of life for people and communities.

### **HPX 353 Environmental and Global Health 3 SH**

This course provides an overview of the relationship between environment and health and the impact of human behavior on the ecosystem. On a global scale, discussions include key environmental health burdens, environmentally-related diseases, costs and consequences of environmental health problems and

reducing the burden of disease. The role of diversity on health status, access, and delivery with respect to culture, race, ethnicity, economics, and politics is a primary focus for this course. Fall semester.

### **HPX 355 Human Sexuality 3 SH**

This course is a discussion of emotional, social, spiritual and physical development as it relates to human sexual behavior. Emphasis is placed on self-understanding and awareness of one's own sexual nature and needs. Topics covered include human reproduction and sexual response, psychosexual development, interpersonal relationships, sexual deviance, and parenting (family planning). Fall semester. *Prerequisite:* Junior standing as Health Education major or permission of the Department Chair.

### **HPX 370 Health Promotion Program Design and Implementation 3 SH**

Students will design and implement the program planned in HPX 270. The course focuses on strategies and methods of implementation including pilot-testing of program and delivery of the program. Students will use communication and marketing strategies from HPX 371 for dissemination. The use of process evaluation methods will be introduced for program refinement. Fall Semester. *Prerequisite:* Completion of HPX 270 with a final grade of "C" or better. *Corequisite:* HPX 371. Competency: Writing Intensive Tier 3.

### **HPX 371 Health Communication Methods and Strategies 3 SH**

This course provides strategies that community and school health educators can use for communicating and disseminating health promotion messages and materials. The course is a combination of a review of concepts and theories, learning new strategies and methods, and application. These experiences will be synthesized to enable students to communicate health messages and promote programs and services to individuals, groups (health care practitioners, legislators, business owners, etc.), and communities. Students will learn necessary strategies for marketing programs and communicating health-related information. Fall semester. *Prerequisite:* Completion of HPX 270 with a grade of "C" or better or permission of the HPX Department Chair. *Corequisite:* HPX 370.

### **HPX 380 Worksite Health 3 SH**

This course reviews the worksite health promotion field to include employee and employer benefits, theories and models as the basis for programs, types of programs, and the necessary knowledge and skills for worksite wellness education. *Prerequisite:* HPX 100.

### **HPX 386 Health Education Professional Development School Experience 1 SH**

Students who are enrolled in the Health Education Professional Semester are placed in public school classrooms for 10 days during their professional semester. They work with students under the direction of public school classroom teachers. In addition, they receive supervision from Health Education faculty. Students apply what they are learning in professional semester courses in P-12 classrooms. *Corequisite:* HPX 311.

### **HPX 400 Outdoor Education 3 SH**

This course covers the history, philosophy and significance of outdoor education in American culture. Current practices in the various types of camps are studied and discussed. Personal assessment of individual skills necessary for outdoor education leadership is followed by practice of the skills needed. A project which includes planning, carrying out and evaluating a worthwhile outdoor experience is required of each student.

### **HPX 460 Health Education Student Teaching Seminar 1 SH**

This course includes an examination of student teaching experiences in human behavior and health; job interviews; resume writing; health education related to student teaching experiences; conflict management; professional research and health education issues covered in literature. Spring semester. *Prerequisite:* HPX 100, HPX 215, HPX 230, HPX 271, HPX 311, HPX 371, HPX 386, ED 440 and EPY 405. *Corequisite:* Must be taken concurrently with HPX 464.

### **HPX 464 Student Teaching 12 SH**

Each student will spend a full semester (70 contact days) observing and teaching health and health-related classes in the public schools under the supervision of a state-trained cooperating teacher as well as a university Health Science faculty member. Participation in Student Teaching Seminar (HPX 460) and ED 340 is required. Students are urged not to be employed during the student teaching semester. *Prerequisite:*

Permission of the program coordinator. May not have more than 13 semester hours of required general education courses or 8 semester hours of approved, academic major courses remaining. Spring semester. *Corequisite:* Must be taken concurrently with HPX 460.

### **HPX 470 Health Promotion Program Evaluation 3 SH**

Students will be introduced to the fundamentals of program evaluation. This course focuses on evaluation methodology with practical applications and illustrations. Topics in the course include, but are not limited to, the link between program planning and program evaluation; evaluation research designs and their limitations; integrating process and outcome approaches; methods of data collection and related measurement reliability and validity; and utilization of evaluation results. Students will evaluate the programs they implemented for the field work in this course. Spring semester. *Prerequisite:* Completion of HPX 370 with a final grade of "C" or better or permission of the HPX Department Chair. Competency: Culminating Experience.

### **HPX 490 Practicum for Health Promotion Studies 12 SH**

This practicum is designed to provide the student with first-hand experience in a health organization. Students work full-time (450 hours) with a preceptor at an organization to determine specific responsibilities for the field experience. Students make arrangements for their placement with the department coordinator and must have their own transportation. *Prerequisite:* A grade of "C" or better in HPX 100, HPX 200, HPX 270, HPX 370, HPX 371, HPX 470, BIO 105, BIO 106 and other B.S. Health Promotion Studies option courses. *Corequisite:* HPX 491.

### **HPX 491 Health Promotion Studies Senior Seminar 1 SH**

This course includes an examination of practicum experiences, human behavior and health, job interviews, resume writing, community health related to practicum experiences, conflict management, professional research and literature including current issues. *Prerequisite:* A grade of "C" or better in HPX 100, HPX 200, HPX 270, HPX 370, HPX 371, HPX 470, BIO 105, BIO 106 and other B. S. Health Promotion Studies option courses. *Corequisite:* HPX 490.

The following courses also have been approved and are offered periodically:

*HPX 163 Basic Disaster Services*

*HPX 201 Community Health*

*HPX 280 Principles of Health Education*

*HPX 285 Service Learning in Community Health I*

*HPX 291 Energy Therapies*

*HPX 310 Methods and Materials in Health Education*

*HPX 381 Environment and Health*

*HPX 385 Service Learning in Community Health II*

*HPX 486 Program Planning & Evaluation*

### Physical Activity Courses

All physical activity courses meet general education requirements.

### **\*HPX 177 Fitness for Life 2 SH**

This 2 SH course is divided into one weekly lecture and twice weekly activity class that is designed to improve cardiovascular, muscular and/or flexibility fitness. *Student Independent Activities* require HPX department approval prior to registration.

### **\* HPX 177 Weight Training 1 SH**

### **\* HPX 177 Basketball 1 SH**

### **\* HPX 177 Softball 1 SH**

### **\* HPX 177 Volleyball I 1 SH**

### **\* HPX 177 Badminton I 1 SH**

### **\* HPX 177 Golf I 1SH**

### **\* HPX 177 Yoga I 1SH**

### **\* HPX 177 Jogging 1 SH**

- \* HPX 177 Tennis I 1 SH
- \* HPX 177 Hiking & Backpacking 1 SH
- \* HPX 177 Tai Chi-Chi Gong 1 SH
- \* HPX 177 Ballroom Dance 1 SH
- \* HPX 177 Fitness through Dance 1 SH
- \* HPX 177 Play Activities for Elementary School 1 SH
- \* HPX 177 Rhythm for Children 1 SH
- \* HPX 177 Movement Activities in Theater Arts 1 SH
- \* HPX 177 Ballet for Beginners 1 SH
- \* HPX 177 Modern Jazz 1 SH
- \* HPX 177 Introduction to Modern Dance 1 SH
- \* HPX 177 Volleyball II 1 SH
- \* HPX 177 Badminton II 1 SH
- \* HPX 177 Yoga II 1 SH
- \*HPX 177 Student Independent Activities 1 SH

\* *General Education: HPX Activity Course*

Health Science

See Health Promotion and Exercise Sciences.

# Nursing

## **NUR 105 Application of Math prior to Medication Administration 1 SH**

This course is designed to expose students to mathematical calculations in the context of medication administration.

## **NUR 106 Pre-Nursing Freshman Seminar 1 SH**

Through this course, students will gain knowledge of Western Connecticut State University. Students will explore the resources available on campus and discuss the expectations of the nursing major to which they will be applying. Online reflective journaling tasks and discussion forums will be utilized to allow students to analyze their experiences and course goals. Students will be introduced to APA format for writing. This course fulfills the FY competency.

## **NUR 201 Introduction to Physical Assessment 4 SH**

Introduces concepts and techniques of physical assessment in the context of the nursing process. Includes assessment of children, adults, and the elderly, and analysis and correlation of findings. Laboratory experiences provide students with opportunities to develop examination skills in preparation for clinical courses (3 hrs lecture — 3 hrs laboratory). *Prerequisite:* Admission to the Nursing major.

## **NUR 205 Fundamentals of Nursing 4 SH**

Consideration of the nursing profession as a theory-based practice discipline. Introduces foundational concepts and skills used in the care of individuals, families, and communities within the context of the needs-adaptation framework (4 hrs lecture). *Prerequisite:* Admission to the Nursing major.

## **NUR 221 Physical Assessment Across the Lifespan 3 SH**

introduces concepts and techniques of a comprehensive health assessment in the context of the nursing process. The course addresses common health variations across the lifespan. Laboratory experiences provide students with the opportunity to refine their assessment skills. *Prerequisite:* RN-BS students with current RN license. Competency: Intercultural.

## **NUR 225 Scientific Principles underlying Nursing Practice 3 SH**

Introduction to the principles underlying pharmacotherapeutics as well as other diagnostic and patient care modalities. *Prerequisite:* NUR 201 and NUR 205. Co-requisites: NUR 235 and NUR 230.

## **NUR 235 Clinical Nursing Practice I 5 SH**

Use of the nursing process in applying foundational concepts and skills in planning and providing nursing care for individuals. Considers human responses to commonly encountered illnesses, including pathophysiological processes and treatment approaches. Laboratory experiences provide opportunities to apply theory and develop skills in the care of individuals in structured clinical settings (3 hrs lecture; 3 hrs college lab; 6 hrs clinical). *Prerequisite:* A grade of C or better in NUR 201, NUR 205 and BIO 215.

## **NUR 255 Clinical Nursing Practice II 6 SH**

Use of the nursing process to design, implement, and evaluate therapeutic nursing interventions for individuals undergoing medical and/or surgical treatment for commonly occurring illnesses. Laboratory experiences provide opportunities to apply theory and develop skills in the care of individuals, primarily in surgical settings (3 hrs lecture, 3 hrs college lab; 6 hrs clinical lab). *Prerequisite:* A grade of C or better in NUR 225 and NUR 235; HPX 205.

## **NUR 298 Faculty Developed Study 1-6 SH**

## **NUR 299 Student Developed Study 1-6 SH**

## **NUR 300 Mental Health Nursing 4 SH**

Application of the nursing process with clients who have major disorders of ego development and/or functioning. Psychosocial development issues of childhood, adolescence, and adulthood are explored as a



baseline. Then behavioral dynamics and the application of therapeutic interpersonal interventions are stressed, using a systems framework (2 hrs lecture; 6 hrs clinical lab). *Prerequisite:* A grade of C or better in NUR 201 and NUR 205.

### **NUR 301 Nursing Leadership in Health Care Organizations 3 SH**

Introduction to the theories of leadership, management, group process, planned change and organizational communication within a complex health care delivery system. The focus is on designing a professional nursing role with the organizational dimensions of health care delivery. Open only to RN-BS students.

*Prerequisite:* Current RN license; Admission to the RN-BS program; MAT 100; a grade of C or better in BIO 105, BIO 106 and BIO 215; completion of a Writing-intensive (WI) course.

### **NUR 309 Transition to Professional Nursing Practice 3 SH**

Exploration of the role of the professional nurse and transition of the RN-BS student to that role.

Foundational concepts related to nursing practice are explored within a framework of role development.

*Prerequisite:* Current RN license, Admission to the RN-BS program, BIO 105, 106, 215 and MAT 100.

### **NUR 311 Physical Assessment Across the Life Span 3 SH**

Introduces concepts and techniques of a comprehensive health assessment in the context of the nursing process. The course addresses common health variations across the lifespan. Laboratory experiences provide students with the opportunity to refine their assessment skills. *Prerequisite:* Current RN license.

### **NUR 325 Nursing Care of the Childbearing and Childrearing Family 7 SH**

Continual application of the nursing process in planning and providing nursing care for members of childbearing and childrearing families. Considers the needs of both groups during this developmental stage. College and clinical laboratory experiences provide opportunities to apply theory and develop skills in the care of both groups (4 hrs lecture; 9 hrs clinical lab). *Prerequisite:* A grade of C or better in the following: NUR 255, NUR 300 and NUR 361.

### **NUR 327 Community Health Nursing 6 SH**

A community is viewed as the client. In studying population groups, health prevention, health promotion and risk reduction strategies are explored with select community health problems across a variety of settings (3 hrs lecture; 9 hrs clinical lab). *Prerequisite:* A grade of C or better in NUR 255, NUR 300 and NUR 361.

### **NUR 329 Principles of Community Health Nursing 3 SH**

Foundational concepts that address the community as a unit of health care. The course focuses on the care of population groups. *Prerequisite:* Current RN license; Admission to the RN-BS program; MAT 100; a grade of C or better in BIO 105, BIO 106, and BIO 215.

### **NUR 330 Nursing in the Community 4 SH**

Nursing care population groups within the community is the focus of this course. Health prevention, risk reduction and health promotion strategies are explored with select community health problems across a variety of settings. Open only to RN-BS students (2 hrs lecture; 2 hrs lab). *Prerequisite:* Current RN license; Admission to the RN-BS program; MAT 100; a grade of C or better in the following: BIO 105, BIO 106, BIO 215, NUR 221, NUR 329 and NUR 336.

### **NUR 332 Pharmacology, Pathophysiology, and Nursing Practice 3 SH**

An in-depth analysis of common pharmacotherapeutics, related pathophysiology and diagnostics used currently in the nursing care of patients. Open only to RN-BS students. *Prerequisite:* Current RN license; Admission to the RN-BS program; MAT 100. Competency: Information Literacy.

### **NUR 335 Clinical Nursing Practice III 8 SH**

Continual application of the nursing process in applying concepts and skills in planning and providing nursing care for individuals experiencing complex illnesses. Considers human responses to complex illnesses; designs and supports the creation of new approaches to nursing interventions to meet the demands of the care situation. Laboratory experiences provide opportunities to apply theory and develop skills in the care of individuals in traditional institutional and selected community settings (4 hrs lecture; 3 hrs college lab; 9 hrs clinical lab). *Prerequisite:* A grade of C or better in the following: NUR 255, NUR 300 and NUR 361.

**NUR 336 The Human Health Experience and Nursing Practice 3 SH**

Exploration of the human experience from a holistic perspective. Attention is given to cultural, behavioral, cognitive, spiritual, social and developmental factors that contribute to one's view of health. Emphasis is placed on therapeutic nursing interventions that improve outcomes for patients. Teaching-learning interventions, health counseling and alternative/complementary therapies are selected as examples of holistic nursing approaches. Open only to RN-BS students. *Prerequisite:* Current RN license, admission to the RN-BS program; MAT 100; a grade of C or better in BIO 105, BIO 106, and BIO 215. Competency: Health & Wellness.

**NUR 351 Special Topics Global Nursing 3 SH**

Global healthcare focuses on providing nursing student with a unique opportunity to study abroad within a culturally diverse population. Students are introduced to the theoretical foundations of global health including nursing care related to health and illness. As well as relevant research-focused cultural issues, global diversity and healthcare delivery. Students will compare healthcare in the United States to that of another nation. *Prerequisite:* NUR 255 and NUR 361. Competency: Intercultural.

**NUR 361 Research Process in Nursing 2 SH**

Exploration of the principles and concepts underlying the research process as it is used in conducting empirical nursing research studies. Analysis and critique of extant nursing research, with an emphasis on evaluation of research for application in practice (2 hrs lecture). *Prerequisite:* Admission to the RN-BS program; MAT 115 or MAT 120. Competency: Information Literacy.

**NUR 374 Leadership and Management in Contemporary Nursing Practice 2 SH**

Application of the principles of leadership and management within the context of professional nursing practice. Roles of the professional nurse as assertive leader, manager of resources and patient care, and change agent are explored (2 hrs lecture). *Prerequisite:* A grade of C or better in the following: NUR 255, NUR 300 and NUR 361.

**NUR 376 Professional Nursing Role Development 4 SH**

Capstone course addressing issues related to professional nursing practice and the health care delivery system. Clinical experiences explore the full role of the professional nurse, including project development under the guidance of a clinical preceptor and faculty mentor. *Prerequisite:* Current Connecticut RN license; a grade of C or better in the following: NUR 220, 221, 330, 332, 361; Writing-intensive course (WI). Competency: Culminating Experience and Writing Intensive Tier 3.

**NUR 475 Nursing Practicum 6 SH**

Capstone experience in the practice of professional nursing, addressing issues related to entry into professional practice and the contextual issues surrounding health care delivery. Clinical experiences allow students to practice the full role of the professional nurse under the guidance of a clinical preceptor and faculty mentor. *Prerequisite:* Completion of all Nursing courses. Competency: Culminating Experience and Writing Intensive Tier 3.

The following courses also have been approved and are offered periodically:

*NUR/WS 250 Women's Health Issues*

*NUR 251 Cultural Diversity in Health and Illness*

# Social Work

## **SW 200 Introduction to Social Work and Social Welfare Services 3 SH**

This course is designed to introduce students to the social work profession and the wide spectrum of social welfare services in their contexts for practice: public, non-profit, and proprietary settings. It offers the students an introduction to the competencies which underlie the practice of social work. The generalist model of social work practice will be used as a framework for teaching and learning. *Prerequisite:* C+ in SOC 100. Competency: Writing Intensive Tier 2.

## **SW 210 Social Welfare as an Institution 3 SH**

This course, which is the first in a two-part social policy sequence, provides a historical and analytical assessment of social welfare as an institution, using a framework of social theories and definitions of social welfare conditions, policy goals, program design, and service delivery. It examines the evolution of social welfare in the United States and globally. It also examines contexts for practice in ways to advance human rights and social and economic justice. The functions of social work as a profession are explored in areas such as income security, family and children's services, and health care services. . *Prerequisite:* C+ in SOC 100. Competency: Critical Thinking.

## **SW 211 Mental Health and Social Work: A Survey Course 3 SH**

This course is designed to provide an overview of the history of mental health in the United States and the unique yet broad role of the social work profession. Relevant social and governmental agencies and policies as well as the importance of advocacy will be studied. The course will include focus on the impact of cultural and social norms and expectations on those who have been identified as well as their families, the role of the media in the general population's understanding of mental health, an overview of assessment and diagnosis and a discussion of special populations. This is a survey course, meant to provide a foundation for work as a generalist social worker or future clinical study at the graduate level. *Prerequisite:* SOC 100.

## **SW 215 Human Behavior and the Social Environment 3 SH**

The focus of this course is on conceptual frameworks that explain the interrelatedness of genetic, biological, emotional, societal, and environmental conditions. This course also examines the factors that foster or impede social functioning and their effects on individuals, families, groups, communities, organizations and society. *Prerequisite:* C+ in SOC 100; BIO 100 or BIO 132, or permission of department chair.

## **SW 220 Cultural Diversity 3 SH**

This course provides students with a theoretical understanding of culture, ethnicity, oppression, gender and race that informs clinical assessment and intervention. Focus is on the psychosocial dimensions of disempowerment and social work practice building on client strengths. Students will explore the differences in types of prejudice and their etiologies as well as the similarities in the consequences for those experiencing prejudice and discrimination. Emphasizing the Connecticut region, this course will analyze the significant racial, ethnic and other differences affecting professional social work practice. Comparison to other countries' diversity issues will be made. Theoretical approaches, case studies and experiential exercises will be used to deepen the understanding of self and others. *Prerequisite:* C+ in SOC 100, or permission of the Department Chair. Priority given to SW and HPX majors. Competency: Intercultural.

## **SW 245 Child Welfare: Theory and Practice 3 SH**

This course is designed to provide a practice model which is family focused and child centered for helping families at risk. The course examines the complex interplay of policy and law as they affect practice and service delivery. The course is grounded in ecological approaches, cultural competency, principles of family continuity and the historic values of the social work profession. *Prerequisite:* C+ in SW 200 and C+ in SW 210; Social Work major.

## **SW 250 AIDS: A Social Work Perspective 3 SH**

This course will provide students with information about the HIV/AIDS epidemic: biological aspects and the medical, psychosocial, and ethical/legal responses to the disease; understanding of current local, state and

federal policy laws affecting medical and social services; regional resources available to persons living with HIV/AIDS. The course will also provide the opportunity for students to address their own concerns, to clarify values positions, to understand the impact of HIV/AIDS on those in the primary client's social network, and to begin developing analytic and interaction skills necessary to work directly with, or to advocate on behalf of, persons living with HIV/AIDS. *Prerequisite:* SOC 100.

### **SW/SOC 260 Aging 3 SH**

This course provides an introduction to gerontology, focusing on the physical, psychological, social, emotional, and environmental aspects of aging. It also provides an overview of social policies and issues affecting older persons and social programs for older persons. *Prerequisite:* SOC 100.

### **SW 270W Writing for the Human Service and Health Care Professions 3 SH**

This writing intensive (W) course is designed for students intending to pursue a professional career in such fields as social work, education, nursing, and other health services. Using a writing-to-learn approach, students will respond in writing to a range of texts from across disciplines and genres in order to deepen their understanding, exercise critical thinking, and enhance clarity of written communication in the human service and health care professions. The class may make use of shared writing and reading, small group exercises, and other peer reading and responses. All readings and exercises will reflect professional values and concerns. *Prerequisite:* WRT 101 or permission of the instructor.

### **SW 298 Faculty Developed Study 3 SH**

### **SW 299 Student Developed Study 3 SH**

### **SW 300 Social Work Research 3 SH**

This course introduces students to research concepts and skills relevant to generalist social work practice with client systems of all sizes. The purpose of this course is to prepare generalist social workers to use social work practice experiences to inform scientific inquiry, including: reading, interpreting, evaluating, and generating social work research and knowledge; and to use research to inform social work practice. *Prerequisite:* SW 200 and MAT 100. Open only to Social Work majors. Competency: Information Literacy and Scientific Inquiry.

### **SW 305 Social Work Junior Field Practicum 2 SH**

This 13-week, 104-hour supervised field practicum provides students with an agency-based, generalist social work practice experience that begins to develop social work competencies. *Prerequisite:* PSY 100 with a minimum grade of C+ and acceptance to Junior standing in the major. *Corequisite:* SW 306 and SW 309. *This course requires registration permission of the Department of Social Work chair.* Spring semester.

### **SW 306 Social Work Junior Field Practicum & Seminar 3 SH**

This is the first field experience in a social service agency. The field practicum is for 8 hours per week over a period of 13 weeks, with a required one hour weekly seminar. This seminar is designed to provide students with an opportunity to conceptualize and evaluate their developing competencies, participate in collaborative peer learning, and integrate the field experience with the theoretical and conceptual frameworks of generalist social work practice. Spring Semester. *Prerequisite:* C+ in SW 309 and acceptance to Professional Level I in the major. *Co-requisite:* SW 310.

### **SW 309 Social Work Practice I 3 SH**

Utilizing the conceptual frameworks of generalist social work practice, this course focuses on the development of interpersonal and interviewing skills, values and ethics of the profession, and the professional knowledge base. Professional use of self is also emphasized. Fall Semester. *Prerequisite:* C+ in SW 200 (or permission of chair), C+ in PSY100 and C+ in SOC 100.

### **SW 310 Social Work Practice II 3 SH**

This course is a continuation of SW 309, Social Work Practice I. Emphasis is on generalist social work practice competencies in assessment, intervention, and evaluation with individual, families, and groups. Models of intervention with diverse client systems and in varied social systems are also emphasized. Students' professional identity is enhanced. Spring semester. *Prerequisite:* C+ in SW 309 and acceptance into Professional Level 1. *Corequisite:* SW 306.

### **SW 311 Social Work Practice III 3 SH**

This course is a continuation of SW 310, Social Work Practice II and the first of a two-course sequence designed to provide an opportunity for students to gain supervised macro level practice experience. This course emphasizes generalist social work competencies in assessment, intervention, and evaluation with task groups, communities, and organizations. The interrelationships among social work practice, social work research and social policies are highlighted, as are the professional responsibilities to contribute to social work practice and to work toward promoting social and economic justice and ending oppression. Professional use of self with diverse client systems and with changing organizations is expanded. Fall semester. *Prerequisite:* C+ in SW 310 and acceptance into Professional Level II. *Corequisites:* SW 320 and SW 325.

### **SW 312 Social Work Practice IV 3 SH**

This course is a continuation of SW 311, SW Practice III. Students will utilize generalist practice social work skills as they engage in a supervised macro practice experience. They will engage in community organizing with an existing group, organization, or coalition to address a community or campus concern. In collaboration with community, students will gather and utilize data to assess community strengths and needs, use interpersonal skills to work effectively with large groups, problem solve, negotiate, mediate, advocate with community groups, develop action plans, and agree on a focus of work to support existing community actions. Emphasis is on initiating actions to achieve goals, analysis and evaluation of interventions. Spring semester. *Prerequisite:* C+ in SW 311; *Corequisites:* SW 321 and SW 400.

### **SW 315 Community Organizing Project I 2 SH**

The Community Organizing Project two-course sequence is designed to provide an opportunity for students to gain supervised macro level practice experience while addressing an issue of concern on campus or in the community. Students conceptualize community organizing, while applying generalist models of practice. Emphasis is on preparing for action with groups, organizations and communities; using interpersonal skills in large groups; developing mutually agreed on foci of work and desired outcomes; collecting, organizing and interpreting data; assessing strengths and limitations; developing mutually agreed upon intervention goals and objectives; and selecting appropriate intervention strategies. *Prerequisite:* Acceptance in Senior standing in the major. *Corequisites:* SW 310 and SW 320. Fall semester.

### **SW 316 Community Organizing Project II 2 SH**

This is the second course in the Community Organizing Project two-course sequence. Emphases this semester are on: initiating actions to achieve goals; implementing interventions; resolving problems, negotiating, mediating and advocating; transitions and endings; analysis and evaluation of interventions. *Prerequisite:* SW 315. Spring semester.

### **SW 320 Social Work Senior Field Practicum and Seminar 6 SH**

This is the first of a two-semester field experience in a social service agency. The field practicum is for 16 hours per week over a period of thirteen (13) weeks, and attendance at a two-hour weekly seminar is required each semester. The practicum is designed to provide students with direct experience in the delivery of social services within an assigned setting under the supervision of a professional social worker. Students will engage with individuals, families, groups, organizations, and communities. In the seminar students conceptualize and evaluate their competencies, apply knowledge to practice, and participate in peer learning. Fall semester. *Prerequisite:* C+ in SW 306 and acceptance to Professional Level II in the major. *Corequisites:* SW 311 and 325.

### **SW 321 Social Work Senior Field Practicum and Seminar 6 SH**

This is the second of a two-semester field experience in a social service agency. The field practicum is for 16 hours per week over a period of fifteen (15) weeks, with a required two-hour weekly seminar. This is an advanced field experience course with emphasis on deepening and broadening the students' practice competences. The seminar provides students with further opportunities to conceptualize their field experiences and engage in evaluation of their own practice. It also provides a forum for discussion of practice questions and issues, as well as postgraduate planning opportunities. Spring semester. *Prerequisite:* C+ in SW 320. *Co-requisites:* SW 312 and SW 400.

### **SW 325 Senior Seminar on Social Policies Issues 2 SH**

This course is divided into two sections; the first half focuses on advanced policy practice and the second half focuses on understanding poverty through an exploration of economic concepts and principles and their applications in everyday life. For the policy concentration, it prepares students to engage in policy practice by building on the knowledge gained in SW 210. Definitions of social policies, ways in which policies are promulgated, developed, and implemented, and issues which lack policy direction will be addressed. Students learn how to analyze the interrelationships among research, policy and program development, the dynamic relationship between policy and practice, how to advocate for policies that promote social well-being, and how to engage in policy practice. For the economics concentration, students are introduced to basic economic concepts, principles, and issues that affect their work, the social work profession, and the social work organizations and communities around them. It provides students with an orientation to economic structures and theories, domestic and global perspectives on poverty, economic inequities and economics in both micro and macro social work practice. Fall semester. *Prerequisite:* C+ in PS102 and C+ in SW 210 and acceptance to Professional Level II in the major. *Corequisites:* SW 311 and SW 320.

### **SW 400 Senior Integrative Seminar 3 SH**

SW 400 is a capstone course taken in the last semester of study in the social work major. In this course students demonstrate their competencies in both the theoretical and practice knowledge bases and integrate their learning from the entire social work curriculum. Spring semester. *Prerequisite:* C+ in SW 311, C+ in SW 320 and C+ in SW 325. *Corequisites:* SW 312 and 321. Competency: Culminating Experience and Writing Intensive Tier 3.

# School of Visual and Performing Arts

## OVERVIEW

### Departments

Art  
Music  
Theatre Arts

### Degree Programs

BA Art  
BA Music  
BS Music Education (PK-12)  
BM Performance  
BM Jazz Studies  
BA Theatre Arts

### Courses

Art  
Music  
Music Education  
Theatre Arts

# School of Visual and Performing Arts

[www.wcsu.edu/spva](http://www.wcsu.edu/spva)

**Dean: Brian Vernon, M.F.A.**

VPA 104A, Westside campus

[vernonb@wcsu.edu](mailto:vernonb@wcsu.edu)

(203) 837-8851

**Administrative Assistant: Linda D'Aurio**

VPA 104, Westside Campus

[dauriol@wcsu.edu](mailto:dauriol@wcsu.edu)

(203) 837-3222

(203) 837-3223 (fax)

Departments:

**Art**

*Chair: Catherine Vanaria, M.F.A.*

[vanariac@wcsu.edu](mailto:vanariac@wcsu.edu)

VPA 150D, Westside campus

(203) 837-3919

(203) 837-8031 (fax)

**Music**

*Chair: Laurel Larsen, D. M. A.*

[larsenl@wcsu.edu](mailto:larsenl@wcsu.edu)

VPA 218B, Westside campus

(203) 837-8353

(203) 837-8630 (fax)

**Theatre Arts**

*Chair: Pamela McDaniel, M.F.A.*

[mcdanielp@wcsu.edu](mailto:mcdanielp@wcsu.edu)

VPA 239A, Westside campus

(203) 837-8422

(203) 837-8912 (fax)

**Mission Statement**

The mission of The School of Visual and Performing Arts at Western Connecticut State University is to advance knowledge, to promote intellectual inquiry, and to cultivate creativity among faculty and students through teaching, research, scholarship, artistry, and public performance.

The school provides its students with a superior arts education, fosters excellence in creative research and discovery, nurtures ethical and moral decision-making and leadership, and contributes to the cultural enrichment of the state and region.

Moreover, the arts in the general education of all students at WCSU provide special modes of thinking unavailable in other disciplines. By transcending previous historical, mathematical and verbal constructs and conventions, the arts involve unique ways of knowing, understanding, expressing and creating — each of which contributes to human achievement and a deeper shared experience.

**Objectives**

1. To offer the highest quality educational, pre-professional, and professional programming within a



liberal arts environment;

2. To utilize fully the regional advantage of our proximity to New York City and other artistic centers in the Northeast, including access to outstanding faculty, guest artists and resources;
3. To recruit the highest quality students in the arts disciplines with special emphasis on students from Connecticut;
4. To fulfill the role of the designated "Center for the Arts" of the Connecticut State University System;
5. To attract major funding for student scholarships, student and faculty programming, and endowed faculty chairs;
6. To enhance the cultural life and image of the university;
7. To enhance the cultural life and image of the state and region; and
8. To provide significant experiences in the arts for students in all academic programs across the university.

## DEGREE AND RELATED PROGRAMS

The School of Visual and Performing Arts offers the following undergraduate degrees and programs:

### Undergraduate Degree Programs

#### **B.A. Art**

Options:

Graphic Design

Illustration

Photography

Studio Art

#### **B.A. Music**

#### **B.M. Music**

Options:

Audio and Music Production

Jazz Studies

Performance: Vocal and Instrumental

#### **B.S. Music Education (PK-12)**

#### **B.F.A. Musical Theatre**

#### **B.A. Theatre Arts**

Options:

Design/Technology

Theatre Arts Management

Drama Studies

Performance

In addition to the undergraduate degree programs listed, the M.F.A. in Visual Arts and the M.S. in Music Education are offered. Please see the current WCSU Graduate Catalog for detailed information.

### Admissions

Degree program in music and musical theatre require auditions for admission for all prospective students, including transfer students. Degree programs in art require portfolio review of transfer applicants. Please refer to the department area in this catalog for specific admission procedures and requirements, or contact the Office of Undergraduate Admissions at (203) 837-9000.

Admissions requirements can also be found [online](#).

# Art

**Catherine Vanaria, Chair**

[vanariac@wcsu.edu](mailto:vanariac@wcsu.edu)

VPA 150D, Westside campus

(203) 837-3919

(203) 837-8031 (fax)

**Abigail Bueti, Department Secretary**

[buetia@wcsu.edu](mailto:buetia@wcsu.edu)

VPA 239, Westside campus

(203) 837-8250

(203) 837-8912 (fax)

**Lori Robeau, Visual Art Assistant**

[robeaul@wcsu.edu](mailto:robeaul@wcsu.edu)

VPA 143E, Westside campus

(203) 837-8403

(203) 837-8031 (fax)

**Melissa Ralston-Jones, Gallery Curator**

[ralstonjonesm@wcsu.edu](mailto:ralstonjonesm@wcsu.edu)

VPA 243, Westside campus

(203) 837-3982

(203) 837-8889 (gallery)

(203) 837-8031 (fax)

## Faculty

C. Vanaria, *Chair, Photography*

D. Cardonsky, *MFA Coordinator*

S. Marques, *Studio Art, MFA*

M. Ralston-Jones, *Gallery Studies*

K. Scaglia, *Foundation*

D. Skora, *Graphic Design*

J. Tom, *Illustration, MFA*

T. Wells, *Graphic Design*

## Adjunct Faculty

K. Albinsky, *MFA*

D. Boyajian, *Foundation*

R. Brewster, *MFA*

P. Carabell, *Art History*

L. Cober-Gentry, *MFA*

B. Dunbar, *Photography*

S. Kolbig, *Foundation*

J. Lanzrein, *Ceramics*

T. Laslo, *Graphic Design*

E. Little, *Foundation*

C. McGuire, *Painting*

J. Mueller, *Art History*

G. Mursko, *Photography*

F. Patnaude, *Sculpture*

L. Robeau, *Art Appreciation*  
E. Shapiro, *Photography*  
C. Steed, *MFA*  
C. Wallace, *Illustration*  
E. Walrath, *Foundation*

## Overview

The Art major at WCSU provides challenging visual arts training within the context of a liberal arts education. This approach infuses in our students a broad, diverse range of knowledge and experience along with the ability to think critically and analytically. Our highly accomplished and diverse faculty create engaging and challenging learning environments for our students.

Department of Art faculty are professional art practitioners with close ties to the New York City art world. Their unique backgrounds and experiences create engaging and challenging learning environments for our students.

Our curriculum incorporates comprehensive instruction integrated with the development, stimulation and increased awareness of the creative process. This ensures that our Visual Art majors become proficient creative problem solvers capable of freely expressing themselves.

The Gallery at The School of Visual & Performing Arts serves as a venue for a broad range of professional and student exhibitions, while the Visiting Artist Lecture Series features an impressive array of practitioners. Bus trips provide our students the opportunity to visit galleries and museums each semester in the surrounding area, including Manhattan.

## Mission

Western Connecticut State University's visual arts curriculum incorporates a structure consistent with C.A.A. guidelines, based on classic design principles inspired by the Bauhaus and the exploration of traditional and emerging media. The areas of concentration are Graphic Design, Illustration, Photography and Studio Arts: Painting. All areas of emphasis share a common two-year foundation program leading into the technical specializations of the final two years. This foundation program is of critical significance as it instills in each student a comprehensive background in aesthetic form, structure and dynamics. Additionally, our students have the opportunity to participate in professional internships and the annual Senior Portfolio Exhibition.

The liberal arts component is vital; it promotes and develops a set of skills that are of fundamental importance to any citizen and critical for the successful artist or designer. These include the ability to think critically, the development and refinement of verbal and written skills, and the acquisition of a diverse and extensive visual vocabulary and knowledge base.

This combination of professional artistic training and acquired liberal arts skills enables visual artists to successfully develop, create and articulate their creative visual dialogues.

## Core Portfolio Assessment Process

The Portfolio Assessment Process is implemented at the start of each spring semester to assure that art majors have attained an appropriate level of proficiency for their area of concentration and to ensure that the level of standards established by the Department of Art is maintained. The assessment process is faculty-monitored for all 2nd-semester sophomores prior to the fall course registration period. Faculty may confer regarding the student's ability to proceed to the junior level courses for each concentration. An assessment matrix is used to monitor students' progress in these categories: quality of concept, compositional skills, problem-solving ability, quality of craft, and quality of presentation. An individual assessment option by faculty will be implemented if warranted by the failure of the student to meet the criteria of the matrix. Students identified by faculty who fail to meet the assessment criteria must meet with the coordinator of their chosen area of concentration to develop a remedial solution.

## Transfer Course Credits

All students wishing to transfer into the Art program at Western must meet the criteria listed for the program, including those currently attending institutions holding articulation agreements with Western. All transfer applicants will be assessed through a portfolio review via email or in person by appointment. For portfolio submission requirements go to <http://wcsu.edu/art/apply> or in person by appointment.

### **Transfer Review Process and Transfer Articulation Policy (TAP)**

Western Connecticut State University, as part of the Connecticut State Colleges & Universities (CSCU), accepts credits for non-art courses as per the Transfer Articulation Policy for students with an earned Associates Degree. Information regarding this specific classification of transfer credits can be found at the [CSCU](#) website.

### **Advanced Placement (AP) Credit**

AP credits for Art courses are accepted by the Department of Art.

### **Awarding of Credit**

Credit Hour: A semester hour of credit is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks;
2. or the equivalent amount of work over a different amount of time;
3. or at least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## **DEGREE PROGRAMS IN ART**

### **Bachelor of Arts**

Options:

Graphic Design

Illustration

Photography

Studio Art: Painting

### **Minor Programs**

Art

Photography

### **BACHELOR OF ARTS IN ART (B.A.)**

#### **Requirements:**

Students must complete all general education requirements, the courses and credits listed below, and additional free electives to total 120 semester hours, including foreign language. Students must earn a minimum "C" grade in each Art department course that counts toward the major. Art courses with grades below "C" must be retaken to satisfy this requirement.

#### **Course Restrictions**

For a complete list of prerequisites, co-requisites and other restrictions for all courses, please consult the Course Description section of this catalog.

#### **Art Core Required Courses (33 SH)**

ART 100 History and Appreciation of Art: Beginnings to the Renaissance

ART 101 History and Appreciation of Art: Renaissance to the Present

ART 121 Fundamentals of Two Dimensional Design

ART 130 Color Theory  
ART 141 Drawing I  
ART 150 Drawing II  
ART 207 Photography I  
ART 208 Painting I  
ART 216 Photography II  
ART 266 Fundamentals of Three-Dimensional Design  
ART PORTFOLIO (appropriate to chosen option)

\* One of these courses is required to complete Studio Art, Graphic Design, Illustration or Photography option.

Options (select one) — Required in addition to general education and Art core.

*Graphic Design Option (27 SH)*

Art 270 Figure Drawing  
Art 302 Graphic Process  
Art 310 Typography  
Art 315 Communication Design I  
Art 332 Digital Production: InDesign  
Art 352 Digital Production: Web Development  
Art 432 Communication Design II  
Art 442 Communication Design III  
Art Elective (3 SH)

*Illustration Option (27 SH)*

Art 270 Figure Drawing  
Art 304 Illustration I  
Art 310 Typography  
Art 317 Illustration II  
Art 318 Painting II  
Art 324 Digital Illustration  
Art 434 Advanced Digital Illustration  
Art 444 Illustration III  
Art Elective (3 SH)

*Photography Option (27 SH)*

Art 145 History of Photography  
Art 270 Figure Drawing  
Art 326 Alternative Photography Process  
Art 336 Photography III  
Art 346 Color Photography  
Art 356 Advanced Photographic Methods  
Art 448 Gallery Interactions  
Two Art Elective (6 SH)

*Studio Art: Painting (27 SH)*

Art 270 Figure Drawing  
Art 304 Illustration I  
Art 309 Sculpture I  
Art 318 Painting II  
Art 329 Painting III  
Art 438 Painting IV  
Art 448 Gallery Interactions  
Two Art Electives (6 SH)

# Learning Outcomes

All students pursuing the Bachelor of Arts in Art degree at WCSU will demonstrate the following upon graduation:

**In General Education:**

1. The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences, and with the main forms of analysis the historical and quantitative techniques needed for investigating the workings and developments of modern society.
3. An ability to address culture and history from a variety of perspectives.
4. Understanding of, and experience in thinking about, moral and ethical problems.
5. The ability to respect, understand, and evaluate work in a variety of disciplines.
6. The capacity to explain and defend views effectively and rationally.
7. Understanding of and experience in one or more art forms other than the visual arts and design.

**General Education for new students starting Fall 2016**

All degrees require the completion of the university's general education curriculum. For a complete description follow this link [here](#).

**Studies in the Visual Arts**

1. Acquisition of a comprehensive set of technical, creative, and conceptual skills, along with an ability to make connections between them. Students will have an understanding of scale, perspective, tone, color, line, form, light, texture, pattern, balance, and tension.
2. Development and creation of a significant body of work along with the ability to understand and evaluate works of art.
3. Capacity to be conversant with the historical record of art history and the works and philosophies of major artists/designers, and the ability to summarize contemporary thinking on art and design.

Graduating majors participate in the annual Portfolio Exhibition, which serves as the capstone event, showcasing their acquired skill sets.

**MINOR IN ART (18 S.H.)**

*Eighteen semester hours are required:*

ART 100 History & Appreciation of Art I

ART 101 History & Appreciation of Art II

ART 121 Fundamentals of Two-Dimensional Design

ART 141 Drawing I

Plus any two 3-credit courses offered by the Department of Art, for which the student has proper prerequisites.

**MINOR IN PHOTOGRAPHY (18 S.H.)**

*Eighteen semester hours are required:*

ART 121 Fundamentals of Two-Dimensional Design

ART 207 Photography I

ART 216 Photography II

ART 270 Advanced Photographic Methods

ART 346 Color Photography I

ART 336 Photography III

# Music and Music Education

## **Laurel Larsen, Chair**

[larsenl@wcsu.edu](mailto:larsenl@wcsu.edu)

VPAC 218B, Westside campus

(203)-837-8353

(203) 837-8630 (fax)

## **Jolee Dinho-Guerreiro, Department Secretary**

[dinhoguerreiroj@wcsu.edu](mailto:dinhoguerreiroj@wcsu.edu)

VPA 218, Westside campus

(203) 837-8350

(203) 837-8630 (fax)

## **Laura Piechota, Musical Arts Assistant**

[piechotal@wcsu.edu](mailto:piechotal@wcsu.edu)

VPA 207, Westside campus

(203) 837-8614

(203) 837-8630 (fax)

## **Faculty**

L. Larsen, *Chair, Keyboard, Music Theory, Sightsinging*

M. Astrup, *Applied Voice, Chamber Music*

J. Began, *Associate Chair, Co-Coordinator of Jazz Studies*

M. Callaghan, *Applied Horn, Music History, Sightsinging*

M. Doiron, *coordinator of Music Education, Symphonic and Concert Bands*

J. Greene, *Co-Coordinator of Jazz Studies, Applied Jazz Saxophone, Jazz Ensembles*

G. Haynes, *Applied Percussion, Audio & Music Production, Chamber Music*

R. Hirshfield, *Applied Piano, Music Theory*

K. Isaacs, *Music Theory and Composition, Choral Ensembles*

F. Jiménez, *Applied Trombone, Conducting, Orchestra, Wind Ensemble*

D. O'Grady, *Coordinator of Audio & Music Production, Music Theory*

K. Walker, *Applied Flute, Chamber Music, Music History*

J. Wiggins, *Music Education, Choral Ensembles*

## **Adjunct Faculty**

A. Beals, *Frankensax, Jazz Studies, Music History & Appreciation*

K. Callaghan, *Applied Bass*

C. Chase, *Applied Voice*

R. Clymer, *Applied Trumpet*

G. Cuffari, *Applied Bassoon, Chamber Music*

A. DeChamplain, *Jazz Voice, Jazz Studies*

E. Dzubak, *Applied Audio & Music Production, Music Industry Studies*

F. Gawle, *Music Education, Chamber Music*

D. Gray, *Applied Audio & Music Production*

A. Greci, *Applied Clarinet, Chamber Music*

R. Kondor, *Applied Audio & Music Production*

L. Mashburn, *Applied Voice*

L. Metcalf, *Applied Jazz Guitar, Jazz Studies*

R. Mazzacane, *Applied Voice*

T. Morcaldi, *Applied Classical Guitar, Applied Jazz Guitar*

C. Morrison, *Applied Jazz Guitar, Jazz Studies*

D. Noland, *Applied Saxophone, Chamber Music*  
J. Oviedo, *Applied Saxophone, Chamber Music*  
D. Perry, *Applied Percussion, Applied Audio & Music Production*  
A. Rodgers, *Applied Tuba/Euphonium, Chamber Music*  
D. Ruffels, *Applied Jazz Bass, Jazz Studies*  
D. Scott, *Applied Jazz Trumpet, Jazz Studies*  
J. Siegel, *Applied Jazz Percussion, Jazz Studies*  
M. Snyder, *Applied Oboe, Chamber Music*  
H. Taghavi, *Applied Violin*  
P. Tomlinson, *Applied Jazz Piano, Jazz Studies*  
S. Wagor, *Applied Viola*  
R. Weidlich, *Applied Voice*  
D. Weisz, *Applied Jazz Trombone, Jazz Studies*  
K. Wessel, *Applied Jazz Guitar, Jazz Studies*  
D. Westervelt, *World Music*  
M. Wiley, *Applied Cello*  
G. Winters, *Music Technology*

## **Overview**

Western Connecticut State University is an accredited institutional member of the National Association of Schools of Music (NASM).

## **Mission**

The Department of Music at Western Connecticut State University is a friendly, vibrant, student-oriented unit in an institution of higher learning that serves as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut. The faculty and staff of the department strive to meet the educational needs of a diverse student body through instruction, performance, scholarship and public service. Additionally, the department fosters the highest standards of teaching and research in its undergraduate and graduate programs and supports the establishment and continuation of a just and moral society through its own accomplishments, the work of its faculty and staff and the achievements of its graduates.

## **Goals**

The primary goals of the Department of Music are:

- To provide a professional education for Music majors that develops, nurtures, and assures their competency in all aspects of the discipline;
- To encourage development of the creative, intuitive, and intellectual capabilities of students, faculty and audience;
- To provide an education for the greater university community that introduces them to the discipline of music through appreciation and performance, thus developing an informed group of advocates and affirming that music is an integral part of a classic liberal arts education;
- To provide for and to enrich the cultural and educational life of the campus, city, state, and region through excellence in instruction, research, composition and performance; and
- To support collaborations between music and related disciplines, and to cultivate and apply new approaches to performance, scholarship and education.

## **Objectives for Music Majors**

1. Students will meet standards of musical performance (through applied music studies, ensembles and master classes) in accordance with NASM guidelines.
2. Students will demonstrate competence in content-based areas of music history, theory, pedagogy, music technology and analysis.



3. Students will demonstrate competence in skill-based areas of ear-training/sight-singing, improvisation, composition, keyboard competency and conducting.
4. Additionally, Music Education students will demonstrate competence in planning, instructing and assessing student learning (for PK-12 students).

### **General Education Objectives**

All degrees require the completion of the university's general education curriculum. For a complete description, please refer to the General Education Requirements under the Academic Programs & Degrees section of the most recent catalog.

### **Admission Auditions for all Music Degree Programs**

Students wishing to pursue degree programs in the Department of Music must adhere to the following criteria for admission:

1. Fulfill general admission guidelines found in this catalog for the university, school and department.
2. Perform and pass an audition, in person or through electronic media, for members of the faculty. The student, through this audition, must exhibit the standards and skill sets\* required for entry into the Department of Music, including:
  - a. The ability to read and interpret standard musical notation.
  - b. The ability to produce an acceptable tone quality on one's instrument or voice commensurate with entrance into the liberal arts program, the Bachelor of Arts (B.A.) or one of two professional degree programs, the Bachelor of Music (B.M.) or the Bachelor of Science (B.S.) at the collegiate level.
  - c. The ability to accurately perform basic fundamentals associated with one's instrument or voice, such as:
    - i. clear and focused tone quality;
    - ii. a clear and precise rhythmic concept;
    - iii. an understanding of the interpretation of musical line;
    - iv. acceptable intonation;
    - v. an understanding of the appropriate style of the selection; and
    - vi. clear and precise articulation/diction.
  - d. The ability to accurately perform repertoire on one's instrument or voice commensurate with entrance into a liberal arts (B.A.) or professional degree program (B.M. or B.S.) at the collegiate level.
  - e. Complete and pass an interview for acceptance into the professional degree programs of BM-Audio & Music Production and BS-Music Education.
3. Take and receive a passing score on a sight-singing/ear-training examination. (This examination will be used for entrance.)

Information regarding audition dates and specific audition requirements for all performance areas may be obtained on the [website](#) or by contacting the Department of Music at (203) 837-8350.

### **Transfer Admissions**

All students wishing to transfer into any degree program in music at WCSU must meet the criteria listed above, including those currently attending institutions holding articulation agreements with WCSU. All transfer applicants will be assessed in the areas of applied music, keyboard competency, music history, music theory, and sight-singing/ear-training to determine eligibility for matriculation as well as for transfer credits that may be accepted in individual coursework.

### **Transfer Review Process and Transfer Articulation Policy (TAP)**

Western Connecticut State University, as part of the Connecticut State Colleges & Universities (CSCU), accepts credits for non-music courses as per the Transfer Articulation Policy for students with an earned Associates Degree. Information regarding this specific classification of transfer credits can be found at the [CSCU](#) website. For the 2020-2021 academic year there are no approved “pathways” for community college students to utilize TAP and seamlessly enter Western’s Department of Music at the junior level.

### **Readmission To all Music Degree Programs**

Music majors who withdraw or take a leave of absence from the University must re-audition and pass appropriate placement exams before being re-admitted into their respective degree program. Such exams include music theory, keyboard, sight-singing/ear-training, and music education workshop skills. Additionally, all Sophomore Assessment requirements may be re-examined. **Note:** Re-admission may be subject to availability of applied studio space.

### **Advanced Placement (AP) Credit**

Credit for AP testing will be accepted as follows:

*Grade of 5 on AP Theory Test-MUS 108 Music Theory I (2 SH) (matriculated music majors).*

Note: The Department of Music highly recommends taking MUS 108 Music Theory even if AP credit is granted.

## **Awarding of Credit**

Credit Hour: A semester hour of credit is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks;
2. or the equivalent amount of work over a different amount of time;
3. or at least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work and other engaged academic time leading toward the award of credit hours.

## **DEGREE PROGRAMS**

### **Bachelor of Arts in Music**

### **Bachelor of Science in Music Education**

### **Bachelor of Music**

Options:

B.M. in Performance (Vocal and Instrumental)

B.M. in Jazz Studies

B.M. Emphasis in Audio and Music Production

### **Master of Science in Music Education**

Information on the Master of Science (M.S.) in Music Education program can be found on the [Music Department website](#) and in the Graduate Catalog.

## **BACHELOR OF ARTS IN MUSIC (B.A.)**

This degree is appropriate for students who wish to study music within the broader context of a liberal arts education. Goals for the B.A. in Music include the following:

1. To prepare students for possible careers in music and arts related professions.
2. To increase the student's understanding and appreciation of the arts in relation to society, thus encouraging their lifelong advocacy of the arts.
3. To allow students to maintain an emphasis on music while further exploring other academic interests.
4. To foster intellectual curiosity.
5. To encourage students to seek breadth and variety in their educational pursuits to aid them in securing employment in the ever-changing global economy.

### **Requirements: Bachelor of Arts in Music**

Completion of all general education requirements, the courses and credits listed below and additional free electives to total a minimum of 120 semester hours, including exercise science and foreign language.

MUS 108, 109 Music Theory I & II

MUS 113 Convocation, Concert and Recital Repertoire (Four semesters)

MUS 114, 115 Sight Singing/Ear Training I & II

MUS 125, 126, 225, 226 Keyboard Competency I-IV\*

MUS 182, 183 Applied Music (Four semesters)

MUS 208, 209 Music Theory III, IV

MUS 210, 211 Sight Singing/Ear Training III & IV

MUS 230, 231 Music History & Literature I & II

MUS 381 BA Music Capstone

Minimum of four semester hours of performing groups

Music electives (12 semester hours total)

\*Keyboard majors substitute MUS 220 and MUS 221 Keyboard Pedagogy I & II for MUS 125, 126, 225, and 226 Keyboard Competency I – IV. *Also note* that MUS 216 Jazz & Commercial Piano I and MUS 217 Jazz and Commercial Piano II may be substituted for MUS 225 Keyboard Comp III and MUS 226 Keyboard Comp IV, respectively.

### **Course Restrictions**

For a complete list of prerequisites, co-requisites and other restrictions for all courses, please consult the Course Description section of this catalog.

### **Recommended sequence:**

#### **First Year**

*Fall Semester*

Tier I Writing course

General education course

MUS 108 Music Theory I

MUS 113 Convocation, Concert and Recital Repertoire

MUS 114 Sight Singing/Ear Training I

MUS 125 Keyboard Competency I

MUS 182 Applied Music  
Performing groups

*Spring Semester*

2 General education courses  
MUS 109 Music Theory II  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 115 Sight Singing/Ear Training I  
MUS 126 Keyboard Competency II  
MUS 182 Applied Music  
Performing groups

**Sophomore Year**

*Fall Semester*

General education course  
HUM 110 Moral Issues in Modern Society  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 225 Keyboard Competency III  
MUS 208 Music Theory III  
MUS 210 Sight Singing/Ear Training III  
MUS 230 Music History and Literature I  
MUS 182 Applied Music  
Additional general studies  
Performing groups

*Spring Semester*

2 General education courses  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 209 Music Theory IV  
MUS 211 Sight Singing/Ear Training IV  
MUS 226 Keyboard Competency IV  
MUS 231 Music History and Literature II  
MUS 182 Applied Music  
Performing groups

**Learning Outcomes for the Bachelor of Arts in Music**

As per NASM Standards and the stated purposes of the Department of Music, students studying music in a liberal arts framework are expected to acquire the following competencies in *General Education, Musicianship, and Performance* prior to graduation.

**1. General Education**

2. The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
3. An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences; with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
4. An ability to address culture and history from a variety of perspectives.
5. Understanding of, and experience in thinking about, moral and ethical problems.
6. The ability to respect, understand, and evaluate work in a variety of disciplines.
7. The capacity to explain and defend views effectively and rationally.
8. Understanding of and experience in one or more art forms other than music.

**2. Musicianship**

1. The ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture.
2. An understanding of and the ability to read and realize musical notation.
3. An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
4. An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.
5. The ability to develop and defend musical judgments.

### **3. Performance and Music Electives**

1. Ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree program being followed.
2. Understanding of procedures for realizing a variety of musical styles.
3. Knowledge and/or skills in one or more areas of music beyond basic musicianship appropriate to the individual's needs and interests, and consistent with the purposes of the specific liberal arts degree program being followed.

### **BACHELOR OF SCIENCE IN MUSIC EDUCATION (B.S.)**

The B.S. in Music Education degree prepares the student to apply for provisional PK-12 certification in the State of Connecticut. The program is designed for students who wish to pursue a career in music education.

The program goals include:

1. To prepare students to become highly skilled teaching professionals.
2. To prepare students to become highly skilled performers on their principal instrument.
3. To give students a comprehensive musical education which includes experiences in traditional ensembles, jazz and contemporary ensembles, conducting, form & analysis, music history, music of diverse cultures, pedagogy, music technology, composition, improvisation and professional development.
4. To increase students' understanding and awareness of the arts in relation to society, in particular the education system, thereby developing life-long advocates of the arts.

Self-declared Music Education majors must maintain a GPA of 2.8 or higher upon the completion of 30 credits of course work in order to remain a self-declared Education major. Students who fail to meet this requirement will be notified of their candidacy status by the Dean of the School of Visual and Performing Arts. Students must achieve a GPA of 3.0 or higher in order to be accepted into all professional education programs as candidates for teacher certification.

### **Requirements: Bachelor of Science in Music Education – Certification PK-12**

Completion of a minimum of 120 semester hours in total including 40 semester hours outside of the major, and the requirements applying to the specific major within the degree as outlined in the official program sheet, available from the student's adviser.

### **Recommended sequence:**

#### **First Year**

##### *Fall Semester*

MUS 108 Music Theory I

MUS 114 Sight Singing/Ear Training I

MUS 125 Keyboard Competency I \*\*\*\*

MUS 180 Applied Music

MUS 113 Convocation/Recital Repertoire (Seven semesters)

Large Ensemble

Small Ensemble  
Tier I Writing Course  
MED 206 Introduction to Music Education  
\*\*\*MED 100 Voice Workshop

*Spring Semester*

MUS 109 Music Theory II  
MUS 115 Sight Singing/Ear Training II  
MUS 126 Keyboard Comp. II \*\*\*\*  
MUS 180 Applied Music  
MUS 113 Convocation, Recital Repertoire  
Large Ensemble  
Small Ensemble  
General Education Course  
\*\*\*MED 103 Brass Workshop  
COM 160, 161, 162 or 163 Communication Skills  
HIS 148 or 149 American History to/since 1877

**Sophomore Year**

*Fall Semester*

MUS 208 Music Theory III  
MUS 210 Sight Singing/Ear Training III  
MUS 225 Keyboard Composition III \*\*\*\*  
MUS 180 Applied Music  
MUS 113 Convocation, Recital Repertoire  
Large Ensemble  
Small Ensemble  
General Education Course  
\*ED 206 Introduction to Education  
MUS 230 Music History & Literature I  
\*\*\* MED 110 Brass Workshop  
HIS 148 or 149 American History to/since 1877

*Spring Semester*

MUS 209 Music Theory IV  
MUS 211 Sight Singing/Ear Training IV  
MUS 226 Keyboard Composition IV \*\*\*\*  
MUS 180 Applied Music  
MUS 113 Convocation, Recital Repertoire  
Large Ensemble  
Small Ensemble  
MUS 231 Music History & Literature II  
\*\*\* MED 110 Percussion Workshop  
MED 104 World Music in the Classroom  
\*EPY 204 Adolescent Development  
Lab science course elective

*\*Minimum grade of "B" required.*

*\*\*Students must have been accepted into the Professional Program to register for these courses.*

*\*\*\* Or other MED workshop course in consultation with adviser.*

*\*\*\*\* Keyboard majors substitute MUS 220 and MUS 221 Keyboard Pedagogy I & II for MUS 125, 126, 225, and 226 Keyboard Competency I – IV.*

**Special Music Education Requirements:**

1. A minimum grade of "C" is required in each of the following courses for all Music Education majors:

MED 100 Voice Workshop  
MED 102 Woodwind Workshop: Flute & Single Reeds  
MED 103 Brass Workshop  
MED 104 World Music in the Classroom  
MED 105 String Workshop  
MED 108 Woodwind Workshop: Double Reeds  
MED 110 Percussion Workshop  
MED 206 Introduction to Music Education  
MED 303 Elementary Music Methods  
MED 304 Elementary Professional Development  
MED 316 Arranging  
MED 353 Secondary Music Methods  
MED 354 Secondary Professional Development School Experience

2. Apply and meet the criteria for professional program acceptance and present a minimum grade of “C” in a Tier I Writing Intensive Course.
3. Apply and meet the criteria for professional program acceptance and present a minimum grade of “B” in each of the following courses:

EPY 204 Adolescent Development in the School  
ED 206 Introduction to Education  
HPX 215 Health Issues in the Schools

4. Students applying for acceptance into the professional program must have passed the following music courses:

MUS 108, 109 Music Theory I & II  
MUS 113, 114 Sight Singing/Ear Training I & II  
MUS 125, 126, 225, 226 Keyboard Competency I, II, III & IV  
MUS 180, 181 Applied Music (4 semesters)  
MUS 208, 209 Music Theory III, IV  
MUS 210, 211 Sight Singing, Ear Training III, IV  
MED 206 Introduction to Music Education (Must earn a “C” or better)

5. Students applying for acceptance into the professional program must first pass their Sophomore Assessment Examination before enrolling in professional program courses. **FAILURE TO PASS THE SOPHOMORE ASSESSMENT EXAM WILL RESULT IN THE STUDENT’S APPLICATION BEING HELD FOR CONSIDERATION UNTIL THE FOLLOWING SEMESTER.**

6. Students applying for acceptance into the Professional Program must adhere to the requirements as set forth in this catalog. (Please refer to the table of contents – *Admission to Western* section.)

- Candidates for the Professional Program in Music must exhibit exemplary leadership and citizenship within the Department of Music (e.g. recital attendance, punctuality, demeanor, willingness to assist colleagues in need of help, etc.)
- Candidates must be active members of the WCSU Student Chapter of the National Association for

Music Education (NAfME)..

- Candidates must demonstrate a basic understanding of the nature of professional work in their major field and show a genuine interest in teaching. Examples of this include working at summer music camps, volunteering at local schools, and teaching private lessons.

7. Students earning less than a “P” grade in student teaching may be required to complete additional student teaching and/or course work before receiving a recommendation for graduation and certification. Students must present at least a 2.8 cumulative GPA in academic and professional required courses to graduate as a Music Education major.

8. After completing the academic program and successfully completing student teaching, the PRAXIS II examination must be successfully passed. Although not a requirement for graduation, passing scores on the appropriate Praxis II exam are necessary for program completion and subsequent recommendation for certification.

## BACHELOR OF MUSIC (THREE DEGREE OPTIONS)

### BACHELOR OF MUSIC: EMPHASIS IN AUDIO AND MUSIC PRODUCTION (B.M.)

This degree option is designed for students wishing to pursue a career in audio and music production. Many students who choose this option continue their studies at the graduate level and in various professional programs in their specific area. The degree is not an audio engineering degree, but a music degree that provides a well-rounded education in all aspects of production including recording, mixing, sound design, arranging, and scoring.

Goals for the B.M. Emphasis in Audio and Music Production degree option include:

1. To give students comprehensive capabilities in the basic techniques of audio recording and mixing, studio sound, acoustics, copyright law, music theory, aural skills, arranging, composition, and improvisation necessary to succeed in the music audio production industry.
2. To provide students with instruction and performing experiences on their principal instrument which will inform their ability to solve technical and artistic problems in the preparation of live performances, recordings, or other media for various purposes and in various musical genres and settings.
3. To provide students with an understanding of administrative structures and practices associated with music organizations as well as of entrepreneurship and the history of the music industry.
4. To give students a comprehensive musical education which includes experiences in traditional ensembles, jazz and contemporary ensembles, conducting, form & analysis, music history, music of diverse cultures, pedagogy, music technology, composition, improvisation and professional development.
5. To prepare students for the academic rigor and professional performance level required for advanced study at the graduate level.
6. To increase the student’s understanding and awareness of the arts in relation to society, thus developing lifelong advocates of the arts.

#### **Requirements: B.M. Emphasis in Audio and Music Production**

Completion of a minimum of 120 semester hours in total, including 40 semester hours outside the major, and the requirements applying to the specific major within the degree as outlined in the official program sheet, available from the student’s adviser.



**Required music courses in this degree program are:**

MUS 108, 109 Music Theory I, II  
MUS 112 Jazz Theory or MUS 350 Studio Harmony and Arranging  
MUS 113 Convocation, Concert and Recital Repertoire (Eight semesters)  
MUS 114, 115 Sight Singing/Ear Training I, II  
MUS 118 Music Technology  
MUS 119 Music Industry Studies  
MUS 125, 126 Keyboard Competency I, II  
MUS 180 Applied Music (Four semesters)  
MUS 208, 209 Music Theory III, IV  
MUS 216, 217 Jazz and Commercial Piano I, II  
MUS 230, 231 Music History and Literature I & II  
MUS 240 Survey of Recording Technology  
MUS 300 Electronic Music Composition and Sound Design  
MUS 320 Basic Conducting  
MUS 340 Audio Production I  
MUS 341 Audio Production II  
MUS 370 Music Industry Practicum  
MUS 380 Senior Capstone Project/Recital  
MUS 390 Applied Music (Four semesters)

**Recommended sequence:**

**First Year**

*Fall Semester*

Tier I Writing Course  
General Education Course  
MUS 108 Music Theory I  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 114 Sight Singing/Ear Training I  
  
MUS 118 Music Technology  
MUS 125 Keyboard Competency I  
MUS 180 Applied Music  
Performing groups

*Spring Semester*

General education course  
MUS 109 Music Theory II  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 115 Sight Singing/Ear Training  
MUS 119 Music Industry Studies  
MUS 126 Keyboard Competency II  
MUS 180 Applied Music  
Performing groups

**Sophomore Year**

*Fall Semester*

MUS 113 Convocation, Concert and Recital Repertoire  
MUS 208 Music Theory III  
MUS 210 Sight Singing/Ear Training III  
MUS 216 Jazz and Commercial Piano I  
MUS 230 Music History and Literature I  
  
MUS 240 Survey of Recording Technology  
MUS 180 Applied Music

Additional general studies  
Performing groups

*Spring Semester*

MUS 113 Convocation, Concert and Recital Repertoire  
MUS 209 Music Theory IV  
MUS 211 Sight Singing/Ear Training IV  
MUS 217 Jazz and Commercial Piano II  
MUS 231 Music History and Literature II  
MUS 180 Applied Music  
Additional general studies  
Performing groups

**BACHELOR OF MUSIC IN PERFORMANCE  
(B.M.): VOCAL OR INSTRUMENTAL**

This degree option is designed for students who wish to pursue a performing and/or private teaching career in music. Many students who choose this option continue their studies at the graduate level and participate in various professional programs in their specific area.

Goals for the B.M. in Performance degree option include:

1. To prepare students to become highly skilled performers on their principal instrument, thus providing them with the potential to succeed in a highly competitive field.
2. To give students a comprehensive musical education which includes experiences in traditional ensembles, jazz and contemporary ensembles, conducting, form & analysis, music history, music of diverse cultures, pedagogy, music technology, composition, improvisation and professional development.
3. To prepare students for careers as private music teachers.
4. To prepare students for the academic rigor and professional performance level required for advanced study at the graduate level.
5. To increase the student's understanding and awareness of the arts in relation to society, thus developing lifelong advocates of the arts.

**Requirements: B.M. in Performance**

Completion of a minimum of 120 semester hours in total, including 40 semester hours outside of the major, and the requirements applying to the specific major within the degree as outlined in the official program sheet, available from the student's adviser.

**Required music courses in this degree program are:**

MUS 103 World Music  
MUS 108, 109 Music Theory I & II  
MUS 113 Convocation, Concert and Recital Repertoire (Eight semesters)  
MUS 114, 115 Sight Singing/Ear Training I, II  
MUS 118 Music Technology  
MUS 125, 126 Keyboard Competency I, II  
MUS 186 Applied Music (Four semesters)  
MUS 208, 209 Music Theory III, IV  
MUS 210, 211 Sight Singing/Ear Training III, IV  
MUS 214 Half Recital  
MUS 225, 226 Keyboard Competency III, IV  
MUS 230, 231 Music History & Literature I, II  
MUS 317 Music Form & Analysis  
MUS 320 Basic Conducting

MUS 321 Choral Conducting or MUS 322 Instrumental Conducting  
MUS 380 Senior Capstone Project/Recita  
MUS 392 Applied Music (Four semesters)  
Repertoire courses in applied field (2)  
Music history era course (1)  
Six hours minimum electives with departmental approval

**Recommended sequence:**

**First Year**

*Fall Semester*

Tier I Writing course  
General education course  
MUS 108 Music Theory I  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 114 Sight Singing/Ear Training I  
MUS 125 Keyboard Competency I \*  
MUS 186 Applied Music  
Performing groups

*Spring Semester*

2 General Education courses  
MUS 109 Music Theory II  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 115 Sight Singing/Ear Training I  
MUS 126 Keyboard Competency II \*  
MUS 186 Applied Music  
Performing groups

**Sophomore Year**

*Fall Semester*

2 General education courses  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 118 Music Technology  
MUS 208 Music Theory III  
MUS 210 Sight Singing/Ear Training III  
MUS 225 Keyboard Competency III \*  
MUS 230 Music History and Literature I  
MUS 186 Applied Music  
Performing groups

*Spring Semester*

2 General Education courses  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 209 Music Theory IV  
MUS 211 Sight Singing/Ear Training IV  
MUS 226 Keyboard Competency IV \*  
MUS 231 Music History and Literature II  
MUS 186 Applied Music  
Performing groups

\* *Keyboard majors substitute MUS 220 and MUS 221 Keyboard Pedagogy I & II for MUS 125, 126, 225, and 226 Keyboard Competency I – IV.*

**BACHELOR OF MUSIC IN JAZZ STUDIES (B.M.)**

This degree option is designed for students wishing to pursue a performing and/or teaching career in jazz and commercial music. Many students who choose this option continue their studies at the graduate level

and in various professional programs in their specific area. Goals for the B.M. in Jazz Studies degree option include:

1. To prepare students to become highly skilled performers on their principal instrument, thus giving them the potential to succeed in a highly competitive field.
2. To give students the requisite skills in theory, arranging, composition, and improvisation necessary to succeed in the industry.
3. To give students a comprehensive musical education which includes experiences in traditional ensembles, jazz and contemporary ensembles, conducting, form & analysis, music history, music of diverse cultures, pedagogy, music technology, composition, improvisation and professional development.
4. To prepare students for careers as private music teachers.
5. To prepare students for the academic rigor and professional performance level required for advanced study at the graduate level.
6. To increase the student's understanding and awareness of the arts in relation to society, thus developing lifelong advocates of the arts.

### **Requirements: B.M. in Jazz Studies**

Completion of a minimum of 120 semester hours in total, including 40 semester hours outside of the major, and the requirements applying to the specific major within the degree as outlined in the official program sheet, available from the student's adviser.

### **Required music courses in this degree program are:**

MUS 108, 109 Music Theory I, II  
MUS 112 Jazz Theory  
MUS 113 Convocation, Concert and Recital Repertoire (Eight semesters)  
MUS 114, 115 Sight Singing/Ear Training I, II  
MUS 118 Music Technology  
MUS 125, 126 Keyboard Competency I, II  
MUS 186 Applied Music (4 Semesters)  
MUS 208, 209 Music Theory III, IV  
MUS 214 Half Recital  
MUS 216, 217 Jazz and Commercial Piano I, II  
MUS 230, 231 Music History and Literature I & II  
MUS 235, 236 Jazz Improvisation I, II  
MUS 311 History of Jazz  
MUS 314 Jazz Arranging  
MUS 315 Jazz Pedagogy  
MUS 320 Basic Conducting  
MUS 380 Senior Capstone Project/Recital  
MUS 392 Applied Music (4 semesters)

### **Recommended sequence:**

#### **First Year**

##### *Fall Semester*

Tier I Writing Course  
General Education Course  
MUS 108 Music Theory I  
MUS 113 Convocation, Concert and Recital Repertoire  
MUS 114 Sight Singing/Ear Training I  
MUS 125 Keyboard Competency I  
MUS 186 Applied Music

Performing groups

*Spring Semester*

2 General Education courses

MUS 109 Music Theory II

MUS 113 Convocation, Concert and Recital Repertoire

MUS 115 Sight Singing/Ear Training I

MUS 126 Keyboard Competency II

MUS 186 Applied Music

Performing groups

**Sophomore Year**

*Fall Semester*

MUS 113 Convocation, Concert and Recital Repertoire

MUS 118 Music Technology

MUS 208 Music Theory III

MUS 210 Sight Singing/Ear Training III

MUS 216 Jazz and Commercial Piano I

MUS 230 Music History and Literature I

MUS 235 Jazz Improvisation I

MUS 186 Applied Music

Additional general studies

Performing groups

*Spring Semester*

MUS 113 Convocation, Concert and Recital Repertoire

MUS 209 Music Theory IV

MUS 211 Sight Singing/Ear Training IV

MUS 217 Jazz and Commercial Piano II

MUS 231 Music History and Literature II

MUS 236 Jazz Improvisation II

MUS 186 Applied Music

Additional general studies

Performing groups

## Learning Outcomes Common to all Professional Degree Programs in Music

**(B.S. in Music Education, B.M. Emphasis in Audio and Music Production, B.M. in Jazz Studies, B.M. in Performance-Vocal Emphasis, B.M. in Performance-Instrumental Emphasis)**

As per NASM Standards and the stated purposes of the Department of Music, students enrolled in professional baccalaureate degree programs in music are expected to acquire the following competencies in *General Education, Performance, Musicianship, Composition/Improvisation, History/Repertory, and Synthesis* prior to graduation.

### 1. General Education

1. The ability to think, speak, and write clearly and effectively.
2. An informed acquaintance with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.
3. A functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.
4. Awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to history, culture, moral and ethical issues, and decision-

making.

5. The ability to identify possibilities and locate information in other fields that have bearing on musical questions and endeavors.

## **2. Performance**

1. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
2. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
3. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
4. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
5. Keyboard competency.
6. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

## **3. Musicianship Skills and Analysis**

1. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
2. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
3. The ability to place music in historical, cultural, and stylistic contexts.

### **Specific to the B.M. Emphasis in Audio and Music Production**

4. Aural skills sufficient to make accurate and viable recording decisions associated with various applications and proper functioning of equipment.

## **4. Composition and Improvisation**

1. Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.
2. Comprehensive capabilities in various jazz idioms, including the ability to perform, improvise, compose, arrange, and score; and knowledge of jazz history and literature, including the cultural sources and influences of jazz.
3. Ability to work as a performer and composer/arranger with a variety of jazz and studio music idioms in various settings and with various sizes and types of ensembles, including the ability to produce the appropriate expressive style of the music being created or presented. Independent studies, internships, field work, and similar experiences are strongly encouraged.
4. Opportunities to hear fully realized performances of the student's original compositions and/or

arrangements; public presentation is an essential experience.

## 5. History and Repertory

1. **Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.**

### Specific to the B.M. in Jazz Studies

2. Comprehensive capabilities in various jazz idioms, including the ability to perform, improvise, compose, arrange, and score; and knowledge of jazz history and literature, including the cultural sources and influences of jazz.

## 6. Synthesis

1. **While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.**

# Additional Learning Outcomes by Degree Program

## Bachelor of Science in Music Education

### 1. Music Competencies

As per NASM standards and the stated goals for this degree, students enrolled in the Bachelor of Science in Music Education degree program are expected to acquire the following essential musical competencies upon graduation:

1. **(1) Conducting and Musical Leadership.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.
2. **(2) Arranging.** The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
3. **(3) Functional Performance.** In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
4. **(4) Analysis/History/Literature.** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

### 2. Specialization Competencies

As per NASM standards and the stated goals for this degree, students enrolled in the Bachelor of Science in Music Education degree program are expected to acquire the following essential specialization

competencies:

1. **Music: All Levels, All Specializations.** Listed below are essential competencies and experiences for programs whose published purpose is to prepare teachers in all or several areas (e.g., general, vocal/choral, instrumental, other). To fulfill this purpose consistent with this and other applicable standards, all of the specialization areas chosen are included in some manner in the curriculum as a whole. Specific forms of inclusion, proportions, and assignments are the responsibility of the institution.

1. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.
2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.
3. Experiences in solo vocal or instrumental performance.
4. Experiences in ensembles. Ensembles should be varied both in size and nature.
5. The ability to lead performance-based instruction in a variety of settings.
6. Laboratory experience in teaching beginning students in a variety of specializations.

## Bachelor of Music Emphasis in Audio and Music Production

Students in the B.M. Emphasis in Audio and Music Production degree will be expected to acquire the following essential competencies in the area of Music Industry Studies and Recording Technology/ Audio Production upon graduation, based on the stated purposes of the degree:

### 1. Studies in Music, Business, Music Industry

1. Understanding of the overall function and structure of the music industry.
2. Basic understanding of copyright law, publishing, contracts, and licensing.
3. Understanding of administrative structures and practices associated with music organizations.
4. Functional knowledge of computer and technological applications in the music industry.
5. Acquaintance with approaches and means to professional development, including job-seeking strategies, and interview techniques.
6. Understanding of entrepreneurship and history of the music industry.

### 2. Studies in Recording Technology

1. Comprehensive capabilities in the basic techniques of audio recording, audio engineering, and studio sound, including but not limited to microphone theory and technique, knowledge of other peripheral equipment, and the ability to solve technical and artistic problems in the preparation of recordings for various purposes and in various settings.
2. Fundamental knowledge of recording equipment and practice and the ability to apply this knowledge in recording situations. This includes but is not limited to equipment calibration, alignment, and testing, and studio set-up for various types of recordings in various professional settings.
3. Aural skills sufficient to make accurate and viable recording decisions associated with various applications and proper functioning of equipment.
4. Ability to develop specific recordings of professional quality from concept to technical and artistic process to finished work.

## Bachelor of Music in Jazz Studies

### 1. Essential Competencies, Experiences, and Opportunities



## **Expected Levels of Achievement**

As per NASM standards and the stated goals for this degree, students enrolled in the Bachelor of Music in Jazz Studies degree program are expected to acquire the following essential competencies upon graduation:

1. Comprehensive capabilities in various jazz idioms, including the ability to perform, improvise, compose, arrange, and score; and knowledge of jazz history and literature, including the cultural sources and influences of jazz.
2. Ability to work as a performer and composer/arranger with a variety of jazz and studio music idioms in various settings and with various sizes and types of ensembles, including the ability to produce the appropriate expressive style of the music being created or presented. Independent studies, internships, field work, and similar experiences are strongly encouraged.
3. Opportunities to hear fully realized performances of the student's original compositions and/or arrangements; public presentation is an essential experience.
4. Solo and ensemble experiences in a variety of settings. A senior recital is essential, and a junior recital is recommended.

# **Bachelor of Music in Performance-Instrumental Emphasis**

## **1. Essential Competencies, Experiences, and Opportunities**

### **Expected Levels of Achievement**

As per NASM standards and the stated goals for this degree, students enrolled in the Bachelor of Music in Performance-Instrumental Emphasis degree program are expected to acquire the following essential competencies upon graduation:

1. Comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level; knowledge of applicable solo and ensemble literature; and orientation to and experience with the fundamentals of pedagogy
2. Solo and ensemble performance in a variety of formal and informal settings. A senior recital is essential, and a junior recital is recommended.

# **Bachelor of Music in Performance-Vocal Emphasis**

## **1. Essential Competencies, Experiences, and Opportunities**

### **Expected Levels of Achievement**

As per NASM standards and the stated goals for this degree, students enrolled in the Bachelor of Music in Performance-Vocal Emphasis degree program are expected to acquire the following essential competencies upon graduation:

1. Comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level; knowledge of applicable solo and ensemble literature; and orientation to and experience with the fundamentals of pedagogy.
2. For performance majors in voice, the study and use of foreign languages and diction are essential.
3. Solo and ensemble performance in a variety of formal and informal settings. A senior recital is essential, and a junior recital is recommended.

## **MINOR IN MUSIC**

To be considered for admission to the Minor program at WCSU, a student must enroll, matriculate, and complete a minimum of 30 credit hours in an academic major other than Music. Additionally, the student must formally audition for entrance into the Department of Music. A GPA of 2.8 must be achieved in the

home major to be considered for a Minor in Music. An average GPA of 2.8 in all Music courses must be maintained to fulfill the requirements of the minor. Forms for applying for this minor area of study can be obtained in the Office of the Dean of the School of Visual and Performing Arts, VPA room 104, or in the Office of the Department of Music, VPA room 218. Please contact the Department of Music at 203-837-8350 to schedule an audition. Audition information is available [online](#).

MUS 108, 109 Music Theory I & II 4 SH  
(2-2)

MUS 114, 115 Sight Singing/Ear 4 SH  
Training I, II (2-2)

MUS 230, 231 Music History & 6 SH  
Literature I, II (3-3)

MUS 182, 183 Applied Music (1-1) 2 SH

Music Performance Ensembles 2 SH  
(.5-.5-.5-.5)

**Total Credits 18 SH**

• A completed "Minor in Music Application Form" (available in the Office of the Department of Music, VPA 218) must be submitted to the Department of Music Chair.

• Upon successful completion of the requirements listed above, the student must notify the Registrar's Office that this minor should be included on his/her official transcript.

### **MUS 113, Convocation, Concert and Recital Repertoire**

All music students are required to enroll in MUS 113, Convocation, Concert and Recital Repertoire. MUS 113 meets each Monday and Wednesday at 1:00 in the Veronica Hagman Concert Hall or designated studio performance areas. Students are required to attend no fewer than 80 percent of all recitals and 100 percent of all master classes. In addition, students are required to attend five additional concerts during each semester. Programs from these concerts are to be turned in at the end of each semester during juries.

### **Piano Proficiency**

All students enrolled in the B.S. in Music Education, B.M. in Performance (vocal and instrumental), B.M. in Jazz Studies, B.M. Emphasis in Audio and Music Production, or B.A. in music programs must complete piano proficiency requirements in their area as follows:

Bachelor of Science in Music Education: MUS 125, 126; MUS 225, 226; and/or pass Piano Proficiency Exam

Bachelor of Music in Performance: MUS 125, 126; MUS 225, 226; and/or pass Piano Proficiency Exam

Bachelor of Music in Jazz Studies/ Bachelor of Music: Emphasis in Audio Production: MUS 125, 126; MUS 216, 217; and/or pass Piano Proficiency Exam

Bachelor of Arts in Music: MUS 125, 126; MUS 225/216, 226/217; or pass Piano Proficiency Exam

### **Juries**

All students enrolled in applied music courses are required to present a jury at the end of each semester, unless they are presenting a degree recital or a Sophomore Assessment at the end of the semester in question. (Students performing degree recitals will be assessed for sight-reading and scale/rudiment proficiency only at their jury.) Students must fill out a jury assessment form with complete information regarding repertoire studied during each semester of study. Jury assessment forms are available in the

Department of Music Office. Completed jury assessment forms, with faculty observations and comments, as well as video and or/audio recordings of the assessment are available for student review in the Department of Music Office in the semester immediately following each jury.

### **Sophomore Assessment Jury**

All students enrolled in the B.S. in Music Education, the B.M. in Audio and Music Production, the B.M. in Performance, or the B.M. in Jazz Studies programs must pass a Sophomore Assessment Jury on their major instrument/voice, as well as pass proficiency examinations in keyboard competency and sight-singing. Students will also be evaluated for professionalism as exhibited over the course of the first four semesters.

Passing of the Sophomore Assessment Jury and proficiency examinations in keyboard competency and sight-singing is required prior to enrollment in upper-division applied music courses (MUS 390/391; MUS 392/393). The musicianship portion of the exam will take place after the successful completion of four semesters of musicianship courses (theory, keyboard competency, sight-singing/ear-training). The performance portion of the jury will take place after successful completion of four semesters of applied music on the student's major instrument. The musicianship and performance portions of the exam will be administered consecutively on the same jury exam day.

*Students may take their Sophomore Assessment Jury if the following criteria have been met:*

1. Passing grade in four semesters of 100-level applied music as required for the student's major (BS or BM).
2. Passing grade in four semesters of Music Theory (MUS 108, 109, 208, 209).
3. Passing grade in four semesters of Sight Singing and Ear Training (MUS 114, 115, 210, 211).
4. Passing grade in four semesters of Keyboard Competency (BS, BM Performance: MUS 125, 126, 225, 226); (BM Jazz Studies/BM Emphasis in Audio & Music Production: MUS 125, 125, 216, 217).
5. Passing grade in four semesters of MUS 113, Convocation, Concert and Recital Repertoire.

*Note:* Students may attempt one or both sections of the Sophomore Assessment a second time if unsuccessful the first time. Failure to pass the Sophomore Assessment a second time will preclude a student from continuing in the chosen degree program. Should a student fail the exam a second time, the Department of Music will send notification of a change of the major to a Bachelor of Arts in Music. The student may also select a different major in another department. A student who receives 3 marginal grades in the General Musicianship Skills & Professionalism section of the Assessment on their *second* attempt but also receives a unanimous grade of satisfactory in the separately labeled Professionalism area may, in consultation with the chair, petition for a third and final Assessment hearing. The Professionalism area will be an evaluation of a student's classroom attendance, reliability, leadership, and overall deportment.

### **Specific Sophomore Assessment Requirements (Minimum)**

Sophomore Assessment Exam Jury. Students are assessed for competency in sight singing and ear training as well as keyboard skills prior to advancement to upper-division applied study and coursework. Students are required to exhibit the following skills at the musicianship portion of the Sophomore Assessment Jury, to be taken at the end of their fourth semester of study:

- a. Achievement in sight-singing at an acceptable level (e.g., sing examples from *Music for Sight-Singing* by Robert Ottman, using examples that imply a I, IV, V progression, or similar).
- b. Harmonize and sing a simple song on the piano (selected by the faculty) in key of the students choosing.
- c. Harmonize a melody on the piano at sight using diatonic chords I IV and V (i, iv and +v).
- d. Students in the Bachelor of Science in Music Education area will transpose instrumental parts on the piano, playing in concert pitch.
- e. Students in the Bachelor of Science in Music Education area will perform the accompaniment at the piano

for a middle-level or high school-level choir piece, and demonstrate the ability to isolate given parts at the keyboard.

f. Students in the Bachelor of Music in Performance (Instrumental or Vocal) will accompany an instrumental or vocal student at the keyboard for a standard piece in the repertoire.

g. Students in the Audio/Music Production area are required to demonstrate basic keyboard knowledge including the ability to perform a prepared jazz standard, provide a harmonization for a given melody, and provide a bass line for a given progression.

h. Students in the Bachelor of Music in Jazz Studies area are required to demonstrate basic keyboard knowledge including the ability to perform a 12-bar blues melody and chord progression in all 12 keys and a prepared jazz standard with proper voicings.

+Students in the Bachelor of Music-Vocal Emphasis degree program will demonstrate the ability to prepare a piece of vocal music within three days (Three-Day Piece) and read text in another language (Italian, German, etc.).

### *Professionalism*

The Professionalism area will be an evaluation of a student's classroom attendance, reliability, leadership, and overall deportment. A student who receives 3 marginal grades in the General Musicianship Skills & Professionalism section of the Assessment on their *second* attempt but also receives a unanimous grade of satisfactory in the separately labeled Professionalism area may, in consultation with the chair, file a petition with the full-time faculty for a third and final Assessment hearing.

### **Applied Music Courses**

Applied music courses are open to students enrolled in a Music degree program (B.A., B.M., B.S.) or the Music minor. All students must pass an entrance audition. Please see the Department of Music Student Handbook or go to <http://www.wcsu.edu/music/audition.asp> for specific requirements for entrance auditions prior to enrolling in any music degree program. Students may register for lessons on their major instrument/voice only as defined in their degree program as follows:

a. **Bachelor of Arts.** MUS 181, 182 (4 Semesters) 1 SH Credit. Students enrolled in the Bachelor of Arts in Music degree program receive weekly half-hour lessons throughout the semester, plus an additional 6 hours of classroom instruction as a part of MUS 113 Convocation, Concert and Recital Repertoire. Students are expected to spend a minimum of three (3) additional hours of practice time per week in preparation for their applied lesson.

a. **Bachelor of Science in Music Education.** MUS 180, 181 (4 Semesters); MUS 390, 391 (3 Semesters) 2 SH Credit. Students enrolled in these degree programs receive weekly one-hour lessons throughout the semester, plus an additional 6 hours of classroom instruction as a part of MUS 113 Convocation, Concert and Recital Repertoire. Students are expected to spend a minimum of six (6) additional hours of practice time per week in preparation for their applied lesson.

b. **Bachelor of Music: Emphasis in Audio and Music Production.** MUS 180, 181 (4 Semesters); MUS 390, 391 (4 Semesters) 2 SH Credit. Students enrolled in these degree programs receive weekly one-hour lessons throughout the semester, plus an additional 6 hours of classroom instruction as a part of MUS 113 Convocation, Concert and Recital Repertoire. Students are

expected to spend a minimum of six (6) additional hours of practice time per week in preparation for their applied lesson.

c. **Bachelor of Music in Performance** MUS 186, 187 (4 Semesters); MUS 392, 393 (4 Semesters) 3 SH Credit. Students enrolled in this program receive weekly one-hour lessons throughout the semester, plus an additional 6 hours of classroom instruction as a part of MUS 113 Convocation, Concert and Recital Repertoire. Students are expected to spend a minimum of nine (9) additional hours of practice time per week in preparation for their applied lesson.

d. **Bachelor of Music in Jazz Studies** MUS 186, 187 (4 Semesters); MUS 392, 393 (4 Semesters) 3 SH Credit. Students enrolled in this degree program receive weekly one-hour lessons throughout the semester, plus an additional 6 hours of classroom instruction as a part of MUS 113 Convocation, Concert and Recital Repertoire. Students are expected to spend a minimum of nine (9) additional hours of practice time per week in preparation for their applied lesson.

Applied lessons are scheduled with the applied instructor either prior to or during the first week of classes. Applied instructor assignments are made by the Department Chair in consultation with each area's applied instructors. A listing of applied lesson assignments is available in the Department of Music Office.

It is the responsibility of the student to contact the faculty member in the case of an unavoidable conflict with the scheduled lesson time. Faculty members are obligated to provide make-up lessons only in the case of verifiable excuse or absence by the faculty member.

Students in the BM degree programs may request secondary (minor) applied music lessons in their Junior year. Approval for secondary lessons is granted on a case-by-case basis by the Department Chair. Students must show evidence of exemplary performance ability on their primary instrument to be considered for secondary applied lessons.

Each student will keep a studio notebook that will include lesson information and assignments, pedagogical feedback from Master Classes and information from Convocation. The notebooks will be checked at the Sophomore Assessment Exam and again at the final jury exam during Senior year.

All students taking applied music lessons pay the following fees: Applied Music \$150 – \$550 per course, per semester.

### **Secondary Applied Lessons**

Students enrolled in the B.S. in Music Education, the B.M. in Audio and Music Production, the B.M. in Performance and the B.M. in Jazz Studies degree programs may enroll in a secondary applied area during their Junior year. To enroll in a secondary applied area, the student must:

- A. Pass the Sophomore Assessment Jury on their major instrument or voice.
- B. Exhibit an exemplary academic and performance record with a minimum GPA of 3.0.
- C. Obtain approval from the primary applied instructor, as well as from the applied instructor of the secondary area.
- D. Obtain administrative approval from the Department Chair.

Note: Students taking a secondary instrument may enroll in MUS 182/183 for a maximum of four semesters. They are subject to the additional fee of \$550 for a half-hour lesson.

### Recital Requirements

Students in all music programs must present at least one performance each semester at the Monday and Wednesday recitals and/or master classes. Compliance is monitored by area coordinators in jazz studies, brass and percussion, woodwinds, keyboard and strings, and voice. Failure to perform in at least one recital or master class in a given semester will result in the lowering of the final grade in Applied Music by one letter grade.

### Half Recital

Students in the B.M. in Performance and B.M. in Jazz Studies programs must present a half-hour recital during their Junior year. Recital repertoire is selected after careful consultation with the student's applied instructor. A pre-recital hearing must be performed at least four weeks prior to the recital. Please refer to the Department of Music Student Handbook for further information concerning proper procedures for the half recital.

### Senior Capstone Project/Recital

Students in the B.M. in Performance and B.M. in Jazz Studies programs must present an hour-long recital during their Senior year. For students in the B.M. Emphasis in Audio and Music Production option, completion of their capstone project consists of the production of a large-scale project such as a self-produced CD, film score, multimedia production, etc. Recital and project repertoire/content is selected after careful consultation with the student's applied instructor. A pre-recital hearing or capstone project pre-screening must occur at least four weeks prior to the event or presentation of the final project. Please refer to the Department of Music Student Handbook for further information concerning proper procedures for the capstone project/full recital.

Note: Any B.S. in Music Education major wishing to present a half recital may register for the half recital with permission of the Chair. Typically, B.S. Music Education students present a half recital during the last semester of applied music study. B.S. Music Education students must conform to the requirements for half recitals as specified in the Department of Music Student Handbook and provide documentation of at least three solo performances during their time of study at the MUS 113 Convocation in order to be considered eligible for the half recital.

## ENSEMBLE REQUIREMENTS BY DEGREE

### WCSU Ensembles

- MUS 191 Symphonic Band
- MUS 192 Orchestra
- MUS 195 Concert Chorale
- MUS 280 Wind Ensemble
- MUS 281 Opera Ensemble
- MUS 282 Guitar Ensemble
- MUS 283 Jazz Guitar Ensemble
  
- MUS 284 Vocal Jazz Ensemble
- MUS 287 Saxophone Quartet
- MUS 288 Woodwind Quintet
- MUS 289 Chamber Jazz
- MUS 290 Chamber Percussion

MUS 291 Chamber Strings  
MUS 292 Chamber Brass  
MUS 293 Chamber Woodwinds  
MUS 294 Chamber Singers

MUS 295 University Choir  
MUS 296 Jazz Ensemble  
MUS 297 Clarinet Quartet  
MUS 388 Frankensax  
MUS 396 Jazz Orchestra  
MUS 397 New Music Ensemble

### **Major Ensembles**

Decided by audition and advisement. The following list outlines the major and secondary ensemble requirements by degree and instrument. The first line indicates major ensemble requirements followed by the secondary/chamber ensemble requirements.

#### *Bachelor of Arts in Music*

Voice	eight semesters of 195 and/or 295
Percussion	eight semesters of 191, 192, 195, 280, 289, 290, 296, 388, 396 and/or 397
Woodwind	eight semesters of 191, 192, 195, 280, 287, 288, 289, 293, 296, 388, 396 and/or 397
Brass	eight semesters of 191, 192, 195, 280, 289, 292, 296, 396 and/or 397
Piano	four semesters of 195 and/or 295 combination of 2 SH of MUS 170-173 Piano Accompanying I & II
Guitar	eight semesters of 282
String	eight semesters of 191, 192, 280, 289, 291, 296, 396 and/or 397

#### *Bachelor of Science in Music Education*

Voice	seven semesters of 195 and/or 295 five semesters of 281, 284, 294 and/or others
Percussion	seven semesters of 191, 192, 280 and/or 397 three semesters of 289, 290, 296, 388, 396 and/or 397 two semesters of 195 and/or 295
Woodwind	seven semesters of 191, 192, 280 and/or 397 three semesters of 287, 288, 289, 293, 296, 297, 388, 396 and/or 397 two semesters of 195 and/or 295
Brass	seven semesters of 191, 192, 280 and/or 397 three semesters of 289, 292, 296, 396 and/or 397 two semesters of 195 and/or 295
Piano/	seven semesters of 195 and/or 295 two semesters of 170-173 Piano Accompanying one semester of 170-173 Piano Accompanying and/or others
Guitar/Jazz	seven semesters of 191, 192, 195, 280, 282, 283, 289, 295, 296, 396 and/or 397
Guitar	three semesters of 282, 283, 284, 289, 294, 295, 296, 396 and/or 397 two semesters of 195 and/or 295
String	seven semesters of 191, 192, 280 and/or 397 three semesters of 291 two semesters of 195 and/or 295

*Bachelor of Music: Emphasis in Audio and Music Production*  
*Major Ensemble-Decided by Audition and Advisement*

*Bachelor of Music in Performance*

Voice	eight semesters of 195 and/or 295 six semesters of 281 two semesters of others
Percussion	eight semesters of 191, 192, 280 and/or 397 six semesters of 290 two semesters of 195 and/or 295
Woodwind	eight semesters of 191, 192, 280 and/or 397 six semesters of 287, 288, 289, 293, 297, 388 and/or 397 two semesters of 195 and/or 295
Brass	eight semesters of 191, 192 and/or 280 six semesters of 292 two semesters of 195 and/or 295
Piano	eight semesters of 195 and/or 295 combination of 4 SH of MUS 170-173 Piano Accompanying and others
Guitar	eight semesters of 282 six semesters of others two semesters of 195 and/or 295
String	eight semesters of 191, 192, 280 and/or 397 six semesters of 291 two semesters of 195 and/or 295

*Bachelor of Music in Jazz Studies*

*Major Ensemble-Decided by Audition and Advisement*

Jazz Guitar	eight semesters of 283, 289, 296 and/or 396 six semesters of 282, 283, 284, 289, 388 and/or 397 two semesters of 195 and/or 295
Jazz Piano	eight semesters of 289, 296 and/or 396 six semesters of 191, 192, 280, 284, 289, 388 and/or 397 two semesters of 195 and/or 295
Jazz Woodwind	eight semesters of 289, 296 and/or 396 two semesters of 191, 192, 280 and/or 397 four semesters of 287, 288, 289, 293, 297, 388 and/or 397 two semesters of 195 and/or 295
Jazz Brass	eight semesters of 289, 296 and/or 396 two semesters of 191, 192, 280, and/or 397 four semesters of 289, 292 and/or 397 two semesters of 195 and/or 295
Jazz Voice	eight semesters of 284 two semesters of 289 two semesters of 195 or 295
Jazz Percussion	eight semesters of 289, 296 and/or 396 two semesters of 191, 192, 280 and/or 397 four semesters of 284, 289, 290, 388 and/or 397 two semesters of 195 and/or 295
Jazz String	eight semesters of 289, 296 and/or 396 two semesters of 191, 192, 280 and/or 397 four semesters of 284, 289, 291, 388 and/or 397 two semesters of 195 and/or 295



Performance ensembles at WCSU are designed to give music students a wide variety of performing experiences. Students are encouraged to perform in as many different ensembles as their schedules will allow. Full-time Music majors must perform in a major ensemble, according to their voice/instrument, every semester. Ensemble credit in excess of the minimum will be applied as elective credit. Additional ensemble requirements are outlined in the program sheets of each degree program. Auditions for major ensembles and chamber ensembles are held during the first week of classes. Students are placed in ensembles appropriate to their ability/experience level. The student's personal schedule, including work-related conflicts, is not a factor in ensemble placement. Any student who fails to meet their major ensemble obligations due to personal or work-related schedule conflicts will be required to take the ensemble an additional semester before graduation.

### **Use of WCSU Department of Music Facilities**

Persons who use the music facilities at Western Connecticut State University must be registered students in the Department of Music at WCSU. Students must obtain proper identification from the Public Safety office at WCSU. Faculty, staff, and security officers are authorized to ask individuals to see their current and valid WCSU ID. Damage or vandalism of property belonging to the university or others is prohibited and may require restitution as well as subject persons responsible to disciplinary and/or legal action.

### **Building Hours / After Hours Access**

The Visual and Performing Arts Center is open Monday to Friday from 7 a.m. to 11 p.m., Saturday from 10 a.m. to 4:30 p.m., and Sunday 12:30 p.m. – 4:30 p.m. Music students may be put on an access list to use the practice room areas after hours and on the weekends. Students who wish to be on the access list must see the Department of Music Secretary. Your WestConnect ID card will allow access to the Visual and Performing Arts Center as well as individual practice rooms. Students are expected to “swipe out” of a practice room when they have finished their practice session, essentially locking the door for the next person. Students are responsible for the condition of the practice room and the equipment once they “swipe in” and will be charged any cleanup/replacement fees for damaged equipment while they are “swiped in” even if they were not in the room when the damage occurred.

### **Electronic Devices**

The Department of Music adheres to a strict policy regarding the use of electronic devices (e.g. cell phones, tablet computers, laptop computers, etc.). Use of such devices during concerts, recitals and rehearsals is strictly prohibited. Students found texting, tweeting, or participating in other such activities will be asked to leave the premises and will forfeit their enrollment in the ensemble or class for the semester.

### **Audio and Video Recording**

The audio and video recording of concerts, rehearsals and classes is strictly prohibited without authorization from the Department Chair. The posting of audio and video files on such web sites as YouTube, Instagram and Facebook is strictly prohibited in accordance with international copyright law.

# Theatre Arts

## **Pamela McDaniel, Chair**

[mcdanielp@wcsu.edu](mailto:mcdanielp@wcsu.edu)

VPA 239A, Westside campus

(203) 837-8422

(203) 837-8912 (fax)

## **Dr. Justin P. Cowan, Associate Chair**

[cowanj@wcsu.edu](mailto:cowanj@wcsu.edu)

VPA 017, Westside campus

(203) 837-8476

## **Abigail Bueti, Department Secretary**

[buetia@wcsu.edu](mailto:buetia@wcsu.edu)

VPA 239, Westside campus

(203) 837-8250

(203) 837-8912 (fax)

## Faculty

P. McDaniel, Chair, *Acting, Directing*

J. Cowan, Assoc. Chair, *Musicianship, MT Rep, MT History, Musical Director*

D. Gagnon, *Theatre History, Intro to Drama, Senior Portfolio*

F. Herbert, *Technical Direction, Technical Theatre I & II*

T. Howard, *Musical Theatre Coordinator, MT Workshop, Acting, Audition Techniques, Director*

J. Johns-Lerner, *Costume Design, Costume Technology, Costume History, Evolution of Fashion*

E. Popiel, *Costume Design, Scenic Design, Scenic Art, Puppetry, Theatre Design Fundamentals*

S. Trapani, *Acting, Directing, Playmaking with Children, Devised Theatre, Theatre History*

## Adjunct Faculty

M. Bartoli, *Acting, Voice and Diction*

H. Bechard, *Introduction to Theatre*

A. Bennett, *Sound Design/Technology*

G. Bennett, *Audio Engineer*

C. Bolan, *Acting, Voice and Dictation, Audition Techniques*

M. Bolan, *Applied Voice*

S. Cally, *Lighting Design*

A. Cochrane, *Director, Sound Design, Performance Techniques*

A. DePoto, *Playmaking with Children, First Year Experience, Children's Theatre Production*

C. Donovan, *Acting, Playmaking with Children, Meisner Techniques*

M. Freedman, *Set and Costume Design*

P. George, *Director, Scene into Song*

K. Hansen, *Production Lab Supervision*

I. Hatch, *Costume Technology*

J. Hickok, *Meisner Techniques, Performance Techniques*

H. Katcher-Striano, *Introduction to Theatre*

H. Kilik, *Vocal Coach*

M.A. Lamb, *Choreography*

R. McGee, *Theatrical Makeup, Costume Design*

E. Parkinson, *Musical Theatre-Dance, Ballet, Choreography*

B. Phelps, *Costume Technology*

J. Powell, *Applied Voice*

J. Robinson, *Applied Voice*  
J. Rose, *Set Design, Stage Lighting*  
S. Sobel, *Costume, Makeup Design*  
C. Sorenson, *Acting for the Camera*  
J. Wise, *Directing Tap*

## Overview

The Department of Theatre Arts provides a strong theoretical and practical approach to the study of the art and craft of theatre. Students who major in Theatre Arts prepare for graduate studies and/or careers directly related to performance, design/technology, management and dramaturgy. Students also combine theatre studies with other majors and/or minors such as Music, Art and Media, to enhance work opportunities within the entertainment industry.

In addition to its academic functions, the department serves the campus and community by offering diverse theatrical performances including musicals, traditional plays and plays for children. Connections to the greater theatre community are promoted through sponsorship of professional training workshops and performances of guest artists.

Our proximity to New York City (one hour to mid-town Manhattan) gives us an opportunity to make excellent use of its vast resources. The theatre faculty maintains close ties with professional organizations, activities and research facilities within the area, and opportunities are regularly planned to introduce students to the professional environment.

## Mission

The theatre department keeps consistent with the university's mission to serve as an accessible and responsive intellectual resource for the people and institutions of Connecticut. The department provides a thorough, modern education in the theory, skills and technology of theatre production and performance that is tailored to the individual student's background and career objectives.

The department believes in fostering a diverse student environment with an emphasis on professionalism and a commitment to excellence.

## Objectives

To accomplish this mission the Department of Theatre Arts:

- Offers its students the highest quality undergraduate programs in performance, theory, theatre technology and design by professors that have worked professionally in their field and maintain high academic credentials in their respective areas.
- Emphasizes performance and production techniques, writing and theatre management throughout the undergraduate curriculum to develop students' ability to understand and deliver appropriate performance and theoretical concepts and to apply and utilize these techniques in a professional setting.
- Provides studio and theatrical experiences using public and classroom productions to entertain live audiences. Our season each year consists of two main stage productions, two large-scale family shows, studio productions, and a variety of workshops and readings which enhance the cultural environment of the university and its programs.
- Organizes a New York showcase for our graduating seniors in performance and musical theatre.
- Organizes opportunities for students to perform off-campus at such venues as the Kennedy Center American College Theatre Festival.
- Provides a personalized learning environment for students through faculty mentored undergraduate research/creative projects and internships.
- Prepares students for graduate education in multiple areas of theatre arts and the entertainment industry.

- Assists students in discerning appropriate careers through diligent advising.
- Provides students with connections and references to professional organizations (such as USITT), internship programs and job placement opportunities.
- Arranges for New York theatre professionals to travel to our campus to conduct workshops in all aspects of theatre training.
- Provides and fosters the growth and development of faculty by encouraging research, attendance at professional meetings, publication and presentation of scholarly work and creative performance.
- Collaborates with organizations and institutions in all areas of the entertainment industry within the tri-state area to support professional growth of faculty as well as internship opportunities for students.
- Expresses its strong commitment to the community by collaborating with regional elementary, junior and senior high school educators to further our programs in children's theatre.

## Transfer Admissions

All students wishing to transfer into any degree program in theatre at WCSU must meet the criteria listed for each program, including those currently attending institutions holding articulation agreements with WCSU. All applicants will be assessed in the areas of their selected option for matriculation and appropriate prerequisite placement in courses within the major.

## Transfer Review Process and Transfer Articulation Policy (TAP)

Western Connecticut State University, as part of the Connecticut State Colleges & Universities (CSCU), accepts credits for non-theatre courses as per the Transfer Articulation Policy for students with an earned Associates Degree. Information regarding this specific classification of transfer credits can be found at the [CSCU](#) website. For the 2016-2017 academic year there are no approved "pathways" for community college students to utilize TAP and seamlessly enter Western's Department of Theatre Arts at the junior level.

## Awarding of Credit

Credit Hour: A semester hour of credit is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks;
2. Or the equivalent amount of work over a different amount of time;
3. Or at least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## Learning Outcomes for General Education

As per NAST standards and the stated goals for this degree, students enrolled in the Bachelor of Arts in Theatre with options in Design Technology, Performance, Theatre Arts Management or Theatre Studies and in the Bachelor of Fine Arts in Musical Theatre degree program are expected to demonstrate the following competencies upon graduation:

## General Education

General Education at Western Connecticut State University combines course-based competencies with opportunities to explore a wide range of disciplines outside of a student's major. The university has identified 10 competencies that support academic success and prepare students for life-long learning. There are shared learning outcomes for each competency, which are embedded in courses across the curriculum.

Competencies may be satisfied in the major, minor or any other area of interest. There are no rules about how many competencies can be satisfied in the major. The only rules are:

All competencies must be satisfied (as listed [here](#)).

- All students must complete at least 40 credits outside of their major discipline.

With this approach, the university has created the opportunity for students to develop essential skills and habits of mind in disciplines where they are most engaged with the material. It is important that students explore ideas from several areas of curriculum outside their major, but without an arbitrary limit on that exploration.

## **DEGREE PROGRAMS IN THEATRE ARTS**

### **BACHELOR OF ARTS**

*Theatre Arts with options in:*

Theatre Arts Management

Theatre Studies

Performance

### **BACHELOR OF FINE ARTS**

Musical Theatre

### **MINOR PROGRAM**

Theatre Arts

### **BACHELOR OF ARTS IN THEATRE ARTS (B.A.)**

This degree is appropriate for students who wish to study theatre within the broader context of a liberal arts education and to emphasize areas of concentration such as performance, design/technology, theatre arts management or theatre studies. Students are encouraged to explore breadth and variety in their educational pursuits to enhance their understanding of the world around them and to give them greater career versatility as a graduate.

1. To develop understanding and practice of theatre arts by focusing on the verbal, physical, visual and research aspects of the craft.
2. To understand script analysis in order to develop an understanding of the relationship of production process to the period and style, content and structure of a script.
3. To provide exposure to a wide variety of theatre repertory through the study of the history of theatre, its major dramatists, attending performances, and through the production of a variety of theatre works.
4. To prepare students for entry-level positions in theatre performance, design and/or technology, theatre arts management and other entertainment industry-related fields, as well as, for continuation with graduate studies, and/or teaching.
5. To encourage students to explore breadth and variety in their educational pursuits to enhance their understanding of the world around them and to give them greater career versatility as a post-graduate.

### **Requirements:**

Students must complete all general education requirements, the courses and credits listed below by option and additional free electives to total a minimum of 120 semester hours, including foreign language.

### **Student Standing**

Students must maintain an overall GPA of 2.0, with 2.5 in courses used to satisfy major requirements. Courses with grades lower than "C" will not be accepted as meeting the requirements for the major.

### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

**Major Core Requirements (37 SH):**

- THR 100 Introduction to Theatre Production Lab (FY) or THR 300 Theatre Production Lab
- THR 181 Acting I: An Introduction
- THR 182 Technical Theatre I
- THR 201 Playmaking with Children or THR 289 Children’s Theatre Practicum
- THR 202 Technical Theatre II or THR 306 Costume Technology II
- THR 279 History of Theatre or THR 286 Theatre History II
- THR 283 Scenic Design or THR 383 Methods of Scenic Art and Craft
- THR 284 Costume Technology
- THR 289 Playmaking with Children or THR 390 Play Production
- THR 300 Theatre Production Lab — (1 SH for 6 semesters)
- THR 382 Directing I or THR 390 Play Production
- THR 387 Devised Theatre Workshop
- THR 490 Senior Portfolio — Theatre Arts

Options (select one) — Required in addition to general education and theatre arts core.

**Design/Technical Option (15 SH)**

- THR 125 Theatre Design Fundamentals
- THR 304 Computer Drafting
- THR 383 Methods of Scenic Art and Craft (THR 283 used in the core)
- THR 383 Fundamentals of Stage Lighting
- Design/Tech Option Electives: (select 1)*
- COM 146 Basic Video Production
- ART 141 Drawing I
- THR 297 Cooperative Education
- THR 302 Costume Design
- THR 307 Allied Craft in 3D for Stage
- THR 402 Special Topics in Design/Tech

**First Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 100 Intro THR Prod Lab	ART 100 or 101 Art History
THR 181 Acting I: Character Study	THR 284 Costume Tech or THR 182 Tech Theatre I
THR 182 Tech THR or THR 284 Costume Tech	THR 300 Theatre Production Lab
THR 125 Theater Design Fundamentals	THR 383 Methods of Scenic Arts & Crafts
Gen Ed – (WRT 101 if needed)	Gen Ed (MAT 100 or 100P if needed)

**Second Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 202 Technical Theatre II or THR 306 Costume Tech II	THR 201 Playmaking with Children or THR 289 Children’s Literature

THR 279 or THR 286 Theatre History I or II	THR 300 Theatre Production Lab
THR 304 Computer Drafting	THR 283 Scenic Design
ENG 107W Intro to Drama WI	Free Elective
Gen Ed	Gen Ed
	Gen Ed

### Third Year

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 387 Devised Theatre Workshop	THR 390 Play Production
THR 384 Fundamentals of Stage	Design/Tech option elective
THR 300 Theatre Production Lab	THR 300 Theatre Production Lab
Free Elective	Free Elective
Gen Ed (Lab Science Recommended)	Free elective
Gen Ed	Gen Ed

### Fourth Year

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 490 Senior Portfolio	Free Elective
THR 300 Theatre Production Lab	Free Elective
Free Elective	Free Elective
Free Elective	
Gen Ed	

### Theatre Studies Option (15 SH)

THR/WRT 244W Playwriting

HR 363 Performing Shakespeare

*Theatre Studies Electives:*

9 SH in Theatre with 6 SH at the 200-level or higher

### First Year

<i>Fall Semester</i>	<i>Spring Semester</i>
Writing placement course	Math placement course
THR 100 Theatre Production Lab FY	THR 182 Tech Theatre II THR 284 Costume Technology
THR 181 Acting I	THR 300 Theatre Production Lab
2 Gen Ed courses	THR 283 Stage Design or THR 383 Methods of Scenic Arts & Crafts
	2 Gen Ed courses

### Second Year

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 202 Tech II	THR 289 Playmaking with Children or THR 390 Play Production
THR 279 Theatre History	THR 300 Theatre Production Lab
THR 300 Theatre Production Lab	ENG 307W Shakespeare I

ENG 107W Intro to Drama WI	2 to 3 Gen Ed courses
2 Gen Ed courses	

### Third Year

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 363 Performing Shakespeare	THR 382 Directing I
1 Theatre Studies Elective	THR 300 Theatre Production Lab
THR 387 Devised Theatre Workshop	1 Theatre Studies Elective
THR 300 Theatre Production Lab	1 elective course
2 Gen Ed courses	2 Gen Ed courses

### Fourth Year

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 490 Senior Portfolio	4 elective courses
THR 300 Theatre Production Lab	
3 elective courses	

### Performance Option (15 SH)

THR 150 Performance Techniques  
 THR 260 Voice and Diction  
 THR 281 Acting II: Scene Study  
 THR 388 Acting III: Period Styles  
*Performance Elective: (select one)*  
 THR 289 Children's Theatre Practicum  
 THR 252 Acting for the Camera  
 THR 363 Performing Shakespeare  
 THR 389 Auditioning Techniques  
 THR 402 Special Topics in Theatre Arts

### First Year

<i>Fall Semester</i>	<i>Spring Semester</i>
Writing placement course	Math placement course
THR 150 Performing Techniques	THR 260 Voice and Diction
THR 181 Acting I	THR 300 Theatre Production Lab
THR 300 Theatre Production Lab	2 Gen Ed courses
THR 182 Tech Theatre I or THR 284 Costume Technology	THR 182 Tech Theatre I or THR 284 Costume Technology
1 Gen Ed courses	

### Second Year

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 202 Tech Theatre II	THR 281 Acting II
THR 279 Theatre History	THR 201 Playmaking with Children <i>or</i> THR 390 Play Production
THR 300 Theatre Production Lab	THR 300 Theatre Production Lab
ENG 107W Intro to Drama WI	HPX 150 Dance Workshop



2 Gen Ed courses	2 Gen Ed courses
------------------	------------------

**Third Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 382 Directing I	THR 388 Acting III
THR 387 Devised Theatre Workshop	THR 283 Scenic Design or THR 383 Methods of Scenic Arts & Crafts
THR 300 Theatre Production Lab	THR 300 Theatre Production Lab
1 elective course	2 to 3 Gen Ed courses
1 Gen Ed course	

**Fourth Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 490 Senior Portfolio	4 elective courses
Performance option elective	
THR 300 Theatre Production Lab	
2 elective courses	

**Theatre Arts Management Option (15 SH)**

- THR 110 Theatre Arts Management
- THR 210 Stage Management
- MGT 250 Organizational Behavior
- MKT 200 Principles of Marketing or MIS 260 Information Systems Concepts
- Theatre Arts Management Electives: (select 1)*
- ACC 201 Financial Accounting
- MGT 251 Human Resources Management
- THR 297 Cooperative Education
- MKT 310 Consumer Behavior
- MKT 315 Advertising and Integrative Marketing
- COM 362 Organizational Communication
- WRT 245W Technical Writing
- THR 402 Special Topics in Theatre

**First Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
Writing placement course	Math placement course
THR 181 Acting I	THR 110 Theatre Management or THR 210 Stage Management
THR 182 Tech I or THR 284 Costume Technology	THR 182 Tech I or THR 284 Costume Technology
THR 100 Theatre Production Lab FY	THR 300 Theatre Production Lab
2 Gen Ed courses	PSY 100 Introduction to Psychology
	1 Gen Ed Course

**Second Year**

<i>Fall Semester</i>	<i>Spring Semester</i>

THR 202 Technical Theatre II	THR 110 Theatre Management or THR 210 Stage Management
THR 279 Theatre History	THR 300 Theatre Production Lab
THR 201 Playmaking with Children or THR 390 Play Production	MGTHUM 102 Art & Experience or ART 206 Philosophy of Art
THR 300 Theatre Production Lab	MGT 250 Organizational Behavior
ENG 107W Intro to Drama WI	MIS 260 Info sys Concepts or MKT 200 Prin of Marketing
1 Gen Ed course	1 Gen Ed course

### Third Year

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 283 Scenic Design or THR 383 Methods of Scenic Arts & Crafts	THR 386 Directing I
THR Management Option Elective	THR 300 Theatre Production Lab
THR 387 Devised Theatre Workshop	2 elective courses
THR 300 Theatre Production Lab	2 Gen Ed courses
2 Gen Ed courses	

### Fourth Year

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 490 Senior Portfolio	4 elective courses
THR 300 Theatre Production Lab	
3 elective courses	

### BACHELOR OF FINE ARTS IN MUSICAL THEATRE (B.F.A.)

This degree offers students knowledge of and training in all aspects of musical theatre within a liberal arts context in order to compete for employment opportunities in the entertainment industry where musical talent is utilized. Students will develop the following skills:

1. Vocal production and techniques sufficient to present complete roles in full productions.
2. Vocal interpretation and role preparation skills that enable understanding and performance of roles in a wide variety of styles and formats.
3. Musicianship, keyboard competency, and analytic skills.
4. Theatre skills, acting competence, script analysis, stage movement, voice and diction for the actor, auditioning techniques and related physical skills such as modern dance, ballet and jazz.
5. Understanding of basic production elements such as make-up, costume, sets and props, and lighting.
6. Knowledge of the musical theatre canon, along with its history and development within the theatre.
7. Portfolio preparation of musical and non-musical material for auditions and/or graduate school.

## Admission Auditions for Musical Theatre Degree Program

The Bachelor of Arts in Musical Theatre degree is a specialized degree offered in collaboration with the

Department of Music. Set within a liberal arts context, this degree provides students with knowledge of, and training in, all aspects of musical theatre in order to compete for employment opportunities in the entertainment industry where musical theatre is utilized. Students will develop the following skills:

1. Vocal production and techniques sufficient to present complete roles in full productions.
2. Vocal interpretation and role preparation skills that enable understanding and performance of roles in a wide variety of styles and formats.
3. Musicianship, keyboard competency, and analytic skills.
4. Theatrical skills, acting competence, script analysis, stage movement, voice and diction for the actor, auditioning techniques, and related physical skills such as modern dance, ballet, and jazz.
5. Understanding of basic production elements such as make-up, costume, sets and props, and lighting.
6. Knowledge of the musical theatre canon, along with its history and development within the theatre.
7. Portfolio preparation of musical and non-musical material for auditions and/or graduate school.

Students wishing to pursue a degree in Musical theatre in the Department of theatre Arts must adhere to the following criteria for admission:

1. Fulfill general admission guidelines found in this catalog for the university, school and department.
2. Perform and pass an audition, in person, for members of the faculty. The student, through this audition, must exhibit the standards and skill sets required for entry into the Musical Theatre program, including:
  1. The ability to perform a ½ minute to 1 minute monologue portraying a character close to the age of the individual auditioning.
  2. The ability to learn and perform a short dance phrase that demonstrates movement skills.
  3. To receive a passing score on a sight-singing/ear-training examination.
  4. To take a music theory examination. (This examination is used for placement only.)
  5. The ability to accurately perform with accompaniment 16 bars of an up-tempo and 16 bars of a ballad vocal selections.

Information regarding audition dates and specific audition requirements can be found [online](#) or by contacting the Department of Theatre Arts at (203) 837-8250.

### **Requirements:**

Students must complete all general education requirements, the courses and credits listed below by option and additional free electives to total a minimum of 120 semester hours, including foreign language and exercise science.

### **Student Standing**

Students must maintain an overall GPA of 2.0, with 2.5 in courses used to satisfy major requirements. Courses with grades lower than “C” will not be accepted as meeting the requirements for the major.

### **Course Restrictions**

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

### **Major Core Requirements (60 SH):**

THR 100 Introduction to Theatre Production Lab FY  
THR 103 Ballet Fundamentals for Musical Theatre  
THR 150 Performance Techniques: Integration of Voice & Movement  
THR 171 Musical Theatre Workshop  
THR 181 Acting I: Character Study  
THR 182 Technical Theatre I  
THR 203 Dance for Musical Theatre I

THR 260 Voice and Diction  
 THR 279 History of the theatre  
 THR 281 Acting II: Scene Study  
 THR 284 Costume Technology  
 THR 300 Theatre Production Lab (1 SH for 4 semesters)  
 THR 303 Dance for Musical Theatre II  
 THR 370 Cabaret Performance  
 THR 372 Advanced Musical Theatre Workshop  
 THR 388 Acting III: Period Styles  
 THR 490 Senior Portfolio  
 MUS 108 Music Theory I  
 MUS 182/183 Applied Voice (1 SH for 6 semesters)  
 MUS 114/155 Sight-singing/Eartraining I and II  
 MUS 125/126 Keyboard Competency I and II  
*Choose 3 SH from the following:*  
 THR 165 Stage Makeup  
 THR 301 Singing and Dancing for Musical Theatre  
 THR 370 Cabaret Performance  
 THR 387 Devised Theatre Workshop  
 THR 389 Auditioning Techniques  
 THR 390 Play Production  
 THR 402 Special Topics in Theatre Arts

Musical Theatre Recommended Course Sequence:

**First Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
Writing placement course	Math placement course
THR 171 Musical Theatre Workshop	THR 150 Performance Techniques
THR 181 Acting I	MUS 183U Applied Voice
THR 103 Ballet Fundamentals	THR 182 Tech II or THR 284
MUS 182U Applied Voice	THR 300 Theatre Production Lab
THR 100 Into to Theatre Production Lab FY	2 Gen Ed courses
1 Gen Ed course	

**Second Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
MUS 108 Music Theory	MUS 126 Keyboard Competency
MUS 125 Keyboard Competency	MUS 183U Applied Voice
MUS 182U Applied Voice	ENG 107W Intro to Drama WI
THR 279 Theatre History	THR 300 Theatre Production Lab
THR 300 Theatre Production Lab	THR 281 Acting II
THR 260 Voice and Diction	THR 182 or THR 284
THR 203 Dance for MT I	2 Gen Ed courses

**Third Year**

<i>Fall Semester</i>	<i>Spring Semester</i>

MUS 114 Sight/ear training I	MUS 115 Sight/ear training II
MUS 182U Applied Voice	MUS 183U Applied Voice
THR 303 Dance for MT II	THR 372 Adv MT Workshop
THR 388 Acting III	Musical Theatre Elective
2 to 3 Gen Ed courses	2 to 3 Gen Ed courses

**Fourth Year**

<i>Fall Semester</i>	<i>Spring Semester</i>
THR 490 Senior Portfolio	4 elective courses
Performance elective	
3 electives courses	

Minor in Theatre (18 S.H.)

Eighteen semester hours in theatre which must include at least 12 semester hours above the 100-level and at least 3 semesters of THR 300. Emphasis must be on Theatre Arts.d

# Art

Note: Independent trips to major museums and galleries in New York City are required for all art courses. All students taking Studio Art courses are assessed a \$50 fee per course.

## **ART 100 History and Appreciation of Art: Beginnings to the Renaissance 3 SH**

This survey traces the global development of art from prehistoric times to the art of the Renaissance. Trips to major museums in the New York area are required. Fall semester. Competency: First Year Navigation.

## **ART 101 History and Appreciation of Art: Renaissance to the Present 3 SH**

This survey continues to examine the global development of art from the Renaissance to present. Trips to major museums in the New York area are required. Competency: First Year Navigation.

## **ART 102 Art Appreciation 3 SH**

An introduction, broad survey and exploration of the Visual Arts from the historical origins of civilization to contemporary manifestations of art. Students will learn basic terminology and tools for examining, analyzing, interpreting and writing about works of art. Contextual and cultural factors as well as the artist's role in society will be evaluated and examined. The purpose of this course is to cultivate a deeper and more expansive awareness and appreciation of the Visual Arts. But more importantly, to foster an understanding of the power and value of Visual Art as a compelling (and often persuasive) method of communication and human expression. Competency: Intercultural.

## **ART 104 Art Fundamentals: Collage/Assemblage 2 SH**

This is an introductory course that introduces students to the ideas, materials and techniques of collage and assemblage. Simple hand tools (rulers, scissors, glue sticks, etc.) will be used to fabricate class projects using found and/or readily available materials (magazines, newspapers, old books, etc.). Class projects will explore the historical, theoretical and conceptual ideas associated with collage/assemblage and provide practical skills to successfully craft two-dimensional and three-dimensional artworks. Competency: Creative Process.

## **ART 106 Art Fundamentals: Smart Phone Photography Basics 2 SH**

An introductory course in digital photography using your smart phone. This overview course begins with a foundation in phone camera photography, understanding its shortcomings and how to overcome them. This course explores basic shooting techniques including exposure, composition, focus, characteristics of light, etc. Instruction will be through lectures, class demonstrations, tutorials, and class discussions around assigned work. For Non-Art majors. Competency: Creative Process.

## **ART 117 Digital Photography 3 SH**

An introductory course in digital photography using digital photographic media in various contexts. This overview course begins with a foundation in traditional camera mechanics and proceeds with digital darkroom techniques. Instruction will be by lectures, class demonstrations, slide talks, computer tutorials, and class discussions around assigned work. Competency: Creative Process.

## **ART 121 Fundamentals of Two-Dimensional Design 3 SH**

A broad exploration of the fundamental techniques and principals of two-dimensional design. Through a series of visual exercises; composition, line, mass, volume, texture, surface, balance, tone, space, scale, etc., and the relationships between various elements are explored. Competency: Creative Process.

## **ART 130 Color Theory 3 SH**

An essential foundation in the interactions of color through applied exploration. Students will focus on the properties and concepts of color, color composition and color relationships. Competency: Creative Process.

## **ART 141 Drawing I 3 SH**

An exploration of the ways of looking and drawing, using forms from nature, still life, and the human figure as subject matter. Also, development of drawing from imagination. Varied but simple materials, such a

pencil, charcoal, pen, brush and ink, pastels, chalks and cray pas crayons, will be used on different kinds of paper. Competency: Creative Process.

### **ART 145 History of Photography 3 SH**

A survey of the development of photography as a medium of documentation, communication and artistic expression.

### **ART 150 Drawing II 3 SH**

A continuation of Drawing I, this course advances the development of drawing techniques through a range of exercises. Lessons derive from drawing still life, landscapes, live models, and imagination. Spring semester. *Prerequisite:* ART 141. Competency: Creative Process.

### **ART 160 Ceramics 3 SH**

An introduction to the use of the potter's wheel as well as hand building and sculpting techniques in clay. Students will focus on the study of functional and nonfunctional form, texture and decoration. Fundamental techniques in clay preparation, glazing and firing will be explored. Competency: Creative Process.

### **ART 201 Non Western Art History 3 SH**

This survey course examines the historical and cultural heritage of Non-Western societies from antiquity to the present. Non-Western cultures are those initially developed outside the realm of Western culture and include Africa, the Pacific, Asia and cultures of the Americas (Pre-Conquest and Native American)\_Students will examine paintings, sculptures, architecture and other art forms through classroom presentations, video clips, selected readings as well as the required text. Competency: Intercultural.

### **ART 207 Photography I 3 SH**

This course concentrates on the aesthetics of creative photographic image making for visual expression and communication. Emphasis is placed on composition, lighting, exposure and the basic skills of black and white film processing and printing. Students are required to have their own manual 35mm SLR film camera. *Prerequisite:* ART 150.

### **ART 208 Painting I 3 SH**

An introduction to the methods of oil or acrylic painting. Students learn to mix and blend colors, develop various painting techniques and use value and tone to create volume and depth. Composition and aspects of color theory, as well as the use of paint as a medium of self-expression and communication are also explored. Spring semester. *Prerequisite:* ART 130 and ART 270.

### **ART 216 Photography II 3 SH**

An exploration of the materials and processes of black and white photography, emphasizing advanced film and darkroom techniques. Students will be introduced to studio lighting equipment and techniques. A manual 35mm SLR film camera is required. *Prerequisite:* ART 207.

### **ART 258 Gallery Techniques 3 SH**

This course is an introduction to the fundamental components behind the development of a successful gallery exhibition. Working closely with the gallery curator, students will gain an understanding of the various methods needed to organize, implement and promote an exhibition. Topics covered will include curatorial practices, exhibition design, installation techniques and public relations. Site-visits to a variety of art organizations, museums, galleries and artist studios will be integrated.

### **ART 266 Fundamentals of Three Dimensional Design 3 SH**

A broad exploration of the fundamental techniques and principals of three-dimensional composition, form, structure and construct. A variety of materials, such as paper, cardboard, plaster, clay, papier-mâché, wood or metals, may be used. *Prerequisite:* ART 121.

### **ART 270 Figure Drawing 3 SH**

An intensive course in drawing from the figure. Students will develop their individual visual awareness and perception of the figure in terms of forms, color, movement, structure and anatomy as it relates to observation. *Prerequisite:* ART 150.

### **ART 274 Bookmaking 3 SH**

This course is a studio introduction and survey of the techniques, processes and equipment that introduces the basic techniques of book making. Through demonstrations and hands-on projects, this course includes how to create pamphlets, multi-section bindings and art books. This class will explore conceptual book structures and contemporary applications of book binding. Students will learn skills relevant to both design and art with a focus on creativity, design and craftsmanship. We will also be examining the history of bookmaking and techniques that were used to create books during different time periods. This will include a brief overview of the cultural contexts that influenced the creation of books. Prerequisite: Art 266 or Art 309

### **ART 298 Faculty Developed Study 1–6 SH**

### **ART 299 Student Developed Study 1–6 SH**

### **ART 302 Graphic Processes 3 SH**

This course is a studio introduction to the traditional processes and techniques associated with the creation and production of visual communication. Through a series of assignments, students will learn to integrate verbal content into fully developed projects. Emphasis is placed on comprehension, preparation and craftsmanship. *Prerequisite:* ART 208 and ART 216.

### **ART 304 Illustration I 3 SH**

An introduction to the skills and range of techniques integral to the process of creating effective illustrations. The application of concept development and implementation, technique and execution will be emphasized in response to a range of projects. *Prerequisite:* ART 208 and ART 266.

### **ART 309 Sculpture I 3 SH**

An introduction to the understanding and application of three-dimensional visual thinking. Line, volume, structure, surface, scale, form and space are among the concepts that are explored and expanded upon. Students will be introduced to a broad range of tools, materials and processes. *Prerequisite:* ART 208 and ART 260. Competency: Creative Process.

### **ART 310 Typography 3 SH**

A focus on the fundamentals of typography. Development of an appreciation for, and an understanding of letterforms along with the ability to manipulate type with increased knowledge and sensitivity. Both theoretical and practical applications will be explored. Fall semester. *Prerequisite:* ART 208 and ART 216.

### **ART 315 Communication Design I 3 SH**

An introduction to the fundamentals of graphic design problem solving with an emphasis on concept. Students will be exposed to a broad range of graphic design problems formulated to foster self-reliance and encourage personal creative growth. Spring Semester. *Prerequisite:* ART 302.

### **ART 317 Illustration II 3 SH**

Intermediate level exploration of the problem solving skills and range of techniques integral to the process of creating effective illustrations. Principles of visual communication and design, applied through the process of developing and creating illustrated imagery, will be the focus. *Prerequisite:* ART 304.

### **ART 318 Painting II 3 SH**

A continuation of Painting I, this course advances the development of painting techniques through a series of exercises designed to enhance painting skills and reinforce understanding of the medium. *Prerequisite:* ART 208.

### **ART 319 Sculpture II 3 SH**

A continuation of Sculpture I, this course is designed to develop technical skills and techniques. Emphasis is on advanced sculptural expression and awareness of 3-dimensional form through various mediums. *Prerequisite:* ART 309.

### **ART 322 Sculpture III 3 SH**

A continuation of Sculpture II designed to further develop personal concepts and technical skills. Museum and gallery visits required. Individual critiques are an essential part of this course. *Prerequisite:* ART 319.

### **ART 324 Digital Illustration 3 SH**



An introduction to the process of developing and creating vector-based illustrations and designs through the utilization and application of Adobe Illustrator, the industry standard. Digital images ranging from simple vignettes to complex compositions will be developed for both print and screen publication. Spring semester.

### **ART 329 Painting III 3 SH**

A continuation of Painting II designed to further develop personal concepts, technical skills and techniques. Emphasis focuses on concepts related to figure, landscape and nonobjective painting. Museum and gallery visits are mandatory. Spring Semester. *Prerequisite:* Art 318.

### **ART 332 Digital Production: InDesign 3 SH**

This course is an introduction to Adobe InDesign. Students will develop skill sets that will allow them to utilize the myriad tools and functions available within the InDesign environment. Emphasis is on the digital production of page layout and design within the problem-solving context of graphic design. *Prerequisite:* ART 302.

### **ART 336 Photography III 3 SH**

An advanced course in the study of photography that expands the students' technical expertise in both analog and digital formats. Students will be introduced to large format film cameras, advanced studio techniques and digital storytelling. Students will be required to have their own DSLR camera. *Prerequisite:* ART 216.

### **ART 340 Advanced Photographic Methods 3 SH**

In the computerized field of graphics and the Web, photography has become an important design component. This course will help students develop skills to create computer-enhanced images. Students will also learn basic color correction and retouching; the course will culminate in the creation of multi-image montages. Every third semester. *Prerequisite:* ART 207.

### **ART 342 Introduction to Digital Imaging & Production 3 SH**

Students will expand upon their digital skills and knowledge using software tools such as Adobe Illustrator and Adobe InDesign as digital design and production tools. Students will learn through lectures, demonstrations, exercises and real-world projects and explore the basic and most useful tools in Illustrator and InDesign. Students will learn how to create digital graphics, typographic effects and solve design problems in print and web environments. This course will provide step-by-step instructions as well as explanations of the basic program features. *Prerequisite:* ART/DIMA 210 or ART 304.

### **ART 346 Color Photography I 3 SH**

This course explores the technical and aesthetic use of color in photography as a creative tool. Topics covered include color theory, perception and the history of color photographic processes. Students are required to have their own DSLR camera. Fall semester. *Prerequisite:* ART 207 and ART 216..

### **ART 352 Digital Production: Web Development 3 SH**

This course is an introduction to web development and production software. Students will develop skill sets that will allow them to utilize the myriad tools and functions available within the application environment. Emphasis is on the process of planning, development, and implementation of web sites.

### **ART 429 Sculpture IV 3 SH**

A continuation of Sculpture III with assignments oriented toward the individual student's interest. Students will focus on one area of subject and material should be directed in anticipation of fulfilling requirements for a portfolio show. *Prerequisite:* ART 322.

### **ART 432 Communication Design II 3 SH**

Intermediate level studies in visual communication with an emphasis on aesthetics and function. Word and image will be the focal point of this course. Knowledge of photography and darkroom techniques are required. Fall semester. *Prerequisite:* ART 315.

### **ART 434 Advanced Digital Illustration 3 SH**

An in-depth exploration in the development and creation of vector-based illustration and design. This course will focus on the utilization of advanced methods to create complex digital illustration and design solutions.

Industry standard software will be utilized in the production of projects incorporating advanced design principles and refined concept development. *Prerequisite:* ART 324.

### **ART 438 Painting IV 3 SH**

A continuation of Painting III with assignments oriented toward the individual student's personal interests and direction. A focus on one area of subject matter or technique should be developed in anticipation of intensive exploration and articulation to be further developed and executed in Portfolio. *Prerequisite:* ART 329.

### **ART 442 Communication Design III 3 SH**

Advanced studies in visual communication with an emphasis on aesthetics and function. Principles and techniques of graphic design theory will be applied in response to a variety of increasingly complex problems. *Prerequisite:* ART 432.

### **ART 444 Illustration III 3 SH**

Advanced level exploration of the problem solving skills and range of techniques integral to the process of creating highly effective illustrations. Principles and techniques of illustration will be applied in response to a variety of increasingly complex creative problems. *Prerequisite:* ART 317.

### **ART 448 Gallery Interactions 3 SH**

This course will provide students an overview of the standard practices and methods applied in gallery and museum professions. Students will gain a working knowledge of the planning, installing, publicity and funding exhibitions. Students will also develop skills for the proper handling of artwork and historical artifacts, installing exhibitions in the university gallery and other designated spaces on and off campus. Students will conduct research and complete a series of written projects that are relevant to the professional artist and the field of Arts Exhibition and Management, including artist marketing materials, writing exhibition proposals, and responses to grant applications. Field trips and guest speakers may be integrated. In addition, the thoroughness of the written component of this course will satisfy the specifications of the W3 competency. *Prerequisite:* WRT 101, Writing Intensive Tier II (W2) and must have Junior standing. *Competency:* Writing Intensive Tier 3.

### **ART 472/474/476/478/479 Portfolio**

These courses are an intensive exploration of the student's individual artistic direction and the capstone academic experience within the student's selected option. Emphasis is on the development of a professional level student portfolio and participation in the annual senior thesis exhibition. Open only to graduating seniors in the art department who have completed other requisite courses within the option. *Prerequisite:* Art majors, Senior status, in good academic standing, who have completed other requisite courses within their option. *Competency:* Culminating Experience.

The following courses also have been approved and are offered periodically:

*ART 105 Studio Art*

*ART 119 Blockprinting*

*ART/PHI 250 Philosophy of Art*

*ART 260 Silkscreen*

*ART 268 Collage*

*ART 280 Exhibition Techniques*

*ART 327 Digital Design*

*ART 365 Watercolor II*

# Music

*\*General Education Courses In Music*

*\*\*Performance Ensembles open to all students by audition or consent of instructor. Non-music majors completing 6 semesters of ensembles are awarded the equivalent of (1) one 3-credit course in the category of General Education: Humanities.*

## **MUS 100 History & Appreciation of Music\* 3 SH**

A survey course to enrich the non-music major's knowledge and enjoyment of serious music. Fall/Spring.

## **MUS 101 Evolution of Jazz & Rock Music\* 3 SH**

An exploration of the evolution of jazz and rock music from its origins as folk and gospel music through the swing and bebop eras; the evolution of the blues and country music into rock and roll in the late 1950s; the British Invasion, and the rise of rock and pop culture; and the emergence of jazz as one of the innovative and unique American art forms of the 20th century. Fall/Spring.

## **MUS 103 World Music\* 3 SH**

This course will focus on increasing the students' understanding and appreciation of music of other cultures through the study of folk and traditional music from Africa, North and South America, Europe, The Pacific, Near East and Asia. Fall only. Competency: Intercultural.

## **MUS 105 Music Essentials\* 3 SH**

An introduction to music involving both basic theory and performance skills on relatively simple instruments. Spring only.

## **MUS 108, 109 Music Theory I & II 2 SH each**

A two-semester study of theory and development of diatonic harmony using part-writing, stylistic study, composition, and analysis. *Prerequisite:* For MUS 108: qualifying score on the theory placement examination; for MUS 109: MUS 108. *Freshman core requirement.* MUS 108/Fall. MUS 109/Spring.

## **MUS 112 Jazz Theory 3 SH**

An introductory course in jazz theory and arranging. Fundamental principles of chord progression, chord substitution, melodic construction, voicing, and part writing are covered. Student arrangements and compositions are performed every semester by WCSU jazz ensembles. Fall only/odd years. *Prerequisite:* MUS 109 and MUS 115.

## **MUS 113 Convocation, Concert and Recital Repertoire 0 SH**

Every Monday and Wednesday, a vast repertoire of music is performed during the recital hour, and this non-credit course is designed to provide music majors with a weekly formal listening experience of live music performance. In addition to the Monday and Wednesday recital attendance requirement, music majors must also attend a minimum of five concerts each semester to fulfill this course. Required of all full-time B.A., B.M. and B.S. music majors every semester. Every Monday and Wednesday.

## **MUS 114, 115 Sight Singing/Ear Training I & II 2 SH each**

A two-semester course to help students develop music reading and dictation skills. *Prerequisite:* For MUS 114: qualifying score on theory placement examination; for MUS 115: MUS 114. MUS 114/Fall; MUS 115/Spring.

## **MUS 118 Music Technology 3 SH**

An introduction to the use of computers in music production, music notation, and music education. Basic software and concepts in educational and music technology will be emphasized. Sources, selection, evaluation, creation and implementation of electronic media for the musician and music educator will be covered in this course. Every semester. Music major with Junior standing. *Lower-division core Music requirement.*

**MUS 119 Music Industry Studies 2 SH**

This course explores the many facets of contemporary music industries including publishing, artist management, production, recording, broadcasting, and arts administration. Through lectures, readings, projects, and guest speakers from the music industry students will gain a broad knowledge of the workings of the music business and of the many career options available. Fall/Spring. *Prerequisite:* Admission to the BM-Audio Production Program.

**MUS 125, 126 Keyboard Competency I & II 0.5 SH each**

MUS 125/Fall; MUS 126/Spring. *Freshman core Music requirement.*

**MUS 138, 139 Brass Repertoire I & II 1 SH each**

Designed to investigate, through live and recorded performances, solo and chamber literature for brass instruments. MUS 138/Fall; MUS 139/Spring. Offered every three years.

**MUS 140, 141 Vocal Repertoire I & II 1 SH each**

A survey of music of all periods for the voice, utilizing recordings and class performance. MUS 140/Fall odd years; MUS 141/Spring even years.

**MUS 142, 143 Piano Repertoire I & II 1 SH each**

Designed to acquaint the student with the piano repertoire, including solo and chamber works, through performance, listening and discussion. MUS 142/Fall. MUS 143/Spring.

**MUS 144, 145 String Repertoire I & II 1 SH each**

Designed to acquaint the student with the string repertoire, including solo and chamber works, through performance, listening and discussion. MUS 144/Fall even years. MUS 145/Spring odd years.

**MUS 146, 147 Percussion each Repertoire I & II 1 SH**

The study of literature for percussion through performance, listening and discussion. Literature studied includes solo, ensemble and orchestral works. MUS 146/Fall even years; MUS 147/ Spring odd years.

**MUS 148, 149 Woodwind Repertoire I & II 1 SH each**

Designed to acquaint the student with the woodwind repertoire, including solo and chamber works, through performance, listening and discussion. MUS 148/Fall; MUS 149/Spring. Offered every three years.

**MUS 170, 171 Piano Accompanying I & II 1 SH each**

For bachelor of music majors. A two-semester course dealing with the nature of accompanying and problems of style. MUS 170/Fall; MUS 171/Spring.

**MUS 180, 181 Applied Music 2 SH each**

The student will study privately with a teacher who is highly qualified to teach performance techniques and practices on a given instrument/voice. Weekly one-hour lessons per semester. Designed for B.S. in Music Education majors and B. M. in Audio and Music Production majors. MUS 180/Fall; MUS 181/Spring. Lower-division core Music requirement.

**MUS 182, 183 Applied Music 1 SH each**

Weekly half-hour lessons per semester with no performance required. Designed for B.A. in Music majors and music minors. MUS 182/Fall; MUS 183/Spring. Lower-division core Music requirement.

**MUS 186, 187 Applied Music 3 SH each**

The student will study privately with a teacher who is highly qualified to teach performance techniques and practices on a given instrument/voice. Both technique and repertoire will be emphasized. Weekly one-hour lessons per semester with one recital and one jury each semester. Designed for Bachelor of Music degree students only. MUS 186/Fall; MUS 187/Spring. Lower-division core Music requirement.

**\*MUS 191 Symphonic Band\*\* 0.5 SH**

An ensemble of wind and percussion players; open to all students of the university. Every semester. Competency: Creative Process.

**\*MUS 192 Orchestra\*\* 0.5 SH**

Open to all students of the university. Every semester. Competency: Creative Process.

**\*MUS 195 Concert Choir\*\* 0.5 SH**

A select group of mixed voices. Open to all students in the university. Every semester. Competency: Creative Process.

**MUS 208, 209 Music Theory III & IV 2 SH each**

A two-semester study of theory and development of diatonic harmony using part-writing, stylistic study, composition, and analysis. MUS 208/Fall; MUS 209/Spring. *Prerequisite:* For MUS 208-MUS 109; for MUS 209-MUS 208. . *Sophomore core Music requirement.*

**MUS 200 Special Topics in Music 1 – 3 SH**

This course represents an opportunity for students to pursue in greater depth topics introduced in other courses or topics not covered in present courses in music. The subject matter would change each time the course is offered. Topics might include specific music theory topics, specialized ensembles, performance repertoire, or music literature.

**MUS 210, 211 Sight Singing/Ear Training III & IV 2 SH each**

A two-semester course to help students develop music reading and dictation skills. MUS 210/Fall; MUS 211/Spring. *Prerequisite:* For MUS 210-MUS 115; for MUS 211-MUS 210. *Sophomore core Music requirement.*

**MUS 212 Diction for Singers I 1 SH each**

This course focuses on mastering the International Phonetic Alphabet by gaining, first, an understanding of the symbols through an already familiar language (English), before moving on to one of the phonetically simpler foreign languages (Italian). Fall/even years.

**MUS 213 Diction for Singers II 1 SH each**

This course focuses on the use of the International Phonetic Alphabet in the pronunciation of German and French, as well as the phonetic symbols for sounds unique to other foreign languages, such as Eastern European language, Spanish or Scandinavian languages. Spring/odd years. *Prerequisite:* MUS 212.

**MUS 214 Junior Capstone Project/Recital 1 SH each**

This course consists of the performance of a half-hour recital in the Junior year of study. The recital program must be representative of literature for the specific instrumental/vocal, applied music concentration. *Prerequisite:* Completion of five semesters of applied music study, at least three solo performances at the MUS 113 Convocation, and successful completion of a pre-recital jury performance.

**MUS 216 Jazz & Commercial Piano I 0.5 SH each**

This course offers the jazz performer and educator an opportunity to learn to play and aurally identify standard chord progressions in major and minor keys. Fall.

**MUS 217 Jazz & Commercial Piano II 0.5 SH each**

This course offers the jazz performer and educator an opportunity to learn to play and aurally identify complex chord progressions in major and minor keys. Successful completion of this course fulfills the jazz piano proficiency. Spring. *Prerequisite:* MUS 216.

**MUS 220 Keyboard Pedagogy I 1 SH**

An introduction to the study and aesthetic of keyboard instruction. This course includes an overview of the history of keyboard pedagogy. Instructional materials and method books for beginning students will be surveyed, including materials for group instruction. Topics include learning strategies, theories and introduction to technology-assisted instructional programs. Fall. *Prerequisite:* MUS 108, MUS 109, MUS 114, and MUS 115. Offered every three years.

**MUS 221 Keyboard Pedagogy II 1 SH**

A continuation of Keyboard Pedagogy I, the study and aesthetic of keyboard instruction. This course includes a survey of instructional materials for intermediate and advanced students, including technology-assisted instructional programs. Topics include the study of the relationship between performance preparation and

teaching, the development of a personal philosophy of teaching and business practices for establishing and maintaining an independent studio. Spring. *Prerequisite:* MUS 108, MUS 109, MUS 114, MUS 115, and MUS 220. Offered every three years.

**MUS 225, 226 Keyboard Competency III & IV 0.5 SH each**

MUS 225/Fall; Mus 226/Spring. *Sophomore core Music requirement.*

**MUS 230, 231 Music History and Literature I & II 3 SH each**

A two-semester, detailed study of Western and Non-Western music from the early 17th century to the present. The courses include in-depth investigation, through listening and discussion, of stylistic elements of select music literature. MUS 230 covers the music of the early 17th century through the late 18th century. MUS 231 covers the early 19th century to the present. MUS 230/Fall; MUS 231/Spring. *Prerequisite:* Sophomore standing in a Music major or Music minor degree program. *Sophomore core Music requirement.* Competency: Information Literacy (MUS 231 Only).

**MUS 235 Jazz Improvisation I 2 SH**

A course designed for the beginning improviser to become acquainted with and develop the art of jazz improvisation. Studies will include analysis of styles and techniques of jazz greats, playing techniques and laboratory experiences with instruments and/or voice. This course will deal with modal, blues and ballad material. Fall. *Prerequisite:* MUS 109.

**MUS 236 Jazz Improvisation II 2 SH**

A course designed for the more advanced jazz improviser. Studies will include further analysis and performance laboratory experiences of more complicated forms and styles, such as latin, bop, jazz rock and fusion. Spring. *Prerequisite:* MUS 235.

**MUS 240 Survey of Recording Technology 2 SH**

This course provides students with the basic knowledge and experience required to function both in a recording studio and in a live recording environment. Students will learn about the fundamentals of sound production and reproduction, digital recording, and mixing. Fall or Spring. *Prerequisite:* MUS 118.

**\*MUS 280 Wind Ensemble\*\* 0.5 SH**

A select group of wind players. Auditions open to all students in the university. Competency: Creative Process.

**\*MUS 281 Opera Ensemble\*\* 0.5 SH**

**\*MUS 282 Guitar Ensemble\*\* 0.5 SH**

**\*MUS 283 Jazz Guitar Ensemble\*\* 0.5 SH**

**\*MUS 284\*\* Vocal Jazz Ensemble**

Competency: Creative Process

**\*MUS 287 Saxophone Quartet\*\* 0.5 SH**

This course will explore the extensive repertoire for the saxophone quartet. The study of this repertoire will prepare students for professional teaching, performance and compositional opportunities. Saxophone quartets perform both on- and off-campus each semester.

**\*MUS 288 Woodwind Quintet\*\* 0.5 SH**

**\*MUS 289 Chamber Jazz\*\* Variable**

The study of traditional and contemporary jazz through performances in small groups (quartets, quintets, etc.).

**\*MUS 290 Chamber Percussion\*\* 0.5 SH**

**\*MUS 291 Chamber String\*\* 0.5 SH**

**\*MUS 292 Chamber Brass\*\* 0.5 SH**

**\*MUS 293 Chamber Woodwind\*\* 0.5 SH**

**\*MUS 294 Chamber Singers\*\* 0.5 SH**

**\*MUS 296 Jazz Ensemble\*\* 0.5 SH** Competency: Creative Process.

**\*MUS 297 Clarinet Quartet\*\* 0.5 SH**

**MUS 298 Faculty Developed Study 1–6 SH**

**MUS 299 Student Developed Study 1–6 SH**

**MUS 311 History of Jazz 3 SH**

An in-depth study of jazz from its roots in African and American folk music, through its emergence as a popular dance music in the 1930s to its present status as an art form through the analysis and discussion of the individual artists who were prominent and essential to the process. A discussion of the cultural sources and influences of jazz is an integral part of the course. Spring/odd years. *Prerequisite:* MUS 209.

**MUS 314 Jazz Arranging 3 SH**

An advanced course in arranging and composition for large instrumental jazz ensembles. Student arrangements and compositions are performed in public by WCSU jazz ensembles each semester. Spring/even years. *Prerequisite:* MUS 112, MUS 208 and MUS 210.

**MUS 315 Jazz Pedagogy 2 SH**

This course is designed to prepare students to enter the field of music education with the skills and information necessary to organize and conduct instrumental and vocal jazz ensembles. Fall/even years. *Prerequisite:* MUS 320.

**MUS 317 Musical Form and Analysis 3 SH**

A study of the structure of representative works by composers of various stylistic periods. Fall. *Prerequisite:* MUS 209 and MUS 211.

**MUS 320 Basic Conducting 2 SH**

A study of the factors involved in the leadership of performing groups, including functions of the right and left hands and rehearsal techniques. *Prerequisite:* MUS 208 and MUS 210. Fall semester.

**MUS 321 Choral Conducting 2 SH**

A study of the techniques involved in the leadership of choral groups. Fall semesters only. *Prerequisite:* MUS 320. Spring semester.

**MUS 322 Instrumental Conducting 2 SH**

A study of more complex problems concentrating on the instrumental aspect. Instrumentation and orchestration, instruments and their transposition, scoring clef reading with the open score and conducting instrumental groups. Spring. *Prerequisite:* MUS 320.

**MUS 332 Music of the Middle Ages and Renaissance 3 SH**

A detailed study and stylistic analysis of music literature of these historical periods. Every sixth year, Spring. *Prerequisite:* MUS 230 and MUS 231.

**MUS 333 Music of the Baroque Era 3 SH**

A detailed study and stylistic analysis of 17th century music literature. Every sixth year, Spring. *Prerequisite:* MUS 230 and MUS 231.

**MUS 334 Music of the Classical Era 3 SH**

A detailed study and stylistic analysis of 18th century music literature. Every sixth year, Spring. *Prerequisite:* MUS 230 and MUS 231.

**MUS 335 Music of the Romantic Era 3 SH**

A detailed study and stylistic analysis of 19th century music literature. Every sixth year, Spring. *Prerequisite:* MUS 230 and MUS 231.

### **MUS 337 Contemporary Music 3 SH**

A course designed to investigate the relationships between the music of today and the past, in which contemporary music is viewed as a natural outgrowth of the music of earlier periods. Every sixth year, Spring. *Prerequisite:* MUS 230 and MUS 231.

### **MUS 340 Audio Production I 2 SH**

This course covers concepts dealing with the area of acoustics and psychoacoustics, as well as the technology involved in audio recording and production with projects in audio production primarily dealing with recording the human voice. Fall. *Prerequisite:* MUS 118 Music Technology.

### **MUS 341 Audio Production II 2 SH**

This course continues studies in audio production begun in MUS 340 Audio Production I, with an emphasis on sound design, music underscoring, and postproduction topics such as editing and mixing audio. Spring. *Prerequisite:* MUS 340 Audio Production I.

### **MUS 345 Copyright, Licensing, and Music Publishing 2 SH**

This course provides students with a basic understanding of current United States copyright law as well as an introduction to foreign copyright laws and practices. Topics include copyright protection, public domain, copyright infringement, mechanical rights (recorded music), and licensing. Fall/Spring. *Prerequisite:* MUS 119 Music Industry Studies.

### **MUS 350 Studio Harmony and Arranging 3 SH**

This course will introduce students to advanced harmonic theory and arranging principles, with special emphasis on arranging for studio recordings. Fundamental principles of chord/scale theory, chord progression, chord substitution, melodic construction, voicing, and part writing are covered along with various harmonization strategies. The music of relevant composers, songwriters, producers, and arrangers will be examined. By the end of the semester, students will possess the skills necessary to arrange a jazz or pop standard song for a small group consisting of 4-5 horns and rhythm section with optional electronics and vocals.

### **MUS 370 Music Industry Practicum 2 SH**

This course provides students with the opportunity to intern at a recording studio, radio station, television station, production company or similar facility to gain real-world work experience in the field. Fall/Spring. *Prerequisite:* Permission of instructor.

### **MUS 380 Senior Capstone Project/Recital 2 SH**

For performance majors this course consists of the performance of an hour recital in the Senior year of study. The recital program must be representative of literature for the specific instrument/vocal, applied music concentration. For audio and music production majors this course consists of the production of a large-scale project such as a self-produced CD, film score, multimedia production, etc. *Prerequisite:* Completion of seven semesters of applied music study and successful completion of a pre-recital jury performance or project proposal review. Competency: Culminating Experience and Writing Intensive Tier 3.

### **MUS 381 Capstone in Music 2 SH**

This course is designed to provide a culminating experience for music majors in the Bachelor of Arts degree program, by integrating aspects of their major with those of another discipline. Activities are crafted to allow students to reflect on their own professional and artistic development; to explore the role of music in society; to expatiate on their knowledge of music history; pedagogy, performance, and theory; and to synthesize the musical arts with another area of interest. Students will apply their broadening understanding of music – blended with information and experiences from another discipline – through a publicly-presented capstone project. Fall, Spring, or Summer semesters. *Prerequisite:* Permission of advisor and department chair. Competency: Culminating Experience and WRiting Intensive Tier 3.

### **\*MUS 388 Frankensax\*\* 0.5 SH**

This course will explore the advanced repertoire of the contemporary saxophone ensemble. Emphasis will be placed on music by leading contemporary composers in the jazz idiom as well as student and faculty



compositions. The study of this repertoire will prepare students for professional performance and compositional opportunities. Frankensax will perform both on- and off-campus each semester. Competency: Creative Process.

### **MUS 390, 391 Applied Music 2 SH each**

The student will study with a teacher who is highly qualified to teach performance techniques and practices on a given instrument/voice or, in the case of Audio and Music Production majors, qualified to teach studio production, composition, and post-production techniques. Weekly one-hour lessons per semester. Designed for B.S. in Music Education majors and B.M. in Audio and Music Performance majors. MUS 390/Fall; MUS 391/Spring. Prerequisite: Four semesters of MUS 180,181 and passing of Performance Barrier. Upper division core Music requirement.

### **MUS 392, 393 Applied Music 3 SH each**

The student will study with a teacher who is highly qualified to teach performance techniques and practices on a given instrument/voice. Weekly one-hour lessons per semester. Designed for Bachelor of Music degree students only. MUS 392/Fall; MUS 393/Spring. *Prerequisite:* Successful completion of four semesters of MUS 186, MUS 187 and passing of performance barrier..

### **\*MUS 396 Jazz Orchestra\*\* 0.5 SH**

This course will explore the advanced repertoire for the contemporary jazz orchestra. Emphasis will be on music by leading contemporary composers in the jazz idiom as well as student and faculty compositions. The study of this repertoire will prepare students for professional performance and compositional opportunities. The jazz orchestra is the premier jazz ensemble at WCSU and will perform both on- and off-campus each semester. *Upper-division core Music requirement.* Competency: Creative Process.

### **\*MUS 397 New Music Ensemble\*\* 0.5 SH**

This course will explore the advanced repertoire of the contemporary chamber ensemble. Emphasis will be on music by leading contemporary composers, selected music from the 20th Century, and student and faculty compositions. The study of this repertoire will prepare students for professional performance and compositional opportunities. The new music ensemble is WCSU's premiere chamber ensemble, comprised of the finest student performers and faculty artists. The new music ensemble performs both on- and off-campus each semester.

# Music Education

MED workshops involve elementary instruction and pedagogy of the instrument or instruments in their respective families. Each workshop is a full semester and is offered every semester (except woodwind).

## **MED 100 Voice 1 SH**

## **MED 102 Woodwind: Single Reed 1 SH**

## **MED 103 Brass Workshop 1 SH**

## **MED 104 World Music in the Classroom 1 SH**

This workshop focuses on authentic music from a variety of cultures, appropriate for use in elementary and middle school settings. Students will learn game-songs, dances, and recreational/social songs and rhythms, as well as accompaniments using traditional instruments. Competency: Intercultural.

## **MED 105 String Workshop 1 SH**

## **MED 106 Guitar and Ukulele Workshop 1 SH**

Guitar and Ukulele Workshop provides prospective music educators the ability to make use of the guitar and ukulele as teaching tools as well as facilitate a class in guitar and/or ukulele instruction. The course will emphasize chordal accompaniment skills, improvisation, ensemble playing, arranging, integration of technology, and lesson planning for guitar and ukulele class.

## **MED 108 Woodwind: Double Reed 1 SH**

## **MED 110 Percussion 1 SH**

## **MED 114 Guitar and Ukulele Workshop 1 SH**

Guitar and Ukulele Workshop provides prospective music educators the ability to make use of the guitar and ukulele as teaching tools as well as facilitate a class in guitar and/or ukulele instruction. The course will emphasize chordal accompaniment skills, improvisation, ensemble playing, arranging, integration of technology, and lesson planning for guitar and ukulele class. Prerequisite: Enrolled as undergraduate BA, BM, or BS-Music Education major.

## **MED 125, 126 Keyboard Competency I & II 0.5 SH each semester**

Freshman level requirement.

## **MED 206 Introduction to Music Education 2 SH**

For prospective teachers of music, this course covers the history of and present status of music in the schools, examining qualifications of music teachers, state and national music standards, and certification requirements. First-year students will begin exploring aspects of music pedagogy and will observe master teachers in the schools.

## **MED 225, 226 Keyboard Competency III & IV 0.5 SH each semester**

Sophomore level requirement.

## **MED 303 Elementary Music Methods (Grades K–6) 3 SH**

This course is designed to acquaint students with the field of elementary music education and to provide them with materials, procedures and techniques in music necessary to function in that setting. The relationship between content and method and the developmental characteristics of the learner will be stressed. *Prerequisite:* Students must meet entrance requirements for admission to professional music ed. program. Competency: Oral Communication.

## **MED 304 Elementary Professional Development School Experience 0.5 SH**

During the Music Education Professional Program, students who enroll in MED 303 Elementary Music Methods (spring semester) will complete a five-day professional development school experience during

spring break or in May. Field placements will be in the Bethel or Danbury professional development schools. Music students will work under the direction of Bethel/Danbury public school music teachers and receive supervision from WCSU Department of Music faculty members. Students will apply what they are learning in professional program music methods courses. *Corequisite*: Enrollment in the Music Education Professional Program.

### **MED 316 Arranging 2 SH**

A one-semester course designed to equip prospective music teachers with arranging skills to meet the needs and ability levels of school performing groups and classroom situations. Required of all music education majors. *Prerequisite*: MUS 209 and 211.

### **MED 320 Student Teaching 11 SH**

Each student spends a full semester (70 contact days) observing and teaching in elementary and secondary schools with trained cooperating teachers under the supervision of music education university faculty. The semester is divided into two different placements covering general music and performance areas. Student teaching is full time for one semester. *Prerequisite*: Completion of all levels of theory, piano and professional courses. See Music Department requirements for assignment to student teaching. Competency: Culminating Experience.

### **MED/ED 340 Assessment of Teaching Strategies 1 SH**

Designed to assist teacher education candidates prepare for the Beginning Educator Support and Training (BEST) Program assessment standards, this course supports CSDE documents relevant to the education of Elementary, Health, Music, and Secondary Education educators: (1) Connecticut's Common Core of Teaching [CCCT], including Discipline Based Professional Teaching Standards, (2) the CSDE Student Teacher Evaluation Instrument, based on the CCCT; and (3) the CSDE's BEST portfolio licensure requirements for Beginning Teachers [BTs], requiring knowledge of the CCCT and Discipline Based Professional Teaching Standards. INTASC principles and the CSDE Code of Professional Responsibility for Teachers also will be examined. Candidates learn how CSE standards for K-12 grade students' performance levels interface with teaching standards by applying the following documents in their field preparation: (1) Connecticut's Common Core of Learning [CCCL], focused on improving student achievement across the content and skill areas; and, (2) the CSDE's Curriculum Frameworks for grades K-12. *Prerequisite*: Admission to the professional program. *Corequisite*: student teaching. Competency: Writing Intensive Tier 3.

### **MED 353 Secondary Music Methods (Grades 7–12) 3 SH**

This course deals with middle school and senior high school music curricula: general music class, choral and instrumental ensembles, techniques, problems, literature and performance. *Prerequisite*: MED 303.

### **MED 354 Secondary Professional Development School Experience 0.5 SH**

During the Music Education Professional Program, students who enroll in MED 354 Secondary Music Methods (fall semester) will complete a five-day professional development school experience in December or January. Field placements will be in the Bethel or Danbury professional development schools. Music students will work under the direction of Bethel/Danbury public school music teachers and receive supervision from the WCSU Department of Music faculty members. Students will apply what they are learning in professional program music methods courses, demonstrating readiness for student teaching. *Corequisite*: Enrollment in the Music Education Professional Program.

### **MED 380 Music for the Elementary Classroom Teacher 3 SH**

Techniques and materials with which the non-music education major may provide musical experience for children in the elementary classroom. *Prerequisite*: Admission to elementary education. Spring semester.

# Theatre Arts

**All theater courses require attendance at specified productions.**

## **THR 100 Introduction to Theatre Production Lab FY 1-3 SH**

Designed to transition theatre arts majors into university life and into the organizational structure of theatre production, this course introduces the student to the culture and resources of the academic community while experiencing the collaborative process of play production. Presented in a lecture and lab format, students will be introduced to the values, culture and resources of the academic community while being introduced to theatre production and the inter-relatedness of scenery, lighting, costume, sound, musical accompaniment, management, marketing and performance. Lab activity requires a minimum of sixty (60) hours of supervised laboratory work in as least one of the following areas: set construction, lighting crew, costume tech, sound tech, running crew, front of house management and rehearsal and performance. Competency: First Year Navigation.

## **THR 110 Theatre Management 3 SH**

This course will provide a comprehensive overview of the different management styles and responsibilities of stage managers, company managers, production managers and house managers as related to their roles in executing a theatrical production.

## **THR 125 Design Fundamentals for Media 3 SH**

This course introduces the student of Theatrical Design and Technology, to the important fundamentals of hand drawing and design for ALL future design applications. Included in this class will be exploration of the principles of hand drawing, color theory, visual research, sensorial expression and all basic design elements as they apply to theatre scenography. It is the first in the series for theatrical design candidates. This class is open to non-majors, space permitting. Every fall semester. Competency: Creative Process.

## **THR 150 Performance Techniques: Integration of Voice & Movement 3 SH**

A beginning in-depth analysis and practice of the physical and vocal instruments based on the Linklater Method. This class is designed to remove hidden blocks that inhibit the human instrument, recondition the mind and body of the actor, and support the development of a vocal technique for effective communication both on stage and in our daily lives. Every semester.

## **THR 171 Musical Theatre Workshop 3 SH**

This course provides an introduction to the world of musical theatre through the study of both traditional and contemporary musical theatrical forms. Focus is on rehearsal techniques for the musical theatre through the performance of scenes and ensemble pieces. Script and music will be analyzed and performances developed using various techniques including improvisation. Students learn the acting concepts for transitioning from spoken word to singing, and ultimately to dance.. Historical and societal context will be explored. This class culminates in a final open rehearsal that demonstrates the student's proficiency in multiple musical theatre genres. Every semester.

## **THR 180 Introduction to Theater Arts 3 SH**

Designed for non-majors, an exploration of the way theatre both shapes and reflects society, with a critical examination of the various arts and skills involved. Study will include the various artists and technicians participating in the collaborative process of making theatre. Emphasis is on the creative function of the contemporary audience and how individuals of diverse eras and cultures have related to theatrical performance. Every semester. Competency: Creative Process.

## **THR 181 Acting I: Character Study 3 SH**

The foundations for playing a character will be explored through theatre games, improvisation and scene study. The course will explore the Stanislavski Method for actors. Emphasis will be on script analysis, performance and discussion within a studio setting. Students are required to participate in all course-related activities. Every fall semester. Competency: Creative Process.

### **THR 182 Technical Theater I 3 SH**

This is the introduction to stagecraft, lighting and sound. Using both lecture and practical application students will learn the vocabulary and skill to support technical production for the theatre. A minimum of 30 hours of supervised production work outside of the class is a requirement. Every semester.

### **THR 183 Applied Voice for BFA Musical Theatre 1 SH**

An eight semester course of private voice lessons focusing on the development of how the vocal mechanism operates as well as learning healthy, strong and musical vocal production as applied to the repertoire of the Musical Theatre Canon. Prerequisite: Acceptance by audition only into BFA Musical Theatre Program.

### **THR 201 Playmaking with Children 3 SH**

A study of the various techniques and skills associated with the practice of creative drama introduced through three main approaches: activity-based work, literature-based work/story drama, and situation-based work/process drama. Through the use of informal dramatic forms incorporating art, music, stories, games, poetry and improvisation, students will develop a practical understanding of the various skills and techniques needed to use creative drama strategies as an art form and as a teaching tool in a variety of contexts. Every fall semester. *Prerequisite:* THR 181. *Competency:* Creative Process.

### **THR 202 Technical Theater II 3 SH**

A studio course concentrating on lighting, sound and technical drawing for stage and studio. Students will work on the transformation of the script into both audio and visual presentation. Individual and group analysis of design/technical needs and solutions are presented. Every fall semester. *Prerequisite:* THR 182.

### **THR 204 Musical Theatre History 3 SH**

This course will examine the history, philosophy, and significance of one of the quintessentially American forms of performance – the musical theatre. It will explore the context of the musical in the theatre throughout history. Through readings, audio and video recordings, and live performance, this course will examine the Broadway musical from its 19th-century beginnings through the Golden Age and into present-day controversies. This course is organized to introduce the student to the history of musical theatre in the United States with particular attention to the following inquiries: What is musical theatre? How did it evolve? What are the various creative teams in musical theatre? What is the position of musical theatre in society? Consideration of how music theatre developed and reflected the cultural, social, and political landscape of its time will be explored.

### **THR 207 Dance for Musical Theatre: Jazz 2 SH**

Introductory analysis and practice of jazz for theatre performance. Students develop an understanding of fundamental jazz movement principles with strong emphasis on style, terminology, and skill preparation for musical theatre performance. May be repeated once on recommendation of instructor. *Prerequisite:* Department permission.

### **THR 208 Dance for Musical Theatre: Tap 2 SH**

Introductory analysis and practice of tap dance for theatre performance. Students develop an understanding of fundamental tap movement principles with strong emphasis on style, terminology, and skill preparation for musical theatre performance. May be repeated once on recommendation of instructor.

### **THR 209 Dance for Musical Theatre: Modern 2 SH**

Introductory analysis and practice of modern dance for theatre performance. Students develop an understanding of fundamental modern dance movement principles with an emphasis on terminology, and skill preparation for musical theatre performance. May be repeated once on recommendation of instructor. *Prerequisite:* Department permission.

### **THR 210 Stage Management 3 SH**

A study of the basic skills and responsibilities of the Stage Manager as the master link in the production chain, providing constant communication between the various specialized areas of the production. Focus will be placed on methods of communication whereby all departments are coordinated, kept current with progress and deadlines within the rehearsal process, and are coordinated when in performance. Techniques for complete documentation of all aspects of the production will be studied.

### **THR/WRT 244W Playwriting Workshop 3 SH**

See WRT/THR 244W. Competency: Creative Process.

### **THR 252 Acting for the Camera 3 SH**

An introduction to the principles and techniques of acting on camera, this course explores different techniques for work with three cameras, commercials, acting for film and acting for television. Focus is given to techniques for various camera types of auditions. Every spring semester. *Prerequisite:* THR 181.

### **THR 260 Voice and Diction 3 SH**

Extending the skills, exercises, and techniques introduced in THR 150, Performance Techniques, this course guides the student through advanced work for healthy vocal communication. It begins with a review of what is considered optimal posture and alignment, breath (including support), vibration, resonance, and articulation. The course work aims to provide a series of exercises to free, develop and strengthen the voice as a human instrument in context of human communication and as a performer's instrument. The International Phonetic Alphabet (IPA) is used as a practical tool for hearing and notating the sounds used in language. Every semester. *Prerequisite:* THR 150.

### **THR 279 History of the Theater 3 SH**

A study of the sources and contributions of the theater in the cultures of past and present world civilizations. Emphasis will be on the conventions, forces and trends which have created and given form to the theater. Covers the period from ancient to modern theater. Every fall semester.

### **THR 281 Acting II: Scene Study 3 SH**

Theory and practice in advanced techniques of character development inside the context of a scene. Study includes analysis of scene structures, styles and role study. Lecture, discussion, improvisational exploration and laboratory performance. Every fall semester. *Prerequisite:* THR 181. Competency: Creative Process.

### **THR 283 Scenic Design 3 SH**

A study of the standards, techniques and skills involved in designing scenery for stage and an application of these principles through design and development of stage design projects: drafting, sketching, visual research and rendering, will be undertaken. Students will engage in practical experience on current productions, lecture, discussion and laboratory. Every other spring semester. *Prerequisite:* THR 182 or permission of the instructor.

### **THR 284 Costume Technology for Theatre 3 SH**

Through this course, students will gain an understanding of how costumes are constructed for theatre. By way of completed costume construction projects, students will learn: basic hand and machine sewing skills, beginner draping, and construction techniques such as pattern drafting, etc. This class will also touch upon costume craft techniques of millinery, dying and novelty application. Every semester.

### **THR 286 Theatre History II 3 SH**

Theatre History II is intended to explore, chronologically, the development of theatre, as literary art and performance event, from the late 19<sup>th</sup> century to the late 20<sup>th</sup> century. The course focuses on the production of primary Western theatre in its historical, social, aesthetic, and ideological contexts. In many ways, theatre has witnessed and reflected tensions generated by the changes in human environment. Theatre has integrated itself into the social and cultural fabrics of the communities in which it exists, and its practices and artistic trends have crossed geopolitical as well as artistic boundaries. This course will explore the primary movements and developments on the western stage that continue to exert some of the most significant influences in contemporary theatre.

### **THR 289 Children's Theater Practicum 3 SH**

A study of, and a practical working in, the various aspects of children's theater, including script selection, acting styles, costuming, makeup and scene building, culminating in several productions of a children's play. In this course, children's theater is defined as presenting plays by adults for children. Lecture, discussion and laboratory. Every spring semester. *Prerequisite:* THR 181 or permission of the instructor.

### **THR 295 Musicianship for Musical Theatre I 3 SH**

This course serves as an introduction to music theory and ear training for students pursuing a BFA in Musical Theatre.

### **THR 296 Musicianship for Musical Theatre I 3 SH**

This course serves as a continuation of music theory and ear training study for students pursuing a BFA in Musical Theatre. Prerequisite: THR 295.

### **THR 297 Cooperative Education 1–6 SH**

### **THR 298 Faculty Developed Study 1–6 SH**

### **THR 299 Student Developed Study 1–6 SH**

### **THR 300 Theater Production Lab 1–3 SH**

Designed for majors with participation by non-majors by special permission. Active participation in theatre activities. Theatre Majors must earn one credit every semester, portfolio semester optional. Activity requires a minimum of sixty (60) hours of supervised, laboratory work. This course may be repeated for credit, but not more than three semester hours may be earned in one semester. First and second-year theatre arts students will rotate in scenery, lighting, costume, sound, musical accompaniment, management, company management, marketing and performance. Every semester.

### **THR 305 Dance Combination Class 1 SH**

Advanced course in dance performance and audition techniques and styles of Musical Theatre with strong emphasis on detail and elevated technical proficiency and heightened musicianship skills. Movement studies are performed to familiarize students with a variety of musical theatre dance styles. May be repeated twice on recommendation of instructor. Every semester. Prerequisite: THR 207, 208 and 209.

### **THR 306 Costume Technology II 3 SH**

This course is designed for those students who have achieved & demonstrated an understanding of the basic skills taught in Costume Technology I (THR 284). Costume Technology II will build upon these skills to expand the students' knowledge & practice of theatrical costume construction. Being a project based course, the students will learn flat pattern drafting, draping, fitting & alterations techniques as well as historical patterning & construction. This course has a lab requirement which will include work on the department's various productions. Prerequisite: THR 284.

### **THR 307 Allied Crafts in 3D for Stage 3 SH**

This course serves as an extension of techniques explored in Scenic Art and Craft [THR 383] with particular focus on allied crafts of the props artisan. This exploration in advanced techniques of stagecraft fabrication will include: casting, sculpting, upholstery, sign work, woodwork and welding as they apply to theatrical application as well as advanced scene painting techniques. Historical research and context for projects will be examined, as will be the above fabrication techniques. Emphasis will be given to context (historical research), application of techniques and craftsmanship of form. Prerequisite: THR 383.

### **THR/WRT 346W Advanced Playwriting Workshop 3 SH**

See WRT/THR 346W.

### **THR 370 Cabaret Performance 3 SH**

This course will introduce the performer to the dynamics of style in the interpretation of song lyrics and musical composition. Examples drawn upon will include classics from the American musical theater, standards from the field of popular entertainment, ballads and unique pieces associated with particular performers. Emphasis will be on performance of sung material in contrasting styles, researching the body of work of selected lyricists and/or composers and the creation of persona in the performance of musical literature. Alternate spring semesters. *Prerequisite:* THR 150, THR 181 and THR 281.

### **THR 371 Musical Theater Workshop 3 SH**

This course provides an introduction to the world of musical theater through the study of traditional musical theatrical forms. Students learn the acting concepts for transitions from spoken word to singing and then to dance. This class culminates in a final presentation that demonstrates a student's proficiency in multiple musical theater genres. Every fall semester. *Prerequisite:* THR 150, THR 181 and THR 281.

**THR 383 Methods of Scenic Art and Craft 3 SH**

This course will explore and examine the historical, developmental and fabrication techniques of faux finish decorative painting, history of decorative arts and three-dimensional properties construction. As part of this exploration, particular attention will be paid to research, identification and restoration of historical artifacts. *Every semester. Prerequisite:* THR 182 or ART 105 or ART 108 or permission of the instructor.

**THR 384 Fundamentals of Stage Lighting 3 SH**

An introduction to the theories and methods of stage and television lighting. The focus is on the use of technology and the design process. Alternate spring semesters. *Prerequisite:* THR 182.

**THR 386 Directing I 3 SH**

This course is an introduction to the theories and methods of stage lighting. The focus is on the use of technology and the design process. Alternate spring semesters. *Prerequisite:* THR 182. Competency: Critical Thinking.

**THR 387 Devised Theatre Workshop 3 SH**

An exploration of the collaborative process, students will develop and perform original work created by the group. Performance pieces will be based on a selected theme, starting with individual presentation of material and expanding to a group presentation developed through techniques of devising theatre. Utilizing methods such as improvisation, Viewpoints, spontaneous group writing, solo performance, transformation exercises, and story-telling, the class participants will focus on ensemble building, theatrical design and production, storytelling, music, media, art, movement, voice, and problem solving. *Every fall semester. Prerequisite:* THR 181 and THR 182.

**THR 388 Acting III: Period Styles 3 SH**

A studio course which focuses on the development and study of advanced acting techniques through analysis and performance of works from various theatrical periods. Scenes from each style/period will be performed and critiqued in class after lectures, analysis, discussion and historical research. *Prerequisite:* THR 181 and THR 281 and completion of 60 semester hours. Spring semester.

**THR 389 Auditioning Techniques for the Actor 3 SH**

This class will prepare the student for the auditioning process through intensive work on dramatic and comedic monologues and scenes and vocal selections appropriate to the individual skills. Students should have significant theater and vocal experience. This course is experiential with lectures, demonstrations, exercises, breakdowns, simulated auditions and field trips for real auditions. Alternate spring semesters. *Prerequisite:* THR 181 and THR 281.

**THR 390 Play Production 3 SH**

A study of the basic principles in the production of plays: play selection, casting, directing, stage designing, scenery, lighting, costuming and publicity. Alternate spring semesters.

**THR 392 Scene into Song 3 SH**

Advanced Musical Theatre workshop focusing on scene work which transitions seamlessly into traditional and contemporary musical theatre songs. Students will analyze, rehearse, and perform duets, trios, and other ensemble numbers. *Prerequisite:* THR 171 and THR 372.

**THR 402 Honors Seminar in Theater Arts 3 SH**

A colloquium to examine in depth a particular question or specific body of work in theater. The course will involve extensive reading and the presentation of a paper. May be taken twice for credit. *Prerequisite:* Invitation from the department.

**THR 490 Senior Portfolio — Theater Arts 3 SH**

With the help of a faculty advisor, students will develop a project that demonstrates their proficiency in an area of theatre arts. Areas of specialization may include, but are not limited to, design/technology, stage management, production management, performance, theatre studies or musical theatre. Each project will have a written research component and a practical application that culminates in a presentation and/or



performance that demonstrates the student's ability to grasp and utilize the techniques in their area of specialization. All projects must be approved by a faculty review panel and have final research documentation as part of the final project. A panel, or jury, of at least three full-time faculty will review and evaluate the final (portfolio) project. Prerequisite: Theatre majors, in good academic standing, who have ninety credits by the start of the semester in which the class is offered. Fall semester. Competency: Culminating Experience and Writing Intensive Tier 3.

The following courses also have been approved and are offered periodically:

*THR 163 Essentials of Oral Interpretation.*

*THR 255 Performance Techniques: Pantomimic Dramatization.*

*THR 285 Body Movement and Mime.*

*THR 363 Advanced Oral Interpretation.*

*THR 486 Directing II: Styles, Theory and Practice.*

# Graduate Studies

## Admissions

The Office of Graduate Studies offers advanced study under the direction of dedicated educators.

Students in the graduate programs benefit from a faculty whose commitment to teaching, to research, and to other professional activities has resulted in national recognition in widely varying fields. Guidance from this faculty helps strengthen the academic and professional ability of students by increasing their knowledge of a subject, improving their capacity for independent study, familiarizing them with the research in their fields and training them to conduct meaningful research of their own.

The mission of the graduate programs is not confined within the perimeters of the university. The programs also make a significant contribution to the community at large. As a result of their intense, concentrated study at Western, students are well prepared to enter society, not only as trained professionals and specialists, but also, in a wider context, as thoughtful, sensitive human beings with personal integrity and an appreciation of intellectual and political freedom.

Much of this understanding is developed in professional in-service and pre-service programs through cooperative efforts with regional businesses, industry, government, social service, and educational agencies. Western's faculty and programs are dedicated to forging and maintaining such ties through the assessment of regional needs and continual interaction with community, business, professional, and academic organizations, an interaction which also helps to refine the graduate curriculum.

Students applying for the first time should contact the Office of Graduate Studies. An appointment with a program coordinator (an advisor) will be arranged by the student as part of the admissions process. Requirements for all degree programs must be completed within a six-year period.

Western Connecticut State University is authorized by the State of Connecticut to award the degrees of Master of Science, Master of Arts, Master of Fine Arts, Master of Business Administration, Master of Science in Music Education, Master of Science in Nursing, Master of Health Administration, and Doctor of Education to candidates who have successfully fulfilled the requirements for these degrees and diplomas.

The following degree programs are offered at the graduate level:

### **Master of Science Degree Programs**

Addiction Studies

Applied Behavior Analysis

Counselor Education: School

Counselor Education: Clinical Mental Health

Education: Option in Instructional Technology

Education: Literacy and Language Arts

Education: Special Education (K-12)

Integrative Biological Diversity

Music Education

Nursing: Adult-Gerontology Clinical Nurse Specialist

Nursing: Adult-Gerontology Nurse Practitioner

Nursing: Psychiatric Mental Health Nurse Practitioner

## **Master of Arts Degree Programs**

History

Mathematics

## **Master of Fine Arts Degree Programs**

Creative and Professional Writing

Visual Arts: Painting

Visual Arts: Illustration

Visual Arts: Interdisciplinary

## **Master of Business Administration Degree**

Master of Business Administration

## **Master of Health Administration Degree**

Master of Health Administration

## **Master of Arts in Teaching Degree Programs**

Secondary Education: Biology

Secondary Education: Chemistry

Secondary Education: English

Secondary Education: Mathematics

Secondary Education: Social Studies

Secondary Education: Spanish

## **Doctor of Education Degree Programs**

Instructional Leadership

Nursing Education

## **Western Connecticut State University**

### **Graduate Admissions, Old Main 101**

181 White Street

Danbury, CT 06810

[graduateadmissions@wcsu.edu](mailto:graduateadmissions@wcsu.edu) / (203) 837-8243

### **External Programs**

The university offers bachelor-completion programs in Management (BBA) and Nursing (RN to BSN) through Western at Waterbury, located on the campus of Naugatuck Valley Community College. For more information, call (203) 596-8777.

# Directory

# Directory

## Academic Deans' Offices

**Ancell School of Business, Westside Classroom Building 376 (203) 837-8521**

**Macricostas School of Arts and Sciences, Higgins Hall 109 (203) 837-9401**

**Professional Studies, White Hall 123 (203) 837-8575**

**Visual and Performing Arts, Visual & Performing Arts Center 104 (203) 837-3222**

## Offices

**AccessAbility Services, White Hall 005 (203) 837-8225**

**Admissions, Old Main 203 (203) 837-9000**

**Alumni Relations, Old Main 302 (203) 837-8290**

**Bookstore (Midtown), Student Center, 1st Floor (203) 837-8685**

**Campus & Student Centers and Auxiliary Services, Campus Center 320 (203) 837-8415**

**Career Success Center, Westside Campus Center 300 (203) 837-8263**

**Center for Student Involvement (CSI), Student Center 227 (203) 837-8214**

**Cashiers', Old Main 106 (203) 837-8381**

**Child Care Center, Kathwari Honors House (203) 837-8733**

**Counseling Center, Student Center 222 (203) 837-8690**

**Enrollment Services, Old Main 206 (203) 837-8000**

**Financial Aid and Student Employment, Old Main 105 (203) 837-8580**

**Graduate Studies, Old Main 101 (203) 837-8244**

**Health Service, Litchfield 128 (203) 837-8594**

**Housing & Residence Life, Newbury Hall 105 (203) 837-8531**

**Human Resources, University Hall 115 (203) 837-8662**

**Library, Haas (Midtown) (203) 837-9100**

**Library, Robert S. Young (Westside) (203) 837-9139**

**Police, Three Roberts Avenue (203) 837-9300**

**Registrar, Old Main 102 (203) 837-9200**

**Student Affairs, Old Main 306 (203) 837-9700**

**Substance Abuse & Prevention, Student Center 211 (203) 837-8898**

**Western at Waterbury, Founders Hall (203) 596-8777**

**For all numbers not listed (203) 837-8200**

# FACULTY & STAFF

**John B. Clark** President

## Office of the President Senior Staff

**Mary S. Alexander** Provost & Vice President for Academic Affairs

**Keith Betts** Vice President for Student Affairs

**Beatrice Fevry** Chief Financial Officer for Finance & Administration

**Lynne LeBarron** Interim Associate Vice President for Institutional Advancement

**Luigi Marcone** Chief Facilities Officer and Associate Vice President for Campus Planning

**Jay Murray** Associate Vice President for Enrollment Services

**Fred Cratty** Chief Human Resources Officer

**John DeRosa** Director of Information Systems

**Rebecca Woodward** Digital Innovation Officer

**Jesenia Minier-Delgado** Chief Diversity Officer

**Paul Steinmetz** Director of Public Affairs and Community Relations

**Walter E. Cramer** Dean, Student Affairs

## Academic Deans

**Michelle Brown** Dean, Macricostas School of Arts and Sciences

**David Martin** Dean, Ansell School of Business

**Joan Palladino** Interim Dean, School of Professional Studies

**Brian Vernon** Dean, School of Visual and Performing Arts

# FACULTY & STAFF

### **Clark, John B.**

President; B.A., Providence College; M.P.A., City University of New York, John Jay College of Criminal Justice; M.A., Fordham University; M.A., New York University; Ed.D., Teachers College, Columbia University.

### **Abate, Ellen**

Associate Professor, Nursing; B.S., Mt. St. Mary College of Nursing; M.A., New York University; Ed.D., Columbia University.

### **AbouElgheit, Emad**

Associate Professor, Marketing, B.S., Alexandria University; M.B.A., Arab Academy for Science, Technology and Maritime Transport; Ph.D., International School of Management.

### **Alexander, Charles**

Director of Judicial Affairs, Student Affairs; B.S., M.S., Iona College.

**Alexander, Mary S.**

Provost & Vice President for Academic Affairs, Academic Affairs; B.A., M.A., Hunter College; Ph.D., New York University.

**Algarin, Peter**

Athletic Trainer 4, Intercollegiate Athletics; B.S., Southern Connecticut State University; M.H.A., Western Connecticut State University.

**Alizadeh, Mohsen**

Assistant Professor, Division of Justice and Law Administration; M.A., J.D., Azad University; M.Phil., City University of New York; M.A., Ph.D., CUNY, John Jay College of Criminal Justice.

**Allen, Mark**

Professor, Head Athletic Trainer, Intercollegiate Athletics; B.S., Westfield State College; M.S., Southern Connecticut State University.

**Allocco, Katherine**

Professor, History & Non-Western Culture; B.A., Oberlin College; M.A., University of North Carolina; Ph.D., University of Texas.

**Aloni, Maya**

Associate Professor, Psychology; B.A., University of Toledo; M.A., Ph.D., University of Buffalo.

**Ames, Scott**

Associate Athletic Director, Intercollegiate Athletics; B.S., Southern Connecticut State University.

**Arslan, Hasan**

Associate Professor, Division of Justice and Law Administration; J.D., Marmara University Law School; Ph. D., Sam Houston State University.

**Assenza, Pauline**

Professor, Management; B.A., Connecticut College; M.A., University of New Haven; D.P.S., Pace University.

**Aspras, Irene, CSU Administrative Assistant**

CSU Administrative Assistant, Facilities

**Astrup, Margaret**

Professor, Music & Music Education; B.M. Concordia College; M.M. University of Wisconsin; M.M.E., Ed. D., Columbia University Teachers College.

**Augenbraun, Deborah**

Assistant Counselor, Counseling Center; B.A., Fairfield University; M.A., Columbia University; Psy.D., Antioch University New England.

**Balk, Ethan E.K.**

Assistant Professor, Health Promotion & Exercise Science; B.S., M.S., Florida State University; Ph.D., Ohio State University.

**Baluha, Daniel R.**

Associate Professor, Chemistry; B.S., Central Connecticut State University; Ph. D., University of Maryland

**Bakhtiarova, Galina**

Professor, World Languages & Literature; B.A., M.A., Moscow Linguistic University; M.A., Ph.D., University of Southern California.

**Bandhauer, Carina A.**

Professor of Sociology, Social Sciences; B.S., University of California, Riverside; M.A., California State University; Ph.D., SUNY at Binghamton.

**Barone, J.C.**

Professor, Communication; B.A., Hofstra University; M.S., Syracuse University; Ph.D., University at Albany.

**Bartolo, Patricia**

Assistant Payroll Coordinator, Fiscal Affairs; B.S., Siena College.

**Barrett, Daniel W.**

Professor, Psychology; B.A., Wesleyan University; M.A., Ph.D., Arizona State University.

**Barton, Nancy B.**

Coordinator of Institutional Advancement, Institutional Advancement; B.S., Southern Connecticut State University; M.S., Western Connecticut State University.

**Battista, Tammie L.**

Associate Director – Accounts Payable, Fiscal Affairs; B.B.A., Western Connecticut State University.

**Baywood, Sarah A.**

Payroll Coordinator, Fiscal Affairs; B.S., Teikyo Post College.

**Bazan, Stanley**

Professor, Management; B.S., Western New England College; M.B.A., Ph.D., University of Connecticut.

**Begian, John**

Associate Professor, Music & Music Education; B.M., Hartt School of Music, University of Hartford; M.M., Manhattan School of Music.

**Bencosme, Yageysa**

Assistant Degree Auditor, Registrar's Office; B.A., Western Connecticut State University.

**Bennett, Diane M.**

Assistant Professor, Nursing; B.S.N, Beth-El College of Nursing; M.S.N, University of Hartford.

**Betts, Keith**

Vice President for Student Affairs, Student Affairs; B.S., Nottingham Trent University; B.S., Lockhaven University; Ed.D., MBA, The George Washington University.

**Blanset, Rachel**

Assistant Director, Academic Advisement, A.S., Hillborough Community College; B.S., University of South Florida; M.S., Kansas State University

**Boily, Patrice**

Professor, Biology & Environmental Sciences; BSc., Universite de Sherbrook; Ph.D. University of Guelph.

**Boyle, James P.**

Associate Professor, Physics, Astronomy & Meteorology; B.S., Purdue University; M.S., Ph.D., University of Wisconsin.

**Boyle, Peggy**

Assistant Director of Human Resources – Recruitment, Human Resources; B.B.A., M.H.A., Western Connecticut State University.

**Brewer, Adam**

Associate Professor, Education & Educational Psychology; B.S., West Virginia University; M.A., Ph.D., University of Kansas.

**Bricker, Lynn A.**

Capital Budget Fiscal Administrator, Facilities Planning & Engineering.

**Bridges, Kimberlee-Ann**

Assistant Professor, Nursing; B.S., Sacred Heart University; B.S.N., M.S.N., Fairfield University.

**Brower, Jay**

Professor, Communication; B.A., California State University; M.S., Ph.D., Southern Illinois University.



**Brown, Bryan**

Application Administrator, Information Technology & Innovation; B.B.A., M.A., Ed.S., James Madison University

**Brown, Daryle**

Professor, Nursing; B.S.N., Kent State University; M.A., M.Ed., Ed.D., Columbia University.

**Brown, Michelle**

Dean, Macricostas School of Arts & Sciences; B.S., M.A, James Madison University; Ph.D., University of Maryland.

**Budnick, Elise**

Coordinator of Academic Support, Ansell School of Business; B.A., M.A., University of Connecticut.

**Burke, Janet**

Professor, Education & Educational Psychology; B.A., CUNY Lehman College; M.A., Columbia University; Ed.D. Wayne State University.

**Burnard, Kevin J.**

Assistant Professor, Management; B.Eng., Ph.D., Loughborough University.

**Burns, David R.**

Professor, Mathematics; B.S., Western Illinois University; M.S., Ph.D., North Dakota State University.

**Callaghan, Marjorie S.**

Professor, Music & Music Education; B.A., Gettysburg College; M.M., Hartt School of Music; D.M.A., Manhattan School of Music.

**Camacho, Ivelisse**

Assistant Director, Financial Aid & Student Employment; B.A., M.P.A., John Jay college of Criminal Justice.

**Campbell, Eileen**

Associate Professor, Nursing; A.D., Hostos Community College, B.S.N., Lehman College, M.S., Ed.D., Western Connecticut State University.

**Canada, Theresa**

Professor, Education & Educational Psychology; B.A., University of Rochester, M.A., M.Ed., Columbia University; Ed.D., University of Rochester.

**Cardonsky, Darby**

Associate Professor, Art; B.A., College of Mt. St. Vincents; M.A., Hunter College.

**Caruso, Jr., John**

Professor, Education & Educational Psychology; B.A., M.A., Ph.D., University of Connecticut; M.A., The George Washington University; M.S., M.S., P.E.D., Southern Connecticut State University.

**Carvalho, Isabel**

Director, Advisement Advisement, B.A., Western Connecticut State University.

**Case, Mark R.**

Director, Administrative Services; B.S., Fairfield University, M.B.A., University of New Haven.

**Casinelli, Daniel**

Director, Facilities Planning & Engineering; B.A., B.S., New York Institute of Technology.

**Cavanagh, Ryan**

Men's Lacrosse Head Coach, Athletics; B.A., M.S., State University of New York.

**Cazorla, Michele**

Assistant Director of Human Resources – Benefits Administration, Human Resources; B.S.; Manhattan College.

**Cefaloni, Angelo**

Digital Systems Integrator – Information Technology & Innovation, B.S., Western Connecticut State University

**Chappell, Michael**

Professor, English; B.A., University of Illinois; M.A., University of Massachusetts; Ph.D., Fordham University.

**Christofi, Stavros**

Professor, Mathematics; B.Sc., University of California at Berkeley; M.Sc., M.Sc., Ph.D., Brown University.

**Chuang, Ming Ling**

Professor, Management; B.A., University of Oregon; M.A., Ph.D., Florida Institute of Technology.

**Ciarleglio, Anthony**

Director of Cooperative Education, Career Success Center; B.A., University of Connecticut; M.S.A., Western Connecticut State University; Ed.D., Southern Connecticut State University.

**Cibery-Schaab, Deanna**

Director, Access Control and One-Card Services, WestConnect Card Office; B.A., M.S., Western Connecticut State University.

**Clements, Brian N.**

Professor, Writing, Linguistics & Creative Process; B.A., Southern Methodist University; M.A., Ph.D., SUNY at Binghamton.

**Coffman, Daniel M.**

Assistant Professor, Computer Science; B.S., Yale University; Ph.D., California Institute of Technology.

**Colaianni, Denise**

Assistant Professor, Health Promotion & Exercise Science; B.S.N., City College of New York; M.A., New York University.

**Collar, Emilio Jr.**

Professor, Management Information Systems; B.B.A., M.S., Pace University; Ph.D., University of Colorado at Boulder.

**Connally, Neeta Pardonani**

Associate Professor, Biology; B.S., Louisiana Tech University; M.S., Tulane School of Public Health & Tropical Medicine; Ph.D., University of Rhode Island.

**Connor, Roger**

Chief of Police, University Police; A.A.S, Mattatuck Community College.

**Cook, Jill M.**

Aquatics Director/Head Women's Swim Coach, Intercollegiate Athletics; B.S., Springfield College; M.S., Central Connecticut State University.

**Cooke, Ryan**

Assistant to the Director of Housing/Resident Director, Housing and Residence Life; B.A., Western Connecticut State University, M.A.Ed., Post University.

**Cordeira, Joshua**

Associate Professor, Biology; B.S. Stonehill College; Ph.D., Tufts University School of Medicine.

**Coronel, Jessica**

Assistant Director, Pre-Collegiate & Access Services; B.S. Western Connecticut State University.

**Corzo, Richard**

Programmer Specialist/Web Developer, Information Technology & Innovation; B.S., Case Western Reserve University; M.S., University of California, Berkeley.

**Cowan, Justin**

Assistant Professor, Theatre Arts; B.A., M/M., D.M.A., University of North Carolina at Greensboro

**Cox, Colleen**

Instructional Design Coordinator, Professional Studies; B.A., State University of New York.

**Cox, Maranda**

Assistant to the Director/Resident Director, Housing & Residence Life; B.A., Western Connecticut State University.

**Cragan, Kaleigh**

Admissions Representative, Admissions; B.A., Western Connecticut State University

**Cramer, Walter E.**

Dean, Student Affairs; B.A., University of Pittsburgh; M.M., Indiana University School of Music; Ed.D., Nova Southeastern University.

**Cratty, Frederic**

Chief Human Resources Officer, Human Resources; B.B.A., M.H.A., Western Connecticut State University.

**Crowley, Caitlin**

Assistant Director, Intercollegiate Athletics, B.A., M.S., University at Albany

**Crucitti, Thomas W.**

Director of Alumni Relations, Institutional Advancement; B.S., Western Connecticut State University.

**Cumella, Patricia J.**

Assistant Professor, Nursing; B.S., State University of New York; M.S., Adelphi University.

**Cunningham Foster, Jennifer**

CSU Administrative Assistant, Academic Affairs; B.S., Colorado Technical University; M.B.A., Western Connecticut State University.

**Custer, Kelli**

Associate Professor, Writing, Linguistics & Creative Process, B.A., M.A., Idaho State University; Ph.D. Indiana University of Pennsylvania.

**Dalessio, Linda**

Associate Professor, Nursing; B.S. Regents College; M.S. Quinnipiac University; A.C.N.P., Saint Louis University School of Nursing.

**Dalton, Stuart**

Associate Professor, Philosophy & Humanistic Studies; B.A., Brigham Young University; M.A., Villanova University; Ph.D., Emory University.

**Daria, Marsha**

Professor, Education & Educational Psychology; B.A., Columbia College; M.Ed., University of North Texas; Ph.D., Texas Woman's University.

**D'Aries, Anthony**

Assistant Professor, Writing, Linguistics & Creative Process; A.A., Farmingdale State College; B.F.A., Emerson College; M.F.A., University of Southern Maine.

**Davin, Sarah**

Assistant in Human Resources, Human Resources; B.A., Quinnipiac University; M.A., Trinity College.

**Davis, Jane S.**

Assistant Director, Fiscal Affairs; B.S., SuZhou Medical College; B.B.A. Western Connecticut State University.

**Dawson, Dennis W.**

Professor, Physics, Astronomy & Meteorology; B.S., Indiana University; Ph.D., New Mexico State University.

**Dease, Mary-Ann V.**

Director of Financial Planning & Budgets, Finance & Administration; B.B.A., M.B.A., Iona College.

**DeFeo, William**

Associate Professor, Justice and Law Administration; B.A., Iona College; M.A., Fordham University; J.D., Pace University Law School.

**Delcourt, Marcia A.**

Professor, Education & Educational Psychology/ Coordinator of Ed.D. Program; B.S., Bloomsburg State University; M.A., Ph.D., University of Connecticut.

**De Los Santos, Oscar**

Professor, Writing, Linguistics & Creative Process, B.A., Corpus Christi State University; M.A., Ph.D., Ohio State University.

**Dennis, Daryle**

Assistant Dean – Office of Intercultural Student Affairs; Student Affairs; B.S., Western Connecticut State University.

**DeRonck, Nicole G.**

Associate Professor, Education & Educational Psychology; B.A., Gettysburg College, M.S., SUNY Albany; Ed.D., Central Connecticut State University, Ph.D., University of Connecticut.

**DeRosa, John**

Interim Chief Information Officer, Information Systems; B.A., CUNY Brooklyn College.

**Devine, Rebecca A.**

Card Systems Administrator, WestConnect Card Office; B.A. Ithaca College.

**DiBona, Russell**

Access & Security Technician, WestConnect Card Office;

**DiCarro, Christina**

Assistant Librarian, Library Services; B.A., M.L.S., University of North Texas.

**Diot, Rebecca A.**

Learning Management System Administrator, Information Technology & Innovation; B.B.A., M.B.A., Western Connecticut State University.

**Doherty, Mary Ellen**

Professor, Nursing; B.S., Mount Saint Mary College; M.S., Rutgers University College of Nursing; C.N.M., University of Medicine and Dentistry of New Jersey; Ph.D., University of Rhode Island, College of Nursing.

**Doiron, Matthew R.**

Assistant Professor, Music; B.M., Keene State College; M.A., Southern Oregon University; D.Phil., Eastman School of Music, University of Rochester.

**Donegan, James J.**

Professor, Accounting; B.A., CUNY; M.A., M.B.A., CUNY, Bernard M. Baruch College, Ph.D., University of Arizona.

**Donnelly, Susan E.**

Assistant Degree Auditor, Registrar's Office; A.S., B.B.A., Western Connecticut State University.

**Drozdenko, Ronald G.**

Professor, Marketing; B.A., Western Connecticut State University, M.A., Ph.D., University of Missouri, Columbia.

**Duffy, Jennifer**

Professor, History & Non-Western Culture; B.A., College of Mount Saint Vincent; M.A., Fordham University; M.Phil., New York University; Ph.D., New York University.

**Dugal, Mohinder**

Professor, Management; B.Sc., Panjab Engineering College, Ph.D., University of Pittsburgh.

**Dwyer, Terrence P.**

CSU Professor, Justice & Law Administration; B.A., Fordham University; J.D., Pace University School of Law.

**Eckstein, Jessica J.**

Professor, Communication; B.A., University of Nebraska; M.A., University of Montana; Ph.D., University of Illinois at Urbana – Champaign.

**Eddy, Lauren**

Tutoring Resource Center Coordinator, Library Services; B.A., M.S., Central Connecticut State University

**Eisenson, Robert N.**

Associate Professor, Physics, Astronomy and Meteorology; B.S., Cornell University; M.S., University of Utah.

**Esposito, Jason**

IT User Services Manager, Information Technology & Innovation; B.S., SUNY at Binghamton.

**Favale, Amanda**

Associate Director of Financial Aid & Student Employment; Student Financial Services; B.S. Western Connecticut State University.

**Feller, Lauren E.**

Associate Registrar-Student Academic Records, Registrar's Office; B.A., Western Connecticut State University; M.S., Central Connecticut State University.

**Ferguson, Donald**

Head Women's Volleyball Coach, Intercollegiate Athletics; B.A., Rivier College.

**Fevry, Beatrice**

Chief Financial Officer, Finance & Administration; A.S., Tunxis Community College; B.S., Central Connecticut State University; M.B.A., University of Connecticut

**Flynn, Jennifer E.**

Associate Professor, Management Information Systems; B.B.A., Western Connecticut State University; M.B.A., DProf., Pace University.

**Forbes, Linda**

Professor, Management; B.S., Rollins College; M.A., Ph.D., University of South Florida.

**Fuchs, Thomas W.**

Programmer Specialist, University Computing; B.A., Western Connecticut State University.

**Gadkar-Wilcox, Wynn W.**

Professor, History & Non-Western Cultures; A.B., University of California; M.A., Ph.D., Cornell University.

**Gagnier, Christian**

Assistant Director of Media Services, Information Technology & Innovation; B.A., Western Connecticut State University.

**Gagnon, Donald P.**

Professor, Theatre Arts; B.A., University of Florida; M.A., University of Central Florida; Ph.D., University of South Florida.

**Galli-Debicella, Alexandra Lorena**

Assistant Professor, Management; B.S., M.B.A., Quinnipiac University; Ph.D., University of Massachusetts.

**Gallucci, Nicholas**

Professor, Psychology; B.A., Vanderbilt University; M.A., Ph.D., University of Louisville.

**Galtieri, Margaret**

Network Infrastructure Services Administrator, Information Technology & Innovation; B.B.A., M.B.A., Western Connecticut State University.

**Ganchev, Gancho F.**

Professor, Computer Science; B.S., M.S., Ph.D., Czech Technical Institute.

**Ganon, Michele W.**

Professor, Accounting; B.S., Lehman College; M.B.A., Bernard Baruch College, Ph.D., University of Arizona.

**Gauvin, Keith R.**

Registrar, Registrar's Office; B.A., M.A., Norwich University.

**Gee, Bernard**

Associate Professor, Psychology; B.A., B.S., San Jose State University; M.S., Ph.D., University of Rochester.

**Gegeny, Mark**

Associate Director of Events & Conference Management; B.S., M.A. Western Connecticut State University.

**Giamanco, Kristin A.**

Assistant Professor, Biological and Environmental Services; B.A., Bryn Mawr College; Ph.D., SUNY – State University of New York – Upstate Medical University.

**Gleason III, Edward G.**

Environmental Health & Safety Assistant; Environmental & Facilities Services; B.S., Central Connecticut State University.

**Gomez, Eric**

Visual & Performing Arts Center Coordinator; School of Visual & Performing Arts; B.A., Western Connecticut State University.

**Gong, Xiaomei**

Librarian, Library Services; B.A., Nanjing Normal University; M.L.S., Wayne State University; M.B.A., Western Connecticut State University.

**Gonzalez, Cristina**

Billing Administrator, Cashier's Office; B.A., Western Connecticut State University.

**Govardhan, Anam**

Professor, English; B.A., M.A., Ph.D., University of Madras, India; Ph.D., Northern Illinois University.

**Gramesty, Jena**

Admissions Representative, Admissions, B.S., Western Connecticut State University.

**Grandas Hernandez, Carlos**

Assistant to the Director of Fiscal Affairs, Fiscal Affairs; B.A. Western Connecticut State University.

**Grant, Thomas**

Math Emporium & Clinic Coordinator, Mathematics; B.S., University of Virginia; M.A., Appalachian State University.

**Greco, Nicholas**

Professor, Chemistry; B.S. Stonehill College; M.S., Ph.D., University of California, San Diego.

**Greene, James**

Associate Professor, Music & Music Education; B.M., University of Hartford; M.M., Boston University.

**Griffin, Maribeth**

Director of Housing & Residence Life for Programs and Staff; B.A., Bowling Green State University; M.A., Western Connecticut State University.

**Gunter, Rée LeBlanc**

Director, Counseling Center; B.A., Hampton University; M.S., Ph.D, Pennsylvania State University

**Gustafson, Robin C.**

Associate Professor, Psychology; B.A., M.A., M.Phil., Bennington College; Ph.D., Columbia University.

**Gutzman, Kevin R.C.**

Professor, History; B.A., J.D., M.P.Aff., University of Texas at Austin; M.A., Ph.D., University of Virginia.

**Guzda, Jacqueline**

Associate Professor, Communication & Media Arts; B.A., Upsala College; M.A., University of Maryland; Ph.D., European Graduate School.

**Haensch, Nancy**

Director, Health Services; B.M., Indiana University; B.S., Virginia Commonwealth University; M.S., Western Connecticut State University.

**Hagan, Edward**

CSU Professor, Writing, Linguistics & Creative Process; B.A., Fordham University; M.A., Ph.D., SUNY at Stony Brook.

**Hall, Becky Eide**

Professor, Mathematics; B.S., M.A., Western Connecticut State University; D.Phil, Wesleyan University.

**Han, Xiaoqi**

Professor, Marketing; B.A., Shanghai International Studies University; M.A., Marquette University; Ph.D., University of Cincinnati.

**Harkin, Amanda**

Assistant Director, Financial Aid & Student Employment; B.F.A., Rochester Institute of Technology; M.A., University of Delaware.

**Harris, Deneen M.**

Associate Professor, Social Work; B.S., B.S., M.S., Southern Illinois University; Ph.D., University of Alabama.

**Harrison, Alex**

Head Coach – Women’s Soccer, Intercollegiate Athletics; B.A., Western Connecticut State University.

**Hawkins, Stacey**

Professor, World Languages and Literature; B.A., University of Illinois; M.A., Ph.D., University of Wisconsin-Madison.

**Hayajneh, Yaseen**

Associate Professor, Management; B.S., M.S., Jordan University of Science and Technology; Ph.D., University of Iowa.

**Hayes, Senan**

Professor, Mathematics; B.A. Assumption College; M.A., M.Phil., Teachers College, Columbia University; Ph.D., Teachers College, Columbia University.

**Haynes, Greg**

Assistant Professor, Music; B.A., B.A., M.M., University of Georgia; D.Mus., University of Kansas.

**Hegel-Cantarella, Christine**

Associate Professor, Social Sciences; B.F.A., Webster University; M.Phil., Ph.D., City University of New York (CUNY).

**Herbert, Frank**

Professor, Theater Arts; B.A., Western Connecticut State University; M.F.A., Sarah Lawrence College.

**Heredia, Anna-Maria**

Assistant Director, Financial Aid & Student Employment; B.S., Western Connecticut State University; M.S., Central Connecticut State University; Ed.D., Arizona State University.

**Hill, Sherri**

Associate Director of Public Relations, University Relations; B.S. Syracuse University.

**Hirshfield, L. Russell**

Professor, Music & Music Education; B.M., Eastman School of Music; M.M., Boston University; D.M.A., University of Colorado.

**Housemann, Robyn A.**

Professor, Health, Promotion & Exercise Sciences; B.S. University of Rhode Island; M.P.H., Ph.D. St. Louis University.

**Howard, Tim**

Assistant Professor, Theatre Arts; B.A, Baldwin Wallace University.

**Huang, Carol Chinwen**

Associate Professor, Finance; B.A., National Chung Hsing University; M.S., St. Louis University; Ph.D., City University of New York.

**Hull, Andrew**

Nursing Stimulation Coordinator, Nursing; B.A., M.S., Western Connecticut State University.

**Hull, Patrick**

Athletic Trainer, Intercollegiate Athletics, B.A., Fairmont State College.

**Hunter, Julie**

Assistant Librarian, Library Services, B.A., University of Maine; M.S. Pratt Institute

**Isaacs, Kevin**

Professor, Music & Music Education; B.M., M.M., Texas Christian University; A.Mus. D. University of Arizona.

**Ivanov, Todor Filipov**

Professor, Computer Science; M.Sc., Czech Technical University, Ph.D., University of Chemical Technology & Metallurgy.

**Jiang, Xiaowen**

Associate Professor, Accounting; B.S., Xi'an Jiaotong University; M.S. Southwestern University of Finance and Economics; D.B.A, Boston University.

**Jimenez, L. Fernando**

Professor, Music & Music Education; B.M., Baylor University; M.M., Duquesne University, D.M.A. Peabody Conservatory.

**Joel, William**

Professor, Computer Science; B.S., St. John's University; M.S., Polytechnic Institute of New York; Ph.D., Syracuse University.

**Jones, Kevin**

Assistant Football Coach, Intercollegiate Athletics; B.A., Central Connecticut State University; M.Ed., University of Minnesota.

**Johnson, Julianne**

Systems Manager, Information Technology & Innovation; B.S., Syracuse University.



**Jordan, Kathleen Casey**

Professor, Justice & Law Administration; B.A., University of Tulsa; M.A., City University of New York; Ph.D., CUNY: John Jay College of Criminal Justice.

**Kain, George**

Professor, Justice & Law Administration; B.S., M.S., Western Connecticut State University; Ph.D., CUNY: John Jay College of Criminal Justice.

**Kenausis, Veronica**

Associate Dean of Library Services and Academic Success Programs, Library Services; B.S., Georgetown University; M.L.S., Southern Connecticut State University.

**Keys, Truman**

Professor, Communication; B.S., University of Illinois; M.A. DePaul University; Ph.D., Howard University.

**Khoo, Rondall Boohock**

Associate Professor, Psychology; B.S., Southwestern Oklahoma State University; M.S., Ph.D., Pennsylvania State University.

**Kinnane, Debra L.**

Assistant Director, Planning & Engineering; A.S. Berkely College White Plains; B.B.A., Western Connecticut State University.

**Koschel, Kevin M.**

Property Control & Mail Services Manager, Administrative Services; B.B.A. Western Connecticut State University.

**Koukopoulos, Pano**

Director of Emergency Management, Facilities Operations; B.S., Northeastern University; M.A. Western Connecticut State University.

**Koza, Karen L.**

Professor, Marketing; B.A., Massachusetts College of Liberal Arts; M.B.A., Clark University; D.B.A. Boston University.

**Kraybill, Jess**

Assistant Professor, Psychology; B.A., Earlham College, M.S., Ph.D., Virginia Tech.

**Kroll, Rainer**

Assistant Professor, Division of Justice & Law Administration; B.A., M.A., John Jay College; M.Phil., Ph. D., CUNY.

**Kulberg, Nicole**

Associate Director, Admissions; B.B.A., Western Connecticut State University.

**Kuther-Martell, Tara**

Professor, Psychology; B.A. Western Connecticut State University; M.A., Ph.D., Fordham University.

**Laedke, Christine A.**

Associate Director, Events & Conference Management; B.A., Western Connecticut State University.

**Lagano, Vincent**

PC Maintenance Technician, Information Technology & Innovation.

**LaPorta, Thomas D.**

Assistant Director of Advisement, Academic Advisement Center; B.S., Eastern Connecticut State University.

**Larson, Laurel**

Associate Professor, Music; B.M. Oberlin Conservatory of Music; M.M. Shepard School of Music at Rice University; D.M.A. University of South Carolina.

**Lawlor, Sharon**

Coordinator of Substance Abuse Programs, Student Affairs; B.A., M.P.H., University of Connecticut.

**LeBarron, Lynne**

Director, Institutional Advancement; B.S., Cornell University.

**Leddy, Brendan**

Associate Director of Facilities Operations, Environmental Facilities & Services.

**Lee, Carlton**

Associate Director, Admissions; B.A., New Hampshire College; M.S., Southern Connecticut State University.

**Lessor, Gary**

Assistant to the Director, Meteorological Studies and Weather Center; B.S., Central Connecticut State University.

**Leszko, Dennis P.**

Director, Center for Student Involvement; B.A., Western Connecticut State University; M.A., Sacred Heart University.

**Lever-Mazzuto, Katie M.**

Professor, Communication; B.A., Binghamton University; M.S., Ithaca College; Ph.D., Rutgers University.

**Levy, Heather**

Professor, English; B.A., Saint Francis Xavier University; M.A., Concordia University; Ph.D., Binghamton University.

**Lewis, Michael**

Assistant Professor, Writing, Linguistics & the Creative Processes; B.A., University of Maryland; M.A. Oregon State University; Ph.D., University of Wisconsin-Milwaukee.

**Lightwood, Samuel**

Associate Professor, Mathematics; B.S., M.A., University of Alaska; M.S., Western Washington University; Ph.D., University of Maryland.

**Lin, Jessica**

Assistant Director, Administrator III, Kathwari Honors Program & Center for Compassion, Creativity & Innovation; B.A., Western Connecticut State University.

**Lindenauer, Leslie J.**

Professor, History & Non-Western Cultures; A.B., Brown University; M.A., Ph.D., New York University.

**Ljongquist, Derek**

System Administrator, Information Technology & Innovation; B.S., Central Connecticut State University.

**Lomas, Gabriel**

Professor, Education & Educational Psychology; B.A., University of Texas at San Antonio; M.A., Gallaudet University; Ph.D., Sam Houston State University.

**Loth, Joseph J.**

Head Football Coach, Intercollegiate Athletics; B.A., M.B.A., Otterbein University.

**Loughran, Sean C.**

Associate Vice President, Finance and Administration; B.S., Niagra University; M.B.A., University of Connecticut.

**Lubell, Amanda**

Assistant Professor, Mathematics; B.S., Adelphi University; M.A., Ph.D., University of Maryland, College Park.

**Lukenovich, Paul**

PC Maintenance Technician, Information Technology & Innovation; A.S., Pace University.

**Lumbantobing, Rotua**

Associate Professor, Social Sciences; B.S., University of Indonesia; M.B.A., University of Rochester; M.R., Ph.D., North Carolina State University.

**Lupinacci, Jeanette**

Associate Professor, Nursing, B.S., Quinnipiac University; M.S., Western Connecticut State University; Ed.D., University of Hartford.

**Lynch, Kenneth S.**

Access Control & Security Specialist, WestConnect Office; B.B.A., M.B.A., Western Connecticut State University.

**Maida, Paula J.**

Professor, Mathematics; B.A., M.A., SUNY at Potsdam; Ph.D., The American University.

**Malavisi, Anna Maria**

Assistant Professor, Philosophy; RN., Royal Melbourne Hospital; B.S., La Trobe University; MHID, Flinders University of South Australia; Ph.D., Michigan State University.

**Manes, R. Averell**

Professor of Political Science, Social Sciences; B.A., McGill University; M.A., Ph.D., Syracuse University.

**Manenté, Debra**

Associate Director, Career Services; B.A., Central Connecticut State University; M.Ed., Cambridge College.

**Marcone, Luigi**

Chief Facilities Officer & Associate President for Campus Planning, Environmental & Facilities Services; B.A., Pace University; M.S., CUNY Hunter College.

**Marino, Kim**

Associate Professor, Justice & Law Administration; B.A. Southern Vermont college; M.S., Long Island University, CW. Post Campus; Ph.D. CUNY John Jay College.

**Mariotti, Davide**

Assistant Professor, Education & Educational Psychology; B.A., Carlo Bò University of Urbino; M.S., European School of Professional Counseling; Ph.D., Old Dominion University

**Martin, David**

Dean, Ansell School of Business; B.A., Long Island University; M.B.A., Western Illinois University; Ph.D., Saint Louis University.

**Mason, Ronald**

Director, Housing & Residence Life; A.B.A., B.S., M.S., State University of New York College.

**May, Martha**

Professor, History & Non-Western Cultures; B.A., Virginia Commonwealth University; M.A., Ph.D., SUNY at Binghamton.

**Mazza, Lori R.**

Director of Intercollegiate Athletics, Intercollegiate Athletics; B.S., Lock Haven University; M.S., East Stroudsburg University.

**Mazza, Mary**

Associate Controller, Fiscal Affairs; B.S., Western Connecticut State University.

**McDaniel, Pamela**

Professor, Theater Arts; B.A., Northwestern State University; M.F.A., University of Texas–Austin; M.A., Oklahoma State University.

**McDonnell, Danielle**

Head Women's Field Hockey Coach, Intercollegiate Athletics; B.S., St. Joseph's University; M.B.A., Fairfield University.

**McFarlane, Tassio**

Assistant to the Director, Events & Conference Management; B.A., Western Connecticut State University.

**McKay, Janet**

Administrative Assistant to the President, President's Office; B.B.A., Western Connecticut State University.

**McLean, Karen**

Associate Professor, Social Work; B.A.; M.S.W.; Ph.D., University of Connecticut.

**Mei-Ratliff, Yuan**

Professor, Chemistry; B.S., Peking University; Ph.D., University of Florida.

**Michaud, Brian**

Assistant Director – Target X CRM, Admissions; B.S., M.B.A., Western New England College.

**Miller, Thomas A.**

Assistant Professor, Division of Justice & Law Administration; B.S., Western Connecticut State University; J.D., Regent University School of Law.

**Mingachos, Joseph**

Head Coach, Men's Soccer, Intercollegiate Athletics; B.A., Western Connecticut State University.

**Minier-Delgado, Jesenia**

Associate Professor, Office of Diversity & Equity; B.A., City College of New York; M.P.A., Metropolitan College of New York.

**Misra, Manoj**

Assistant Professor, Social Sciences; M.A., Ph.D., University of Alberta.

**Molinelli, Richard P.**

Chemistry Technical Specialist, Chemistry; B.S., M.A., Queens College CUNY; Ph.D., University of Connecticut.

**Monette, Michelle**

Associate Professor, Biology & Environmental Sciences; B.S., Boston University; M.S., Ph.D., University of Massachusetts.

**Montague, Richard A.**

Professor, Management Information Systems; B.S., University of New Haven; M.S., M.Phil., Ph.D., Columbia University.

**Moreira, April**

Assistant Professor, Social Work; A.A.A.S., Naugatuck Valley Community College; B.S.W., Western Connecticut State University; M.S.W., Fordham University.

**Morel, Elisabeth S.**

Director, AccessAbility Services; B.S., M.A., University of Connecticut.

**Mulvihill, Edward**

Associate Director of Operations, Housing & Residence Life; B.S., Western Connecticut State University; M.S., Eastern Connecticut State University.

**Murphy, John A.**

Director, Events & Conference Management; B.F.A., M.S., Long Island University.

**Murphy, Shane M.**

Professor, Psychology; B.A., University of New South Wales; M.A., Ph.D. Rutgers University, New

Brunswick.

**Murray, Jay E.**

Associate Vice President, Enrollment Services; B.A., M.P.H., Marist College.

**Murray, Margaret**

Professor, English; B.A., Fordham University; M.A., Columbia University; Ph.D., New York University.

**Myhill, Ellen D.**

Assistant Director, University Publications & Design; B.A., B.A., Western Connecticut State University.

**Nelson, Mary A.**

Professor, Psychology; B.S., Saint Mary's College; M.S., Ph.D. Iowa State University.

**Nielson, Mary H.**

Associate Professor, Nursing; B.A., University of Hartford; B.S., Western Connecticut State University; M.S.N., Southern Connecticut State University; D.N.P., Sacred Hart University., Ed.D., Western Connecticut State University

**Nolan, Michael**

Professor, History & Non-Western Cultures; B.A., Columbia University; M.A., University of Massachusetts; Ph.D., Brandeis University.

**Nugent, Paul D.**

Professor, Management Information Systems; B.A., Dartmouth College; M.S., E.C.E., University of Massachusetts; Ph.D., State University of New York at Albany.

**O'Brien, Jennifer A.**

Librarian, Library Services; B.A., Brandeis University; M.L.S., Simmons College.

**O'Brien, III, Raymond J.**

Customer Support Center Coordinator, Information Technology & Innovation; B.S. Polytechnic University; M.B.A., Western Connecticut State University.

**O'Callaghan, Catherine**

Professor, Education & Educational Psychology; B.A., St. Joseph's College; M.S., PhD., Fordham University.

**O'Grady, Douglas M.**

Professor, Music; B.M., University of Massachusetts Dartmouth; M.M., University of Louisiana at Lafayette; D.M.A., University of Alabama.

**Oberleitner, Lindsay**

Assistant Professor, Psychology; B.A., Albion College; M.A., Ph.D., Wayne State University

**Olson, Michael**

PC/Mac Maintenance Technician, Information Technology & Innovation; B.S, Western Connecticut State University.

**O'Neil, Patricia A.**

Infrastructure Services Manager, Information Technology & Innovation; B.B.A., M.B.A., Western Connecticut State University.

**O'Neill, Patricia E.**

Associate Professor, Psychology; B.S., SUNY, Binghamton; Ph.D., University of California, Riverside.

**Ort, Jennifer**

Associate Professor, Nursing; A.A.S., Frederick Community College; B.S.N., Dominican College; M.S.N.Ed., Mercy College; Ph.D., The Sage Colleges.

**Oumlil, Ben A.**

Professor, Marketing; B.S., Southwestern Missouri State University; Ph.D., University of Arkansas.

**Owino, Albert**

Associate Professor, Physics, Astronomy & Meteorology; B.Sc., University of Nairobi; M.Sc., University of East Anglia; Ph.D., University of Pune.

**Owoye, Oluwole**

Professor of Economics, Social Sciences; B.S., St. Augustine's University; M.B.A., Texas A&M University; M.A., Ph.D., Northern Illinois University.

**Padykula, Bozena M.**

Associate Professor, Nursing; A.S., A.S., Capital Community Technical College; B.S., Charter Oak State College, M.S., University of Hartford; Ed.D., University of Hartford.

**Palladino, Joan M.**

Interim Dean, School of Professional Studies, Nursing; B.S.N., St. Joseph's College; M.S.N., University of Hartford; Ed.D., University of Hartford.

**Pan, Zuohong**

Professor of Economics, Social Sciences; B.A., M.A., People's University of China; Ph.D., Wayne State University.

**Paolino, Paula**

Bursar, Cashier's Office; B.B.A., Western Connecticut State University.

**Parmalee, Richard**

Information Security Officer, Information Systems; B.A., Western Connecticut State University.

**Pereira, Andrea**

Assistant to the Director of Housing/Resident Director, Housing and Residence Life; B.A., B.A., Roger Williams University

**Perrelli, Julie**

Assistant Professor, Health Promotion & Exercise Sciences; B.A., Western Connecticut State University; M.S., Ph.D., Springfield College.

**Peluso, Allyson**

Assistant Director of Advisement, Academic Advisement; B.A., Western Connecticut State University.

**Petkanas, William**

Professor, Communication; B.A., SUNY at New Paltz; Ph.D., New York University.

**Pfitzner, Birte**

CSU Administrative Assistant, Student Affairs; B.A., M.A., Western Connecticut State University.

**Philbrick, Thomas**

CSU Professor, Biology & Environmental Sciences; B.S., M.S., University of New Hampshire; Ph.D., University of Connecticut.

**Piechota, Laura M.**

Musical Arts Assistant, Music & Music Education; B.S., M.S., Western Connecticut State University.

**Pinou, Theodora**

Professor, Biology & Environmental Sciences; B.A., M.S., Ph.D., New York University.

**Piro, Jody**

Professor, Education; B.S., M.S., University of Illinois; Ed.D., Northern Illinois University.

**Piscopo, Barbara**

Professor, Nursing; B.S.N., Fairleigh Dickinson University; M.S., Western Connecticut State University; M.Ed., Ed.D., Columbia University Teachers College.

**Popiel, Elizabeth L.**

Professor, Theater Arts; B.A., Rhode Island College; M.F.A., SUNY College, Purchase.

**Pote, Robert A., Jr.**

Director, Pre-Collegiate & Access Services; B.A., Western Connecticut State University, M.S., University of Bridgeport.

**Poulin Jr., Mark**

PC Maintenance Technician, Information Technology & Innovation; B.A., University of Connecticut.

**Prieto, Judith Helena**

Associate Professor, Chemistry; B.S., Universidad del Valle; M.S., Ph.D., University of California, San Diego.

**Prisco, Paul P., Jr.**

Student Information System Banner/ERP Specialist, Enrollment Services; A.S., Westchester Community College; B.A., University of Delaware; M.B.A., Pace University.

**Pruss, Ingrid**

Associate Professor, English; B.A., Case Western Reserve University; M.A., University of Southwestern Louisiana; Ph.D., Vanderbilt University.

**Puccio, Peter**

Assistant Director of Media Services-Operations, Media Services; B.A., Western Connecticut State University.

**Puckhaber, Teresa**

Assistant Professor, Nursing; B.S., M.S., Ed.D., Western Connecticut State University.

**Puleo, AnnMarie**

Associate Director of the Advisement Center, Academic Advisement; B.A., Southern Connecticut State University; M.S., Western Connecticut State University.

**Purdie, Keith**

Digital Media Assistant Trainee, Information Technology & Innovation; B.A., Western Connecticut State University.

**Qi, Shouhua**

Professor, English; B.A., M.A., Nanjing Teachers University; Ph.D., Illinois State University.

**Rajendran, Prem**

Data Network & Telecom Manager, Information Technology & Innovation.

**Rancourt, Charles**

Head Men's Basketball Coach, Intercollegiate Athletics; B.A., Western Connecticut State University.

**Reitz, Joan**

Librarian, Library Services; B.A., Reed College; M.L.S., University of Washington; M.A., Western Connecticut State University.

**Reynolds, Hannah T.**

Assistant Professor, Biology & Environmental Sciences; B.S., University of Kansas; Ph.D., Duke University.

**Rice, Catherine**

Professor, Nursing; B.S., Hunter College; M.A., New York University, Ed.D., University of Bridgeport.

**Rizk, Jason**

Assistant Director of Advisement, Academic Advisement; B.S., Southern Connecticut State University; M.S., Central Connecticut State University.

**Robeau, Lori**

Visual Arts Assistant, Art; B.A., Illinois State University; M.F.A., Vermont College of Fine Arts.

**Robertson, Forest**

Associate Professor, Chemistry; B.A., Western Connecticut State University; Ph.D., Dartmouth College.

**Rocca, Jr., Charles F.**

Professor, Mathematics; B.A., M.A., SUNY College at Potsdam; Ph.D., SUNY at Albany.

**Roe, Katherine**

Assistant Professor, Education & Educational Psychology; B.S., St. Johns University; M.S., Adelphi University; Ph. D., Walden University.

**Rollins, Ethaline D.**

Network Specialist, Information Technology & Innovation; B.A., University of Connecticut.

**Rosa III, Peter**

Director of Fiscal Affairs/Controller, Fiscal Affairs; B.S., University of Connecticut.

**Rosenthal, Joshua**

Professor, History & Non-Western Cultures, B.A., Wesleyan University, M. Phil., Ph.D., Columbia University.

**Rossi, Maryann**

Associate Dean, School of Professional Studies; B.A. Sacred Heart University, M.A., Fairfield University; M.S., University of Vermont, Ph.D., St. Louis University.

**Rotondo, Guy**

Associate Professor, Accounting; B.S., Boston College; M.B.A., Columbia University.

**Rybczyk, Kimberly A.**

Head Women's Basketball Coach, Intercollegiate Athletics; B.A., Western Connecticut State University.

**Salas, Loraine Moya**

Assistant Professor, Social Work; B.S.W., M.S.W., D.Phil., Arizona State University.

**Santiago, Luis**

Director – Admissions; B.A., Marist College

**Savarese, Annmarie**

Interim Director – Admissions; B.A., Marist College

**Scaglia, Kenneth**

Assistant Professor, Art; A.A.S., B.A., Purdue University; M.F.A., Yale University.

**Schlicht, Jeffrey A.**

Professor, Health Promotion & Exercise Science; B.A., University of California, San Diego; M.A., San Diego State University; Ph.D., University of Connecticut.

**Schmiedel, Thomas**

Associate Professor, Library Services; B.A., University of Colorado; M.S., Western Connecticut State University; M.L.S., Southern Connecticut State University.

**Secondo, Paula M.**

Professor, Chemistry; B.S., Pittsburg State University; Ph.D., University of Missouri.

**Selzer, Russell B.**

Professor, Chemistry; B.S., Brooklyn College; M. Phil., Ph.D., City University of New York.

**Serino, David**

Director, Environmental Health & Safety; A.A.S., Community College of the Finger Lakes, B.S., State University of New York.

**Shankle, Christopher**

Director of Graduate Admissions, Division of Graduate Studies; B.A., M.A., M.S., Western Connecticut State University; Ed.D., Northcentral University.



**Shanks, Amy**

Associate Director, Intercollegiate Athletics; B.S. Western Connecticut State University; M.S., Southern Connecticut State University.

**Sharma, Divya**

Professor, Division of Justice & Law Administration; B.A., M.A., Panjab University; M.A., Temple University; Ph.D. Panjab University.

**Shoushani, Michael**

Assistant Professor, Mathematics; B.A., Western Connecticut State University; M.S., Ph. D., University of Delaware.

**Shpunt, Jeff**

Manager of Web Services, Information Technology & Innovation; A.S., B.A., Lyndon State College, M.B.A., Western Connecticut State University.

**Sicat, John**

Bursar, Cashier's Office; B.A., Purchase College SUNY; M.S., Florida Institute of Technology.

**Silver, Cory**

Event & Conference Coordinator, Events & Conference Management; B.S., Southern New Hampshire University.

**Simon, Paul M.**

Director of Campus & Student Centers & Auxiliary Services, Information Technology & Innovation; B.A., M.Ed., The American University; Ed.D., Teacher's College, Columbia University.

**Skora, David**

Professor, Art; B.S., Western Michigan University; M.F.A., School of Visual Arts.

**Sousa, Monica P.**

Associate Professor, Nursing; Ed. D., Western Connecticut University.

**Spremulli, Michael L.**

Director of Facilities Operations, Environment & Facilities Services; B.A., Western Connecticut State University.

**Stankus, Brian**

Assistant Professor, Chemistry; B.A., Boston University, Ph.D., Brown University

**Stein-Obreros, Juan C.**

Developmental Database Administrator, Institutional Advancement; B.A. Universidad Ricardo Palma; B.A., Universidad del Pacifico; B. S., Western Connecticut State University.

**Steinmetz, Paul**

Director of Public Affairs & Community Relations; B.A., San Francisco State University; M.B.A., Western Connecticut State University.

**Stephens, Melissa**

Director, Financial Aid & Student Employment; B.S., M.S., Western Connecticut State University.

**Stephenson, D. L.**

Professor, Philosophy & Humanistic Studies; B.A., Springfield College; M.S., Michigan Technical University; Ph.D., University of Massachusetts Amherst.

**Stevens, Brian**

Librarian; B.S., Miami University; M.L.S., Pratt University.

**Stevens, Emily Claire**

Professor, Health Promotion & Exercise Sciences; B.A., Denison University; M.A., Ph.D., The Ohio State University.

**Stewart, Peggy**

Graphic Designer/Photographer, University Publications & Design; B.A., Western Connecticut State University.

**Stewart, Tricia**

Associate Professor, Education & Education Psychology; B.A., St. John Fisher College; M.S., University of Minnesota; Ph.D., University of Rochester.

**Stone, Heather**

Head Women's Softball Coach IV; Intercollegiate Athletics; B.A. Western Connecticut State University; M.A., Columbus University.

**Susi, John F.**

Head Baseball Coach III, Intercollegiate Athletics; B.A., Central Connecticut State University.

**Talbot, Jeffrey**

Director, University Publications & Design; B.F.A., Massachusetts College of Art.

**Teucher, Brosh**

Associate Professor, Management; B.A., University of Haifa; M.Sc., Technio-Israel Institute of Technology; Ph.D., University of Washington.

**Thomas, Jennifer M.**

Women's Lacrosse Head Coach, Athletics; B.S., Springfield College; M.S., Mercyhurst University.

**Tom, Jack M.**

Associate Professor, Art; B.S., Charter Oak State College; M.F.A., University of Hartford.

**Trapani, Sal**

Professor, Theater Arts; B.A., University of Bridgeport; M.F.A. University of Southern California.

**Trimpert, Albert**

Athletic Equipment Manager, Athletics; B.B.A., Western Connecticut State University.

**Üsekes, Çigdem**

Professor, Philosophy & Humanistic Studies, Philosophy & Humanistic Studies; M.A., Bogazici University; M.A., University of Minnesota Duluth; Ph.D., University of North Dakota.

**Vanaria, Catherine**

Associate Professor, Art; B.F.A., Hartford University; M.A., Savannah College of Art & Design; M.F.A., Art Institute of Boston.

**Veilleux, Maria**

Business Manager, WCSU Foundation Inc., Institutional Advancement; A.S., Mount Ida College.

**Vernon, Brian**

Dean, School of Visual & Performing Arts; B.F.A., The University of the Arts; M.F.A., The University of California

**Visokay, Kelly**

Coordinator of Veteran Affairs, Enrollment Services; B.S., Southern Connecticut State University

**Vo, Lai Van**

Associate Professor, Finance; B.A., Foreign Trade University; M.S., University of Colorado; Ph.D., Louisiana State University.

**Volpe, Scott T.**

Associate Director of Media Services & Instructional Technology, Information Technology & Innovation; B.A., M.A., Fairfield University.

**Wade-Rancourt, Rebecca**

Assistant Professor, Social Work; A.S., Naugatuck Valley Community College; B.S.W., Western Connecticut State University; M.S.W., Fordham University.

**Wagener, Stephen**

Professor, Biology & Environmental Sciences; B.S., University of Missouri; M.S., Ph.D., University of Alaska.

**Waldbuesser, Caroline**

Assistant Professor, Communication and Media Arts, B.S., Missouri State University; M.A., Texas State University; Ph.D., Ohio University

**Walker, Kerry**

Professor, Music & Music Education; B.M., University of Michigan; M.M. Bowling Green State University; Ph.D., Texas Tech University.

**Wang, Xiaodi**

Associate Professor, Mathematics; B.S., Northeastern Normal University, China; Ph.D., Michigan State University.

**Warner, Donna M.**

International Services Coordinator, Academic Affairs; B.S., Southern Connecticut State University; M.A., American University.

**Warren, Linda**

Professor, Nursing;

**Wells, Terry**

Professor, Art, B.A., Connecticut College; M.F.A., Yale University.

**Weltmann, Dan**

Assistant Professor, Management; B.S., university of Waterloo; M.A., National Chiao Tung University; M.S., Ph.D., Rutgers University.

**Whittemore, Robert**

Professor of Anthropology, Social Sciences; A.B., Harvard University; M.A., Ph.D., University of California at Los Angeles.

**Wiggins, Jeremy**

Assistant Professor, Music; B.A., California State University, M.S., California State University, M.S., Ph.D., Florida University

**Wilcox, Jerome**

Director of Institutional Research and Assessment, Academic Affairs; B.A., Cornell University; M.A., Ph.D., University of Massachusetts.

**Williams, H. Howell**

Assistant Professor, Social Sciences; B.A., Winthrop University; M.A., Ph.D., The New School for Social Research.

**Wiss, Kathryn A.**

Professor, Communication; B.A., M.A., University of Illinois; Ph.D., University of Massachusetts Amherst.

**Wong, Annie**

Professor, Finance; B.S., Hong Kong Shue Yan College; M.B.A., University of Alabama, Ph.D., SUNY at Buffalo.

**Wong, Edwin M.**

Associate Professor, Biology & Environmental Sciences; B.S., University of Maryland; Ph.D., Indiana University.

**Woodward, Rebecca**

Digital Innovation Officer, Media Services; B.S., Western Connecticut State University.

**Yamen, Sharon**

Associate Professor, Division of Justice & Law Administration; B.A., State University at New York; J.D., Hofstra University.

**Yang, Xiao H.**

Librarian, Library Services; B.A., Jiangxi Normal University; M.L.S., Emporia State University.

**Yoon, Tom**

Professor, Management Information Systems; B.S., Pennsylvania State University; M.S., Auburn University; Ph.D., Florida State University.

**Young, Sharon**

Associate Professor, Social Work; B.S., M.S.W., University of Connecticut; Ph.D. Fordham University.

**Zanella, Joanne**

Registered Nurse, Health Services; A.S., Manhattan College.

**Zdziarski, Jennifer A.**

Associate Registrar-Scheduling & Registration, Registrar's Office; A.S., Lackawanna Junior College; B.A., Fairleigh Dickinson University; M.S., Western Connecticut State University.

# Faculty Emeriti

## Faculty Emeriti

Aina, Joseph, Associate Professor, Nursing

Alberetti, Robert, M.F.A., Professor, Art

Alexander, Gale, M.Ed., Director, Student Center

Ashe Kinney, Georgette, M.S., Professor, Physical Education

Aslanian, Aram, Ph.D., Associate Professor, Education & Educational Psychology

Bannister, Jerry, M.A., Professor, Social Sciences

Barnwell, Barbara, M.S., Executive Assistant to the President for Multicultural Affairs & Disability Services

Baubles, Raymond, Ph.D., Professor, English

Bechard, Helen, B.A., University of Guelph, Coordinator of University Events

Bernstein, Walter, Ed.D., Vice President, Student Affairs

Bloomberg, Morton, Ph.D., Professor, Psychology

Boughton, Joan, M.S., Associate Director of Student Life

Briggs, John P., CSU Professor, Writing, Linguistics & Creative Process; B.A., Wesleyan University; M.A., New York University; Ph.D., Union Institute

Brooks, David M. Jr., Ed.D., Associate Professor, Communications & Theatre Arts

Brown, Agnes, Ph.D., Professor, Nursing

Buccini, Eugene, Ph.D., Professor, Management

Burke, Karen, Ph.D., Professor, Education & Educational Psychology

Castillo, Raymond, Ph.D., Professor, Meteorology

Chance, Alice, Ph.D., Professor, Physics, Astronomy & Meteorology

Cillizza, Joseph, Ph.D., Professor, Education & Educational Psychology

Coleman, John, Ph.D., Professor, Management

Conley, W. Ranson, Ph.D., Professor, English

Cooper, Phyllis, M.A., Associate Professor, Physical Education

Corbett, Ruth, M.A., Director, Research and Grants

Cordy, Thomas, Ph.D., Professor, Education & Educational Psychology

Davis, Marlene, M.S.A., Technical Support Analyst, Information Technology & Innovation

Dean, Lilla, M.A., Professor, Nursing

DeLoughy, Sara, Ph.D., Professor, Finance

Detzer, David, Ph.D., Professor, History

Dever, John, Ph.D., Professor, Foreign Languages & Literature

Devine, John, Ph.D., Professor, Education & Educational Psychology

Dow, Janet, M.A., Professor, English

Doyle, Thomas, M.A., Professor, Foreign Languages & Literature

Drobish, Robert, M.S., Registrar

Duffy, Irene, M.S., Assistant Director, Academic Advisement Center

Duncanson, Edward, Ph.D., Associate Professor, Education & Educational Psychology

Dworkin, Neil, Ph.D., Associate Professor, Management

Dye, Frank, Ph.D., Professor/Founding Director of Westside Nature Preserve, Biology

Echevarria, Abe, Professor, Art

Erlich, Michael, Ph.D., Professor, Communications & Theatre Arts

Fischer, Marla, Ph.D., Professor, Management Information Systems

Foley, Michael, Ph.D., Professor, Justice & Law Administration

Fowler, Louise, M.L.S., Librarian, Library Services

Friel, Mary, Ph.D., Professor, Education & Educational Psychology

Fryer, Russell, Ph.D., Professor, Social Sciences

Furtick, Lorraine, Librarian, Library Services

Gerber, Linda, Ed.D., Professor, Music

Gernert, Maureen, M.S., Director, Career Development Center

Gilles, Michael, Ph.D., Professor, Education & Educational Psychology

Godel, Edith, Ph.D., Librarian, Library Services

Golden, Diane, M.S., Director, University Publications & Design

Goldstein, Melvin, Ph.D., Professor, Meteorology

Golub, Stephanie, Ph.D., Associate Professor, Nursing

Govardhan, Anam. Ph.D., Professor, Mathematics

Grimes, Margaret, M.F.A., CSU Professor, Art

Groff, Donald, Ph.D., Professor, Geology

Gurkewitz, Rona, M.S., M. Phil., Associate Professor, Computer Science

Gyure, Ruth, Ph.D., Professor, Biological & Environmental Services

Halek, David, M.Ed., Director of Employer Relations, Institutional Advancement

Hall, George, Ed.M., Associate Professor, Education & Educational Psychology

Hall, Harriet, Ed.M., Associate Professor, Education & Educational Psychology

Halliburton, Richard, Ph.D., Biological & Environmental Services

Halloran, Laurel, Ph.D., Professor, Nursing

Hamer, Josephine, Professor, Mathematics

Harnett, Kathryn A., M.A. Assistant Professor, Nursing

Hawkes, Carol, Ph.D., Founding Dean, School of Visual & Performing Arts

Hawkins, William A., M.Ed., Enrollment Management Officer, Enrollment Services

Hellmann, Constance, Ph.D., Professor, Communications & Theatre Arts

Hinga, Kathleen, Ph.D., Associate Professor, Social Work

Hoburg, Robert, Ph.D., Professor, Mathematics

Huntley, Lawrence, Ph.D., Professor, Music

Ivry, Patricia, M.S.W., Professor, Social Work

Jakabauski, John, M.S.A., Dean, Human Resources Management

Jalbert, Norine, Ph.D., Professor, Psychology

Jambeck, Karen, Ph.D., Professor, English

Jensen, Geraldine A., Ph.D., Professor, Mathematics

Jin, Gregory K., D.B.A., Professor, Management Information Systems

Johnson, Rolf, Ph.D., Professor, Philosophy & Humanistic Studies

Jones, Richard, Ph.D., Professor, Mathematics/Computer Science

Joynt, Daniel, Ph.D., Professor, Education

Kanungo, Kalpataru, Ph.D., Professor, Biology & Environmental Sciences

Kendziorski, Francis, Ph.D., Professor, Physics, Astronomy & Meteorology

King, Bruce, Ph.D., Professor, Mathematics/Computer Science

Klein, Stanley, 6th Year Diploma, Professor, Education

Knapp, Elise, Ph.D., Professor, English

Kreinik, Arlene, Ph.D., Professor, Management

Kreizinger, Jean, Ph.D., Professor, Biology & Environmental Sciences

Kutz, Ronald. Ph.D., Professor, Mathematics

Lee, Wallace, M.S., Associate Professor, Mathematics

Lengel, Lisa, M.B.A., Assistant Director of Human Resources – Benefits Administrator, Human Resources

Leuthauser, Frederic, M.Ed., Vice President, Development & Public Affairs

Lewis, Eric, M.M., Professor, Music

Linabury, George, Ph.D., Professor, History

Loughran, Sean, Associate Vice President, Finance & Administration

Loomis, Mary Kay, M.L.S., Librarian, Library Services

Lom, Philip, M.A., Associate Professor, Psychology

Lu, Philip, Ph.D., Professor, Astronomy

Lund, Patricia Ph.D., Professor of Nursing

Lyman, Jane B., M.F.A., Professor, English

Mahoney, Kathleen, CSU Administrative Assistant, Finance & Administration

Maidment, Frederick, Ph.D., Professor, Management

Main, Jean, M.P.A., Director, Office of Communication

Manochi, Ena, CSU Administrative Assistant, Academic Affairs

Maskel, Susan M., Ph.D., Professor, Biology

McCarney, Hugh, Ph.D., Professor, Communications

McNelis, Barbara, Ph.D., Professor, Education

Merrer, Robert, Ph.D., CSU Professor, Chemistry

Miller, Elaine Logarto, B.S., Associate Registrar, Registrar's Office

Mittag, Barry B., Ph.D., Mathematics

Moryl, Richard H., M.A. Professor, Music

Muska, Frank, Ph.D., Professor, Justice & Law Administration

Myhill, Carl S., M.S., Professor, Mathematics

Nicholson, Junis, CSU Administrative Assistant, Institutional Advancement

O'Connor, Andrea, Ed.D., Professor, Nursing

Olson, Elizabeth, Ed.D., Professor, Nursing

Paine, Frederica, B.A., Assistant Director, University Publication & Design

Peck, Lisa, M.A., Associate Director of Academic Advisement, Academic Advisement

Pegolotti, James, Ph.D., Librarian, Library Services

Posner, Jeanne, Ph.D., Professor, Communications & Theatre Arts

Proctor, Richard, M.B.A., Professor, Accounting

Quinnell, William, M.F.A., Professor, Media Services

Rajcula, Jody, M.S., Professor, Health Promotion & Exercise Science

Reimold, Richard, M.A., Professor, Communications & Theatre Arts

Roach, James R., Ph.D., President

Rosenberg, Ellen M., Ph.D., Professor, Anthropology

Rosenthal, Bernard, Ph.D., Professor, Psychology

Ross, Phyllis, Ph.D., Associate Professor, Social Work

Russock, Howard, Ph.D., Professor, Biology

Ryan, Patrick, Ph.D., Writing, Linguistics & Creative Process

Sandifer, C. Edward, Ph.D., Professor, Mathematics

Schramm, Harold B., Ph.D., J.D., Professor, Justice & Law Administration

Scrimgeour, James, Ph.D., Professor, Writing, Linguistics & Creative Process

Sergi, Mary, A.S., Administrative Assistant to the President, President's Office



Serniak, Peter, M.S., Director, Continuing Education  
Shaw, Ronald, B.S., Associate Vice President of Public Safety  
Sherlock, Irene, B.A., M.A., M.F.A., M.S., Associate Director, University Publications and Design  
Sheskin, David Ph.D., Professor, Psychology  
Shibuya, Ruth, Ph.D., Professor, Health Education  
Simon, Paul, Director of Auxiliary Services & ITI  
Skinner, Steven, Ph.D., Professor, Social Sciences  
Skorina, Violet, Ph.D., Associate Professor, English  
Smith, David, M.M., Professor, Music  
Stambler, Leah, Ph.D., Professor, Education & Educational Psychology  
Steinberg, Marjorie, M.S.W., Associate Professor, Social Work  
Stevens, Helen, Assistant Professor, Education  
Sullivan, Margaret, Professor, English  
Sullivan, Richard, M.S., Vice President, Finance & Administration  
Szabo, Alesia, Associate Librarian, Library Services  
Tax, Harriette, Ph.D., Professor, Nursing  
Tedesco, Jeannette, Ph.D., Professor, Health Education  
Tesch, Frederick, Ph.D., Professor, Management  
Theisen, George J., M.S., Director, AV/TV Services  
Thoren, Donald, B.S., Director/Controller, Fiscal Affairs  
Tritter, Henry, M.Ed., Registrar  
Tuvell, Howard, M.M., Professor, Music  
Veneziano, Robert, Ph.D., Professor, Social Work  
Verhoff, Virginia, Ph.D., Assistant Professor, Health Promotion & Exercise Science  
Wallace, John, M.A., Director, Housing & Auxiliary Activities  
Walther, Robert, Associate Director, Institutional Services  
Walton, William, M.F.A., Professor, Communications & Theatre Arts  
Weinstein, Laurie, Ph.D., Professor, Social Sciences  
Wells, Joanne, Ph.D., Director, Counseling Center  
Wilson, Michael, Ph.D., Professor, Education & Educational Psychology  
Wohlever, James Ph.D., Professor, Mathematics  
Woodcock, Robert, M.A., M.S.N., Associate Professor, Nursing  
Wright, Marie, Ph.D., Professor, Management  
Yake, Edith, M.A., Associate Professor, Social Sciences

Yocum, Doris, Ph.D., Professor, Philosophy

Young, Kenneth, Ph.D., Professor, History