WCSU Undergraduate Catalog 2026 - 2027

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Connecticut State Colleges and Universities

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Connecticut State Colleges & Universities

Connecticut State Colleges and Universities

The six 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 Connecticut State Community College 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.

CSCU leadership team works with the campus leaders, faculty and staff to help increase the educational attainment of Connecticut's adult population. All 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

Western Connecticut State University is a public university accredited by the Board of Regents for Higher Education. The Board of Regents for Higher Education is the governing body for the 17 Connecticut State Colleges and Universities (CSCU). CSCU encompasses 85,000 students and offers more than 1,500 degree and certificate programs.

The Board of Regents is comprised of 15 members. Thirteen members are appointed by the Governor and legislative leaders and two are students chosen by their peers. There are also seven non-voting ex-officio members. For more information, the names and positions of administrative officers, and the names and principal affiliations of members of the governing board can be found at https://www.ct.edu/regents/members.

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, 301 Edgewater Place, Suite 210, Wakefield, MA 01880. Call (781) 425-7785 or email 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:

- Connecticut Board of Examiners for Nursing
- The Accreditation Board for Engineering and Technology
- 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 on Education for Public Health
- The Council on Social Work Education
- The National Association of Schools of Music
- The National Association of Schools of Theatre
- National Association for Schools of Art and Design

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.

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 this link: https://veoci.com/v/p/181953/workflow/gjrt4qhrrvkv. 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: Emily.Bjornberg@ct.gov

or post to:

Emily Bjornberg
SARA Coordinator
Office of Higher Education
State of Connecticut
450 Columbus Boulevard, Suite 707

Hartford, CT 06103-1841
Emily.Bjornberg@ct.gov
State Website: The Connecticut Office of Higher Education became a member of SARA

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 actual or perceived age, ancestry, color, gender expression, gender identity, genetic information and/or family medical history, intellectual disability, learning disability, parental, family or marital status, past or present history of mental disability, physical disability, pregnancy or related conditions, race or national origin, religion or creed, sex, sexual orientation, veteran or military status, arrest and/or criminal conviction status, lawful source of income, citizenship or immigration status, or any other protected characteristic under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process within the institution, with the Equal Employment Opportunity Commission and/or the Connecticut Commission on Human Rights and Opportunities ("CHRO"). 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 Jennifer Labate, Chief DEI Officer & Title IX Coordinator, Old Main, Room 302, 203-837-8297.

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 WSCU 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

Sex-based Harassment is a form of sex discrimination and means sexual harassment and other harassment based on sex,[4] including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity; sexual assault, dating violence, domestic violence, and stalking.

CSCU – Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy

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

Jennifer Labate, Chief DEI Officer & Title IX Coordinator, 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 Jnnifer Labate at 203-837-8297.

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.

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, Center for Empowerment, and Health Services. *More information is available at* https://www.wcsu.edu/diversity/carrt/.

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 https://www.wcsu.edu/ehs/fireprevention/.

President's Message

Welcome to Western Connecticut State University

Welcome to a new academic year at Western Connecticut State University—a place where you're not just encouraged to grow, but empowered to lead. Whether this is your first semester or your final year, we're proud to be part of your journey.

WestConn is on the rise. Our student body is growing, pride is deepening, and our community is energized. That's not just good fortune—it's the result of your commitment, our faculty's passion, and our shared belief in what this university stands for.

To our new students: You've taken the first bold step toward unleashing your full potential. This is a community where you'll be challenged, supported, and called to lead. You're not just joining a campus—you're joining a pack.

To our returning students: Your resilience, curiosity, and drive for impact power this university's momentum. Because of you, WestConn doesn't just move forward—we lead forward.

As I begin my first year at WestConn, I'm energized by the opportunity to build on this momentum with you. Now recognized as the largest Hispanic-Serving Institution (HSI) in Connecticut, we are embracing a bold vision: to become the region's most impactful, community-engaged university. That means opening more doors, elevating your voice, and shaping a future of purpose, possibility, and shared success.

Let's lead the pack—with courage, collaboration, and care.

Bienvenidos a su universidad—una comunidad de transformación y esperanza.

Welcome to WestConn. Let's make this year extraordinary—together.

Jesse M. Bernal, Ph.D.
President

Meet WCSU President Dr. Jesse Bernal

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 14th Dalai Lama, ethologist and conservationist Dr. Jane Goodall and Nobel Peace Laureate Leymah Gbowee, who have all spoken on campus.

In numerous consecutive years, the Theatre Arts Department has won top national awards at the Kennedy Center American College Theater Festival, including Outstanding Production of a Musical twice. The program has also earned multiple Broadway World awards.

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 an almost 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 Ancell School of Business, the Macricostas School of Arts and Sciences, the School of Professional Studies and the School of Visual, Performing and Communication Arts. All undergraduate and graduate programs are offered through the four schools.

The Office of Enrollment Management & Student Affairs oversees a diverse range of programs and services to meet the needs and interests of all students. These include AccessAbility Services; athletics, campus ministry; community service; commuter student services; counseling, drug and alcohol abuse prevention; Greek life, Health Services, Housing and Residence Life; Judicial Affairs; pre-collegiate programs; recreation, intramurals and club sports; student life, university police; and Veterans Affairs. 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 Facilities Operations, Facilities Planning & Engineering, 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/

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their Education Records. Under FERPA, eligible students have the right to access their education records maintained by the postsecondary institution regardless of whether they are also enrolled in a secondary institution. Parents retain FERPA rights to access their child's education records maintained by a secondary school until the student turns 18. These parental rights remain in effect for the purpose of accessing secondary school records even if the student is concurrently enrolled in college. For the purpose of accessing postsecondary education records, FERPA rights transfer from the parents to the student once the student is enrolled and in attendance at the postsecondary institution. These rights include:

1. **The right to inspect and review student's education records within 45 days after the day**

the College or University receives a request for access.
Students should submit to the appropriate official as identified by the institution, written requests that identify the record(s) they wish to inspect. The college or university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college or university official to whom the request was submitted, that official shall advise the Student of the correct official to whom the request should be addressed.

2. **The right to request amendment of the student's education record that the student believes is inaccurate.**
   Students may ask an appropriate college or university official as identified by the institution, to amend a record that they believe is inaccurate, misleading or a violation of the student's right to privacy. However, this right is not intended to provide a process to question substantive judgments that are correctly recorded. Consequently, amendment requests do not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.To request amendment of an education record, the student should contact the official identified by the institution as responsible for the record, clearly identifying the part of the record to be changed and specifying why it is inaccurate. The institution will notify the student of the decision. If the institution decides not to amend the record as requested by the student, a college or university official will advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to provide written consent before the College or University discloses Personally Identifiable Information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.**
   CSCU institutions shall obtain the prior consent of the student before disclosing PII contained in the student's education records, EXCEPT to the extent that this policy authorizes disclosure without consent.For additional details on FERPA exceptions to the requirement for consent, see Disclosure of Student Information Without Prior Consent below.
4. **The right to refuse to permit the College or University to release Directory Information (opt out)** about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the university's or college's registrar, in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the university or college, in writing, to remove it. Communication in writing includes university issued email and completion of digital forms provided by the institution for this purpose.A student may exercise their right to opt out of the release of directory information, prohibiting disclosure of the Student's information without the Student's consent as noted in section 3.
5. **The right to file a complaint with the U.S. Department of Education (USDE) concerning alleged failures by colleges or universities to comply with the requirements of FERPA.** The USDE has a website with informational videos and a complaint form with instructions at https://studentprivacy.ed.gov/file-a-complaint. The name and address of the office that administers FERPA is:

   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington, DC 20202-8520

Disclosure of Student Information Without Prior Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, regulations require the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Except in the case of a lawful judicial order or subpoena, a postsecondary institution has sole discretion and may choose to disclose PII from education records without obtaining prior written consent of students for these authorized purposes:

- **School officials with Legitimate Educational Interests.**
  To other School Officials, whom the college or university has determined to have Legitimate Educational Interests.
- **Transfer of enrollment**
  To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- **Audit or Evaluate Publicly Funded Education Programs.**
  To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- **Financial Aid**
  The college or university may disclose education records that are not classified as Federal Tax Information (FTI) in connection with financial aid for which the Student has applied or which the Student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- **Limited Studies**
  To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- **Accrediting Organizations**
  To accrediting organizations to carry out their accrediting functions.
- **Judicial orders and subpoenas**
  To comply with a judicial order or lawfully issued subpoena.
- **Emergencies**
  To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- **Directory Information**
  Directory information, as defined by this policy, is FERPA protected information that may be disclosed at the discretion of the college or university.
- **Victims of a crime**

To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

- **Disciplinary proceedings**
  To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.
- **Violation of law**
  To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

Approved by the Board of Regents March 19, 2026 (Policy Number 2.02)

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, 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 Western for a reduced rate. 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.

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.

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.

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/

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~~. Students may also apply online using Western's online application at 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.

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 A*ccepted, students who choose to enroll*, are required to submit standardized test scores for

academic placement and advising or a placement exam.

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 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 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 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

Writing Placement Information

- All students place directly into COMP 101, with the Writing Center as extra support.
- Exception: Students who score 600 SAT, 27 ACT, or meet the required score for an AP or IB course are placed into any course in the Writing & Information Literacy Learning Area. These students will see a score of 3 in the Writing Placement section of Banner.
- Students enrolled under under catalog year Fall 2025 or later with a placement score of 3 must take any 3-credit Humanities course as a substitution for COMP 101.

Math Placement Testing Information

Placement Level (MPLT)	High School GPA	SAT Score	ACT Score	Math/ Math 2nd Ed, Computer Science, Chemistry, Biology, HPS Allied Health, Elementary Education IDM, DIMA CS, Meteorology	Non-Stem Major Math Course
1	Less than 83	Less than 520	Less than 17	MAT 098 Elementary Algebra	MAT 098 Elementary Algebra
2	83-85.9	520-560	17-19	MAT 100 Intermediate Mathematics Continuing STEM Majors: If student was unsuccessful in MAT 100/100P, need to repeat MAT 100 to meet requirement to proceed in next required course: MAT 100 Intermediate Mathematics, as prerequisite for: • MAT 120, needs C or higher • MAT 118, needs C or higher • MAT 131, needs D- or higher • MAT 133, needs B or higher	MAT 110E, 120E and 118E *Students who take MAT 110E, 120E and 118E cannot take MAT 100, refer them to Dr. Burns Continuing Non-STEM If student was unsuccessful in MAT 100/100P, or have not yet taken MAT 100/100P, but have placement for MAT 100, they should take MAT 198 Enhanced Notes: • QR Competency Course • Fulfills the 3 credit Gen Ed Math requirement/ major cognate-

					although it will not appear on DW • Students who take the 198 E courses, should never take the 3-credit course of similar title.
3	86 or above	570-610	20-21	MAT 110 Great Ideas in Math (3 credit gen ed math) MAT 118 Elem Applied Math (3 credit gen ed math) MAT 120 Elem Stats (3 credit gen ed math)	MAT 110 Great Ideas in Math (3 credit gen ed math) MAT 118 Elem Applied Math (3 credit gen ed math) MAT 120 Elem Stats (3 credit gen ed math)**STEM Majors (Except SPS Stem)** MAT 131 College Algebra for Teachers MAT 133 Precalculus
4	N/A	620	22-23	MAT 181 Calculus I	Any math course up to and including MAT 181 Calculus I

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.

Dual Enrollment Program

The Dual Enrollment Program allows qualified high school students to take courses directly at WCSU and earn college credit.

Eligibility and Requirements:
· Students must be at least 11th grade standing with a class rank in the top half
· A college preparatory curriculum and a "B" average or better
· Standardized test scores of at least 1080 SAT or 22 ACT
· Letter of recommendation from the student's guidance counselor
· Consent from a parent/guardian and school counselor
· Interview with a member of the admissions team

Students may take up to two courses per semester (maximum of six hours per week) and will receive WCSU college credit and grades upon successful completion.

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 a 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. Only credits from regionally accredited colleges and universities will be considered for transfer.

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 or email.

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. Health Education, Music Education and Pre-Nursing require a 3.0 GPA. Elementary Education and Secondary Education require a 2.7 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.

WCSU personnel will review all transfer credits and accept as many as possible with respect to grade, course level, and residency requirements. Students may transfer no more than 90 semester hour credits. At least 30 credits, and at least half the total credits required in a student's major, must be completed at Western for residency.

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.

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.

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.

Reserve Officers Training Corps (ROTC)

Reserve Officers Training Corps (ROTC) is not being offered at Western Connecticut State University. Students interested in pursuing this program should contact the ROTC office at Sacred Heart University at (203) 365-7564.

Air Force Reserve Officers Training Corps (AFROTC) is offered at the University of Connecticut in Storrs and Yale University in New Haven and is available to Western students in all majors.

Special Student Categories

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 101B 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.

CLEP

WCSU Admissions Office accepts the results of the College Level Examination Program (CLEP), which is administered at no charge to eligible military service members, spouses and civil service employees through Defense Activity for Non-Traditional Education Support (DANTES). More information can be found by going here: https://www.wcsu.edu/testing/clep-military/.

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 https://www.wcsu.edu/veterans/jst/.

VA Education Benefits & Important Student Policies/Guidelines

The U.S. Department of Veteran Affairs provides education benefits to eligible Veterans, servicemembers, spouses and family members. To learn more about benefits offered, apply, restore or manage your education benefits, please visit https://www.va.gov. For WCSU to certify your enrollment for benefits with the VA, submit your COE from the VA and complete the Veteran Benefits Application which can be found by going here: https://www.wcsu.edu/veterans/forms/.

***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.

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

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

***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 to qualify for full-time housing allowance benefits with the VA during the fall and spring semesters. Please contact the Office of Veteran Affairs to determine the number of credits you would need to be registered for in the Summer or Winter to qualify for full-time housing allowance benefits. Please note, housing allowance benefits are based on where you take classes (in-person/hybrid or online) and the length of the semester/term.

Out-of-State Veterans: In accordance with Section 702 of the Veterans Choice Act, certain out-of-state veterans and their dependents may be eligible for in-state tuition and fee rates. Covered individuals include:

- A Veteran using VA educational benefits under the Chapter 33: Post-9/11 GI Bill®, Chapter 30: Montgomery GI Bill-Active Duty (MGIB-AD), or Chapter 31: Veteran Readiness and Employment (VR&E), who lives in Connecticut (regardless of his/her formal state of residence) and enrolls in WCSU after being discharged from a period of active-duty service of 90 days or more.
- A spouse or child using transferred VA educational benefits under the Chapter 33: Post-9/11 GI Bill® or Chapter 35: Survivors and Dependents Assistance (DEA) program who lives in Connecticut (regardless of his/her formal state of residence) and enrolls in WCSU after the transferor's discharge from a period of active-duty service of 90 days or more.
- A spouse or child using VA educational benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in Connecticut (regardless of his/her formal state of residence) and enrolls in WCSU after the servicemember's death in the line of duty following a period of active-duty service of 90 days or more.

For more information or to reclassify status, please contact WCSU's Veteran Affairs Office.

- **Yellow Ribbon**: Out-of-state Post 9/11 GI Bill ® recipients may be eligible to participate in the Yellow Ribbon program. Under the Yellow Ribbon Program, the VA will match the school's contributions dollar-for-dollar to cover the cost differential between in-state and out-of-state students. To receive this benefit, you must be eligible for the Post 9/11 GI Bill ® at the 100% benefit level and at least one of these must be true:
    - You served an aggregate period of active duty of at least 36 months on or after September 11, 2001, and received an honorable discharge.
    - You received a Purple Heart on or after September 11, 2001, and were honorably discharged after any amount of service.
    - You're a Fry Scholar (eligible for the Yellow Ribbon Program on or after August 1, 2018).
    - You were discharged or released from active duty for a service-connected disability and

served at least 30 continuous days (all at once, without a break) on or after September 11, 2001.
- You are a dependent child using benefits transferred by a Veteran.

Effective August 1, 2022, you may become eligible for the Yellow Ribbon Program if you're currently an active-duty service member who qualifies at the 100% level (you already served on active duty for at least 36 months) or if you're a spouse using the transferred benefits of an active-duty service member who meets these qualifications.

The Yellow Ribbon Program is limited to 25 students per academic year at WCSU on a first come first served basis. To sign up, please contact WCSU's Veteran Affairs Office.

Veteran Payment Plans: WCSU offers interest free payment plans for fall, spring, and summer.

Payment plans for must be established when payment or financial aid cannot be posted to satisfy the balance in full by the bill deadline. After you register for classes, log into your ~~BannerWeb~~ account, then choose "*EZPay (Touchnet)*" to view charges, credits/financial aid, and then choose the payment plan that's right for you. The payment plan you choose will determine if payment will be due at the time of enrollment or deferred for a set period of time. The $35 Enrolment Fee is waived for eligible Veterans and Dependents.

Fall Plan Enrollment	**Students registered for classes by 07/15 must establish a payment plan by 07/15. Students registered for classes after 07/15 must establish a payment plan upon registration.**
April – May	7 Payments – June thru December
June	6 Payments – July thru December
July	5 Payments – August thru December
August	4 Payments – September thru December
September	3 Payments – October thru December
Spring Plan Enrollment	**Students registered for classes by 12/15 must establish a payment plan by 12/15. Students registered for classes after 12/15 must establish a payment plan upon registration.**
November – December	5 Payments – January thru May
January	4 Payments – February thru May
Summer Plan Enrollment	**Students registered for classes must establish a payment plan upon registration.**
March – April	4 Payments – May thru August
May	3 Payments – June thru August
June	2 Payments – July thru August

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

Plans will automatically recalculate due to account adjustments, which may include additional charges, unanticipated payments, or a change in financial aid credits to the student's account. Students and authorized users will be notified of any adjustments to the student's monthly payment plan amount. Prior to enrollment, be sure to read the terms and conditions regarding late fees/holds that may be placed

on past due payment plan accounts. Questions regarding payment plans can be referred to the Cashier's Office or the Veteran Affairs Office.

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 student's enrollment, assess a late penalty fee, require the student to secure alternative or additional funding, or 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 their 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, provide written request to be certified, or provide additional information needed to properly certify the enrollment as described in other institutional policies.

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; see below. In addition, students should also go to www.wcsu.edu/veterans/forms to complete any internal office forms that may be required.**

Veteran Education Benefit:	**Required Documents Needed:**
Chapter 30: Montgomery GI Bill	DD-214 (Member 4) & COE
Chapter 31: Veteran Readiness and Employment(VR&E)	DD-214 (Member 4) & Counselor Authorization
Chapter 33: Post 9/11 GI Bill (Veterans)	DD-214 (Member 4) & COE
Chapter 33: Post 9/11 GI Bill (Dependents)	COE
Chapter 33: Post 9/11 GI Bill (Yellow Ribbon Program)	DD-214 (Member 4) & COE
Chapter 35: Dependents' Educational Assistance	COE
Chapter 1606: Selected Reserve Educational Assistance	NOBE or COE
Connecticut State Veterans Tuition Waiver	DD-214 (Member 4)
Connecticut Army and Air National Guard Tuition Waiver	COE (provided by your Unit/Orderly Office)

Military Tuition Assistance (TA)

Military Tuition Assistance (TA) is a benefit paid to eligible members of the Army, Navy, Marines, Air Force and Coast Guard and can only be used while the student is in the service. TA may fund up to 100% of tuition during the fall and spring semesters only, up to $250 per credit hour, not to exceed $4,500 per fiscal year (October 1 – September 30). This program is open to officers, warrant officers and enlisted active-duty service personnel. In addition, members of the National Guard and Reserves may be eligible for TA based on their service eligibility. To be eligible, an enlisted service member must have enough time remaining in service to complete the course for which he/she has applied. After the completion of the course, an officer using TA must fulfill a service obligation that runs parallel with – not in addition to – any existing service obligation. For more information regarding TA, please visit: https://www.wcsu.edu/veterans/military-tuition-assistance-ta-2/.

Air Force ROTC

Students at 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 with any questions you may have regarding available classes, including the meeting schedule.

Leave of Absence Due to Military Deployment

The faculty and staff at WCSU value the service of those students in the armed forces and have created a dedicated Leave of Absence policy for these students being activated. To be eligible, students called to active duty must present a copy of their orders to the Office of Veteran Affairs as soon as possible. The office will notify the instructors and the appropriate offices about their activation.

The length and dates of the activation may vary, and students are encouraged to discuss their options available to them with their instructors. Students may not be eligible for incomplete grades if the activation is prior to the midpoint of the term or if the nature of the course prohibits the student from working independently. The final determination of the student's eligibility and deadline for any incomplete grades is left to the discretion of the instructor.

For activations longer than 3 weeks, students may:
1. Withdraw from all courses and request a Military Leave of Absence.
2. Work with instructors and determine if an incomplete grade is appropriate.
3. Take the course as a Pass/Fail pursuant with the Pass/Fail policy.
4. Any combination of the above.

Students who have been issued an incomplete grade during a long-term activation should understand that the work missed while on active duty must be completed within the time limit established by the

instructor. Work not completed by the established deadline may result in a failing grade for the course.

For activations less than 3 weeks, instructors should treat the student's absence as excused absences. Students must work with their instructors to ensure that any missed work is completed in a timely manner after returning from activation.

All students who are being activated for more than 3 weeks must complete a Leave of Absence Form and return it to the Registrar's Office prior to leaving the institution. This allows students to return to the university under the program requirements when they left and return without reapplying for admission. This Leave of Absence is good for up to one year but may be extended if the student's active duty status is extended. Students who take a Leave of Absence and do not return after their activation must complete the readmissions process with the Admissions Office.

Re-admission for Military Servicemembers

WCSU acknowledges that students may be temporarily unable to attend classes or be required to suspend their studies in order to perform military service. WCSU encourages such students to resume their education once a military service obligation has ended and adopts this policy to ensure the timely readmission of such students.

In accordance with federal regulations, 34 C.F.R. § 668.18 and the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), the university will promptly readmit servicemembers who seek readmission to a program that was interrupted due to a uniformed service obligation.

Eligibility**:**
This policy shall apply to:
1. Servicemembers who are unable to attend classes for more than 30 consecutive days; and
2. Servicemembers who are unable to attend classes for less than 30 days when such an absence would result in a withdrawal from the university.

A student is eligible for readmission under this policy if, during an absence, the student performs uniformed service, voluntary or involuntary, in the Armed Forces, including the National Guard or Reserve, active duty, active duty for training or full-time National Guard (under federal authority). The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

Notification:
A student must provide oral or written notice of a uniformed service obligation to the Office of Veteran Affairs as far in advance as possible, unless precluded by military necessity. Such notice does not need to indicate when the student will return to the university.
The student must also give oral or written notice of his/her intent to return to WCSU within three years after the completion of the period of service. Immediately upon the student's return to school, the student must provide notice that he/she may be entitled to the tuition and enrollment benefits outlined in this policy. The returning student may be required to provide supporting documentation.
Notification under this section must be provided, by the student, to the Veterans Affairs Coordinator, Kelly Visokay via email at visokayk@wcsu.edu or at (860)837-8840.

Academic Calendar

Fall 2026 Winter 2027 Spring 2027

Fall 2026

August 21	Cross Registration and Senior Citizen registration begins
August 24	Last day for full-time students to withdraw from the university with 100% refund
August 24	Academic Year begins for faculty
August 25	**Classes begin** (Full semester courses and 1st half 8-week term)
August 31	Last day for full-time students to withdraw from the university with 90% refund (Full semester and 1 st 8-week term). Last day for part-time students to withdraw from courses with 100% refund (Full semester and 1 st 8-week term). Last day to add a course without permission
September 7	Labor Day – **No classes – University closed**
September 8	Last day for full-time students to withdraw from the university with 60% refund (Full semester and 1 st 8-week term). Last day for part-time students to withdraw from courses with 60% refund (Full semester and 1 st 8-week term). Last day to drop a course (full semester) Full-time to part-time and part-time to full-time status change deadline
September 14	Last day to submit Pass/Fail Option and Audit forms to the Registrar's Office Student Independent Study forms and Faculty Development forms due in Registrar's Office.
September 15	Enrollment Reporting Census & Financial Aid Freeze (5pm)
September 18	WCSU Day of Service. No morning classes.
September 21	Last day for full-time students to withdraw from the university with a 40% refund (Full semester and 1 st 8-week term). Last day for part-time students to withdraw from courses with 40% refund (Full semester and 1 st 8-week term). Last day to Withdraw from 1 st 8-week term courses.
September 23	Winter 2026 Intersession registration begins
October 5	Undergraduate Incomplete submission deadline for Spring/Summer 2026
October 16	1 st 8-week term courses end
October 19	**Classes begin** (2nd 8-week term) Midterm grades due.
October 25	Last day for 100% refund (2nd half 8-week courses) Undergraduate Graduation Application Deadline for May
November 1	Commencement Last day for 60% refund for 2nd half 8-week term courses

November 4	Spring registration begins (tentative). See Registrar's Webpage for detailed information.
November 8	Last day to 40% refund for 2nd half 8-week term courses
November 16	Last day to Withdraw from full semester courses
November 23	Last day to Withdraw from 2nd half 8-week term courses
November 25	Thanksgiving Recess begins – **No Classes – University open**
November 26 – 29	Thanksgiving Recess – **No Classes – University closed**
December 1	Non-matriculated student Spring registration begins (tentative)
December 6	Last Day of Classes (Full semester courses) Graduate Incomplete submission deadline for Spring/Summer 2026
December 7 – 13	Final Exam Week
December 16	Fall Final Grades Due by 4:30 pm

Winter 2027 Intersession

December 14	Intersession Classes Begin
December 16	Last day to Withdraw with 100% refund
December 19	Last day to Withdraw with 60% refund
December 22	Last day to Withdraw with 40% refund
December 25	Christmas Holiday – **No classes – University closed**
January 1	New Year's Holiday – **No classes – University closed**
January 4	Last day to Withdraw from courses
January 17	Intersession Classes End
January 20	Intersession Final grades due by 4:30pm

Spring 2027

January 15	Cross registration and Senior Citizen registration begins
January 18	Martin Luther King Day – **University closed**
January 19	Last day for full-time students to withdraw from the university with 100% refund
January 20	**CLASSES BEGIN** (Full semester and 1 st half 8-week term)
January 26	Last day for full-time students to withdraw from the university with 90% refund (Full semester and 1 st 8-week term) Last day for part-time students to withdraw from courses with 100% refund (Full semester and 1 st 8-week term) Last day to add a course without permission
February 1	Undergraduate Graduation Application deadline for August degree conferral
February 2	Last day for full-time students to withdraw from the university with 60% refund (Full semester and 1 st 8-week term) Last day for part-time students to withdraw from courses with 60% refund (Full semester and

	1 st 8-week term) Last day to drop a course
February 5	Student Independent Study forms & Faculty Development forms due to Registrar's Office
February 9	Full-time to part-time and part-time to full-time status change deadline
February 10	Enrollment Reporting Census & Financial Aid Freeze (5pm)
February 12 – 15	President's Holiday – NO CLASSES (University Closed)
February 16	Last day for full-time students to withdraw from the university with a 40% refund (full semester and 1 st 8-week term) Last day for part-time students to withdraw from courses with 40% refund (Full semester and 1 st 8-week term) Last day to Withdraw from 1 st 8-week term courses. Last day to submit Pass/Fail Option and Audit forms to the Registrar's Office
February 24	Summer registration begins (tentative)
March 2	Undergraduate Incomplete submission deadline for Fall 2026/Winter 2027
March 15 – 21	Spring Break – **No classes**
March 22	**Classes begin** (2nd half 8-week term)
March 23	Midterm grades due
March 26-28	Day of Reflection Recess – **NO CLASSES (University Closed)**
March 28	Last day for 100% refund (2nd half 8-week courses)
April 7	Fall registration begins (tentative). See Registrar's Webpage for detailed information.
April 4	Last day for 60% refund for 2nd half 8-week term courses
April 13	Last day to Withdraw from full semester courses
April 18	Last day for 40% refund for 2nd half 8-week term
April 23	Last day to Withdraw from 2nd half 8-week term courses
May 9	Last Day of Classes (Full semester courses) Graduate incomplete submission deadline for Fall 2026/Winter 2027
May 10 – 16	**Final Exam Week**
TBD	Undergraduate Commencement
TBD	Graduate Commencement
May 19	Spring Final grades due by 4:30pm
June 29	Non-matriculated student Fall registration begins (tentative)

Enrollment Management & Student Affairs

AccessAbility Services

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 Haas Library 406 and can be reached at (203) 837-8225 (voice) or by email at 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 AccessAbility Services.

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 Jennifer Labate, Chief Diversity, Equity & Inclusion Officer/Title IX Coordinator, Old Main 302, 203-837-8297 or labatej@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.

The Center for Student Involvement

Dennis Leszko, Director of the Center for Student Involvement (CSI)
Midtown Student Center 227
Phone: (203) 837-3954

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 70

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.

Clubs and Organizations

Student Government Association (SGA) 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.

Fraternity and Sorority Life Council Student Center, Room 219

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)

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

Program Activities Council (PAC) Student Center, Room 212

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.

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 ~~CSI Website~~.

Counseling Services

Please visit the Counseling website

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 Student Health & Wellness Center next to Newbury Hall, 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 /text 988.

Health Services

Please visit the Health Services website

The Health Services office, located in the Student Health & Wellness Center in Newbury Hall, provides students with acute/episodic care and health education when classes are in session. It is staffed by a nurse practitioner, registered nurse, and an administrative assistant. Office hours are Monday through Friday, 8 a.m. – 4 p.m. Appointments are required. Changes in hours are reported to the Office of the Dean of Student Success and Engagement, University Police, and the Office of Housing and Residence Life.

There is no charge for office visits at Health Services. Any prescription medications dispensed at Health Services are the student's responsibility and will be added to the tuition bill citing only a Health Services fee. Alternately, if a prescription medication is ordered students may elect to use any pharmacy to fill the order (and use insurance coverage if applicable).

If our medical staff refers a student to a specialist, an urgent care, radiology, laboratory diagnostics 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 Services cannot guarantee benefits and eligibility at the time services are rendered.

Immunizations

All students must complete the Connecticut State University Student Health Service Form. This form includes brief medical history, emergency contact information and immunization records. We require proof of two measles, two mumps, two rubella, and two varicella immunizations. In lieu of the

immunization records, the lab results of positive titers (blood test) may be submitted. All residents living in on-campus housing are additionally required to show proof of having received a dose of the meningococcal conjugate (A,C,Y&W-135) immunization within 5 years of the first day of classes and submitted to Health Services before a room assignment from Resident Life.

The University will only permit immunization exemptions for medical reasons in accordance with the Connecticut State Law.

The medical exemption waiver form is available for download at www.wcsu.edu/healthservices/onlineforms/

"New religious exemptions are no longer accepted, however exemptions documented prior to April 2021 will be honored and proof of that documentation must be submitted to WCSU". Exemptions subject the individual to exclusion from campus in the event of an outbreak of disease for which immunizations are required.

Athletic teams and some academic programs require additional immunizations or examinations prior to the student's participation. Please refer to individual department for additional requirements.

Housing & Residence Life

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.

Rooms are equipped with basic cable, and students can access the Internet (both 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 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 sizes.

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, four students share a suite. Basic cable and Internet access (both wired and wireless) are provided through the campus service. Study lounges are on each floor, and a large multi-purpose area is 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 features two bedrooms, a combined living and dining room, a kitchen, and a bathroom. The campus provider provides basic cable service and access to the Internet (wired and wireless).

Traditionally, four students live in each apartment — two students per bedroom. While Grasso students are typically very involved in academic and campus life, they also maintain an active hall council, which offers 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. Additionally, the building features two-story floor lounges throughout and a fitness center. All apartments are equipped with basic cable service and access to the Internet (both wired and wireless) through the campus provider.

Application for On-Campus Housing

Students who are accepted to the university may apply for housing after paying their $250 non-refundable housing deposit at www.wcsu.edu/ezpay. Approximately 6 hours later, or when they receive an email confirming their deposit from Housing@wcsu.edu, they may complete an online application on the Housing Portal. Only full-time, matriculated students are eligible to live in on-campus housing. The confirmation email is only sent to your WCSU email account.

Commuter students who have not previously lived on campus may also apply to live on campus for the following semester and will be placed, space permitting. Applications are available once the non-refundable $250 housing deposit has been paid (www.wcsu.edu/ezpay), and students then complete the housing application, which is available on the Housing Portal.

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 reside on the Westside; their placement is determined by room selection and eligibility for a building based on age, credits earned, and Priority Points. Due to the high demand for on-campus housing, students are encouraged to apply early.

Meal Plans

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

In Fairfield, Litchfield, and Newbury, residents can select from the Diamond, Ultimate, or Platinum Wolves plan when signing up in the Housing Portal before the start of the semester. Residents can make changes to their selected wolves plan at any time before the beginning of the semester. The default meal plan for midtown is the Ultimate Wolves plan.

Centennial residents can select from the Diamond, Ultimate, or Platinum Wolves plan in their Housing Portal. Residents can modify their chosen wolves' plans any time before the start of the semester. The default meal plan for Centennial is the Platinum Wolves plan.

Grasso and Pinney residents can select from the Diamond, Ultimate, Platinum, or Blue Wolves plan in their Housing Portal. Residents can change their chosen wolves' plans any time before the start of the semester. The default meal plan for Grasso and Pinney is the Blue Wolves Plan.

Off-Campus Housing

The Department of Housing & Residence Life does not provide access to off-campus listings.

Inter-Cultural Affairs

The Office of InterCultural Affairs serves as a resource for the university and the community in promoting an awareness and appreciation of cultural diversity. The Office of InterCultural Affairs was established in 2017 to promote and implement multicultural programming and is a positive force in the lives our diverse students at Western Connecticut State University.

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

New Student Orientation is designed to meet the needs of incoming 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; summer orientation and welcome weekend.

During summer orientation, students have the opportunity to meet other new students, create and get their schedule, pick up their ID, meet Orientation Leaders, and get familiar with and connected to campus life. Welcome Weekend is organized around the weekend before 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. Welcome Weekend also includes social events, lectures, movies, concerts, and other activities intended to welcome students to campus.

If you would like more information about New Student Orientation, please check out the orientation website or please call (203) 837-9700.

The Substance Abuse Prevention Program (CHOICES)

wcsu.edu/choices/

The Substance Misuse 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 misuse gets in the

way, it can seriously derail those dreams.

The goal of the office is to provide confidential counseling for students experiencing problems with substance use, 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 fun 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 program 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/misuse; plans educational workshops and trainings for faculty, staff and students on overdose prevention, suicide prevention and problem gambling.

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) 837-8897 to make an appointment.

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 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.

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 each year October 1st . To be considered for financial aid, you must be accepted to the university and have a processed and valid FAFSA on file by our priority deadline, **March 1**. It is recommended that you submit your FAFSA as early as possible 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 studentaid.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 and include the university's school code, 001380.

Applicants must approve and consent to have IRS data transferred to your FAFSA using the Financial Aid Direct Data Exchange (FA-DDX) on the application. If at the time of completing the FAFSA form you are unable to transfer your information because your taxes were recently filed or were not filed yet, you must update your FAFSA once you have filed your taxes. *Some individuals may not be able to transfer IRs data 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 approve and consent to transfer IRS data, you may be asked to update your FAFSA using the Financial Aid Direct Data Exchange (FA-DDX). 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 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 identity and Statement of Educational Purpose
- Household Size Information
- Income Tax and Other Income Information

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 offer. Students receive an email notification, including instructions on how to act on your aid offer.

AACTUS

Undocumented students may apply for consideration of institutional aid. Download and complete the application at wcsu.edu/finaid/undocumented-students.

Please submit all documents for processing using the WCSU Financial Aid Document Upload page,a secure website, found at wcsu.edu/finaid/important-forms.

- In a browser, go to WCSU Financial Aid Document Upload (Hyland OnBase)
- Complete the student information
- Complete the sender information – you can include a message, if needed
- Attach documents
- Click submit

We encourage you to apply for University and Foundation Scholarship opportunities on www.wcsu.edu/scholarships, as well as additional sources.

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. (https://www.wcsu.edu/finaid/policies/academic-progress/)
3. You should make every attempt to complete the FAFSA by the **March 1** priority deadline.

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

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

Important Deadlines

- **Dec 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.

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 enrolled, or accepted for enrollment, in an eligible program as an undergraduate student at the institution.
3. 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.
4. Maintain Satisfactory Academic Progress (SAP) according to the standards and practices of the institution. (https://www.wcsu.edu/finaid/policies/academic-progress/)
5. Not owe a refund on a Pell Grant, supplement grant or state student incentive intended to meet

the cost of attending the institution.
6. 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.
7. 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 to qualify for a supplemental grant are the same as those listed under Federal Pell Grants above and based on financial need (based on the FAFSA). Students must also be full-time.

Roberta B. Willis Scholarship (GOVS)

Award recipients must be Connecticut residents with full-time matriculation. Recipients must also demonstrate financial need with a federal Student Aid Index (SAI) 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 offering 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 offered to you, may not exceed direct university billed cost(s) of Tuition & Fees and Room & Board (if you are living on-campus).*

Academic Scholarships

The following merit scholarships are available to incoming freshmen upon admission to WCSU. Incoming students who have been accepted by **February 1st**.

Scholarship offers are made through the admission process in accordance with the requirements and criteria for each scholarship.

These scholarship offers are renewable for up to a maximum of 8 full-time, consecutive semesters for first-time freshman (number of eligible semesters for Transfers may vary) and are offered in addition to other need and non-need-based aid made available through the Office of Financial Aid & Student

Employment. No separate application is required for consideration of merit-scholarships, although a FAFSA/AACTUS is required for each academic year.

Incoming residential students awarded any of the listed below merit-based scholarships are also eligible for a Wolves Den Housing Scholarship up to $6,000 ($1,500 annually), on-campus residency is required.

Note: Eligible students may not receive more than one of the listed merit-based scholarships. These funds, in combination with other grants, scholarships, and educational assistance may not exceed direct, university billed cost(s) of Tuition & Fees, Housing & Food (for campus residency) and an allowable and established allocation of books as listed in the annual Cost of Attendance budget. Selections and scholarship offer are contingent upon availability of funding.

Presidential Merit Scholarship

Scholarship amounts up to the annual base in-state tuition and fees. (Does not include program specific fees, NEBE rate fee or other miscellaneous fees). Recipients of the scholarship are invited to participate in the Kathwari Honors Program. Students must maintain a 3.2 GPA and must pass and complete a minimum of 12 credits per term to remain eligible.

Wolves Merit Scholarship

Scholarship amounts up to $24,000 ($6,000 annually). Students must maintain a 3.0 GPA, pass and complete a minimum of 12 credits per term to remain eligible.

Connecticut State University (CSU) Trustee Scholarship

Scholarship amounts up to $16,000 ($4,000 annually). Recipients of this scholarship are invited to apply to participate in the Kathwari Honors Program. Students must maintain a 3.0 GPA, pass and complete a minimum of 12 credits per term to remain eligible.

Wolves Excellence Scholarship

Scholarship amounts up to $16,000 ($4,000 annually). Students must maintain a 3.0 GPA, pass and complete a minimum of 12 credits per term.

Honors Scholarship

Scholarship amounts up to $8,000 ($2,000 annually). Recipients of this scholarship are invited to apply to participate in the Kathwari Honors Program. Students must maintain a 3.0 GPA, pass and complete a minimum of 12 credits per term.

Wolves Academic Scholarship

Scholarship amounts up to $8,000 ($2,000 annually). Students must maintain a 3.0 GPA, pass and complete a minimum of 12 credits per term.

Wolves Achievement Scholarship

Scholarship amounts up to $4,000 ($1,000 annually). Students must maintain a 3.0 GPA, pass and complete a minimum of 12 credits per term.

Wolves Distinction Scholarship

Scholarship amounts up to $2,000 ($500 annually). Students must maintain a 2.5 GPA, pass and complete a minimum of 12 credits per term.

Academic Scholarship Appeal

The Office of Financial Aid & Student Employment notifies students of failure to meet requirements of their respective merit-based award. Students have the right to submit an appeal request within 10 business days of notification. Late and/or incomplete requests will not be considered. The appeal pertains only to the monetary scholarship, not participation in the Honors Program.

University and Foundational Scholarships

A general application will allow you to automatically be considered for any scholarship you are eligible for at wcsu.edu/scholarships.

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.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.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)

$100,000 as a graduate student

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. Parents can borrow up to $20,000 annually per dependent undergraduate student and have a $65,000 lifetime limit. For more information on Direct PLUS Loans including current interest rates, please visit 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.

Loan Repayment

Generally, you will have 10 to 25 years to repay your loan, depending on which repayment plan you choose. Your loan servicer 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.

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	2.0
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 A*ttempted* Credits	**Not Counted as Attempted Credits**
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 ≥ 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 x o.67 = 38.19

The student must complete and pass 38.5 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 x .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 WolvesNet 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 14 days of the date of SAP status notification, but no later than October 1 (fall) or March 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 submitted using the ~~WCSU Financial Aid Appeals Form~~ and select Satisfactory Academic Progress Appeal to proceed.

If the appeal is approved, the Office of Financial Aid & Student Employment will be notified. Please allow 3-5 business days for your financial aid application to be reviewed and processed. Financial aid will be reinstated based on availability of funding. Once the financial aid offer is ready, the student will receive an email notification to their WCSU email.

Should an appeal be denied, financial aid will be canceled for the next term. **All SAP Appeal decisions are final.**

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 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. **All SAP Appeal decisions are final.**

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 offered under the assumption that a student will attend the institution for the entire period in which federal assistance was offered. 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 aid offer 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 aid offer 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 aid offer 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. If 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. Since 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 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 offered 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 offered.

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 offered.

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 700 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.

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 offer 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 students' experience in specific areas.

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

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. When registering, students must inform the registration clerk their intent to either be a full-time or a part-time status.

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.

2026-2027 Full-Time Undergraduate Annual Expenses

	Tru-State (CT, NY, NJ Residents)	National Rate(All other states)
Tuition *	$6,998	$10,498
Fees **	6,403	6,403
Housing (Double Room Rate) ***	8,932	8,932
Meal Plan (required for Midtown dorm students)	6,608	6,608
Resident Hall Social Fee	45	45
Sub-total	**28,926**	**32,486**
Books	1,200	1,200
Total	**$30,126**	**$33,686**

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 $636 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. 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 $500
- Music program $150
- Music Theatre program $150
- Theatre program $150
- Art program $50

All students taking applied music lessons pay $320–$620 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). Enrollment in another constituent unit must occur within 60 days of the beginning of the semester for which the binder was paid to Western Connecticut State University. 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 3%/$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 deposit, Housing deposit, Registration fee, 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.

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 June 30th, 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 July 1st (Academic Year) or December 1st (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 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.

2026-2027 Part-Time Undergraduate Tuition On-Campus and Online

Tuition (In-state/out of state)	$292 per credit hour
General Fee (In-state/out of state)	$344 per credit hour
Total per credit hour	$636 per credit hour
Registration Fee (Non-Refundable)	$60 (per semester)
Student Activity Fee (per credit hour)	$8 per credit hour
Transportation Fee	$40 per semester
Writing Center Fee	$16 per semester

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 3%/$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, Writing Center 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 $3,500 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.

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's 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. Students should refer to the Taking a Course at Another Institution section.
3. By examination including CLEP, ACT/PEP, NLN, advanced placement, department examinations;
4. USAFI and DANTES 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.

Language Requirement

The Bachelor of Arts degree and the Bachelor of Science degree in secondary education require students to study a language other than English to at least the elementary level II. All students enrolled in these degree programs must fulfill the language requirement in one of the following ways:

1. Complete three years of a language other than English in high school with an overall "C" average.

2. Study a total of four years of two languages other than English in high school with an overall "B" average.

3. Successfully complete a proficiency examination in a language other than English, 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 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.

Language Requirement Waiver

For students whose native language is other than English:

1. Western does not require students to complete the language requirement 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 language other than English 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 Requirements – Starting Fall 2025

General Description:
The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 credits split across eleven learning areas and distribution requirements. Generally, students can satisfy a given general education requirement with any course they like within that area. "Within Learning Areas" means taking a specific course or a course from a specific list of courses. "Distribution Requirements" means taking classes from specified departments. Note that some programs of study may require specific courses; if so, these courses will be listed with the program's other requirements.

Summary of credit distribution and requirements across learning areas

Learning Area (Based on course list)	Credits	Requirement
First Year Experience	1	UNI 101
Writing I	3	COMP 101: Composition 1 or equivalent

Writing II/ Information Literacy	3	One of the following courses: COMP 102, ED 211, ENG 104W, ENG 105W, ENG 106W, ENG 107W, ENG 108W, ENG 130W, ENG 131, THR 107W, WRT 210 (WRT 210 – Fall 2025 only)
Speech Communication	3	One of the following courses: COM 160, COM 161, COM 163, COM 252, COM 264, COM 268, ED 206, MED 206
Personal Wellness	2	HPX 177 + 177a, HPX 100, HPX 244
Racial Justice	**	One course designated as exploring Racial Justice, **fulfilled by courses from other General Education requirements or in the major.
Global Diversity	**	One course designated as exploring Global Diversity, **fulfilled by courses from other General Education requirements or in the major.

Distribution Requirements (Based on department)	**Credits**	**Requirement**
Arts and Humanities	**9**	3 credits in the Arts (Art, Digital Interactive Media Arts, Film and Broadcasting, Music, Theater, Writing); 3 credits in Humanities (African American Studies, Communication, English, History, Humanistic Studies, Philosophy, Languages other than English); and 3 credits in either Arts or Humanities.
Social and Behavioral Sciences	**9**	Minimum of 2 disciplines including: Anthropology, Economics, Geography, Political Science, Psychology, Social Science, Sociology, Women's Studies, World Perspectives.
Natural Science and Technology	**7**	All students must complete a 4-credit laboratory course in the natural sciences (Atmospheric and Climate Sciences, Astronomy, Biology, Chemistry, Meteorology, Physics), and a second course in natural science/computer science/management information systems (MIS 155, 260, 280, 281)
Mathematical Reasoning	**3**	All students must complete a designated course in mathematics (MAT courses between 110 and 298, except for MAT 150/151 and MAT 186, FIN 230, or SS 300)
TOTAL CREDITS	**40**	

Learning Areas

The following Learning Areas are fulfilled by specific courses, as listed. These may be found in Open/ Close under the attribute for the Learning Area's name.

First Year Experience: (1 semester hour)
The First Year Experience helps new students engage with opportunities and resources available at WCSU to be academically and personally successful in university life. This requirement is satisfied through a first-year course, University 101, which provides support for first-year students to transition to university and to appreciate the values, culture, and resources of the academic community. This course will orient students to the expectations, resources, requirements, and rewards of their WCSU experience. Students will engage in a common reading experience as an introduction to university-level

academic rigor.

All entering students must successfully complete University 101. Some sections will be specifically tailored to the needs of transfer students.

Writing 1: (3 credits)
By completing the Writing 1 requirement students gain confidence and fluency with writing and reading at the college level. Students will learn how to write for various rhetorical situations in academic and non-academic genres.

All students must complete COMP 1: Composition 1: Introduction to Composition and Rhetoric. Exception: Students who score 600 SAT, 27 ACT, or meet the required score for an AP or IB course are placed into any course with a Tier 2 Writing Attribute/Writing 2 and Information Literacy Learning Area. These students must take any 3-credit Humanities course as a substitution for COMP 101.

Writing and Information Literacy: (3 credits)
Through the Writing and Information Literacy requirement, students build directly on the objectives and outcomes of Writing I by enriching their rhetorical knowledge and writing practice with basic research methods and with formal instruction in information literacy as defined by the Association of College and Research Libraries (ACRL): "Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

All students must successfully complete one of the following approved courses:

COMP 102: Composition II: Rhetoric and Research
ED 211: Educational Psychology: Children and Adolescents
ENG 104 W: Introduction to Nonfiction
ENG 105 W: Introduction to Poetry
ENG 106 W: Introduction to Fiction
ENG 107 W: Introduction to Drama
ENG 108 W: Introduction to Literature
ENG 130W: English Seminar
ENG 131: Contemporary Literature
THR 107W: Play Structure and Analysis

Speech Communication: (3 credits)
Through the Speech Communication requirement, WCSU students cultivate the ability to communicate complex ideas to diverse audiences. Speech Communication engages students in the thoughtful evaluation of topics, the clear and concise expression of propositions including the use of appropriate supporting evidence, the effective engagement of the intended audience, and the polished delivery of a well-crafted presentation.

All students must successfully complete one of the following approved courses:

COM 160: Public Speaking
COM 161: Decision Making in Groups
COM 163: Introduction to Communication Skills

COM 252: Media Performance Techniques
COM 264: Argumentation and Debate
COM 268: Public Communication
MED 206: Introduction to Music Education
ED 206: Introduction to Education.

Personal Wellness: (2 credits)
The Personal Wellness (PW) requirement helps students understand the relationship between well-being and personal and societal choices; lifestyle choices enhance physical and mental well-being. WCSU graduates will appreciate that good health improves quality of life and cognitive functioning and know how to implement those choices. Moreover, personal wellness is an active, lifelong process of becoming aware of choices and making decisions that allow individuals and communities to thrive.

All students must successfully complete one of the following courses:

HPX 177+177a: Fitness for Life Lecture + Activity
(HPX 177a includes an option for Student Independent Activities. HPX 177a may also be fulfilled through participation in varsity athletics or THR 305: Dance Combination.
HPX 177 and HPX 177a may be taken in separate semesters.)

HPX 100: Introduction to Health and Wellness
HPX 244: Movement, Mindfulness, and Meditation
HON 298: Ancient Approaches to Modern Maladies
HON 298: Exercise as Medicine
HON 498: Positive Health and Stress Management

Racial Justice:
WCSU graduates will be prepared to interact in a society where racial discrimination and inequities exist yet understand that working to promote proactive and preventative measures resulting in equitable opportunities and outcomes for all is a necessity. Students will confidently and comfortably excel within racially and ethnically diverse groups, communities, and interactions.

All students must successfully complete one course designated as exploring racial justice. This is not a credit bearing requirement. Most students will satisfy this requirement in other areas of General Education, such as in Arts and Humanities or Social and Behavioral Sciences.

All students must successfully complete one of the following courses:

AAS 100: Black Experience in America
AAS/HIS: 147: Atlantic Slavery
AAS/HIS: 470: Slavery and Abolition in the Atlantic World
ANT/COM 208: Intercultural Communication
ANT/SOC/AAS 212: Peoples & Cultures of Africa
ANT 213: North American Indians
ED 314: Social Justice & Diversity in Education
ENG 214: African American Literature
HIS 106: Social Justice and World History
HIS 147: History of Slavery in America
HIS 201: Immigrant NYC

HIS 216: Latinos and Latinas in US History
HIS233: The Irish in America
HIS 250: Conquest and Survival in Latin America
HIS 251: Revolution and Resistance in Latin America
HON 298: Black American Theatre
HON 298: Economics of Social in-Justice
HON 398: Caribbean Literature: Narratives of Identity, Culture, and Resistance
HON 398: Crossing the Danger Water
HON 398: Issues in Urban Public Education
HON 398: Post-War Cities & The Wire
HON 398: White Nationalism (Also run as Racism, Nationalism, and the Far Right
HUM 223: Immigration: Rights and Wrongs
HUM 224: Thinking about Race
HUM390: Black Mirror: Love/Hate Relationships
MUS 123: History of Hip-Hop
PHI 205: Engaged Philosophy: Peace & Justice Studies
PHI 320: Social and Political Philosophy
PS 309: African Politics
PS 340: Gender Justice & the State
PSY 313: Cross-Cultural Psychology
SOC 200: Concepts of Race and Racism
SOC 210: Urban Sociology
SOC 211: Latinos/as/x in United States
SOC/ANT 309: Food, Justice, & the Environment
SOC/ANT 322: Comparative Minority Relations
SOC/ANT/PS 410: Undocumented Migration
SW 220: Diversity, Equity & Inclusion
SW 240: Racial Trauma
THR 105: Social Issues and Justice in Theatre
THR 270: Black American Theater
WRT 273: Writing Identity

Global Diversity:
WCSU graduates will be prepared to actively participate in our interconnected world. Global Diversity courses expand students' understanding of cultures outside the United States through an exploration of artifacts, practices, institutions, and interactions of diverse cultures. By encountering global perspectives outside of career pathways, students will comprehend the world's historic and/or contemporary complexity.

All students must complete one course designated as Global Diversity. This is not a credit-bearing requirement. Courses may count as either Global Diversity OR Racial Justice, as well as the distribution area connected to the prefix. Most students will satisfy this requirement in other areas of General Education, such as in Arts & Humanities or Social and Behavioral Sciences.

Students who have completed a full semester-long study abroad will have also satisfied this requirement.

All students must successfully complete one of the following courses:

AAS/HIS 219: African American History and Culture

AAS/HIS 284: Africa: From Antiquity to Colonialism
AAS/HIS 285: Modern Africa
AAS/WP 109: Equatorial African Cultures
AAS/WP 113: Southern African Cultures
ANT 100: Introduction to Cultural Anthropology
ANT/SOC/AAS 212: Peoples & Cultures of Africa
ANT/SOC 216: Anthropology of the Middle East
ANT/SOC 222: Global Rural Cultures: Resistance & Change
ANT/SOC 242: Buddhism and Culture
ART 201: Global Art History
ARB 101: Introductory Arabic I
ARB 102: Introductory Arabic II
CHI 162: Introductory Chinese I
CHI 164: Introductory Chinese II
FR 162: Introductory French I
FR 164: Introductory French II
GER 162: Introductory German I
GER 164: Introductory German II
HIS/WP 115: Latin American & Caribbean Civilization
HIS 245: Egypt of the Pharaohs
HIS 266: America's War in Vietnam
HIS 281: Modern Middle East
HIS 287: History of Chinese Religions
HON 298: Global Rural Cultures: Resistance & Change
HON 298: Human Rights
HON 398: Flash of the Spirit
HON 398: Globalization and Migration
HON 398: Latin American Music
HON 398: Music, the Universal Language of Peace
HON 398: Tibetan Culture: Then & Now
HON 398: Transnational Families
HON 398: World Music
HON 498: Taoism Tai-Chi Buddhist Meditation
HON 498: Undocumented Immigration
IT 162: Introductory Italian I
IT 164: Introductory Italian II
MKT 305: Global Environment of Business
MUS 101: Evolution of Jazz and Rock
MUS 103: World Music
MED 104: World Music in the Classroom
PHI 241: Buddhist Philosophy
PHI 242: Islamic Philosophy
PHI 245: Philosophy of Death and Dying
PHI 340: Non-Western Philosophy
POR 162: Introductory Portuguese I
POR 164: Introductory Portuguese II
PS 309: African Politics
SPA 162: Introductory Spanish I
SPA 164: Introductory Spanish II

SPA 110: Latin American Film
SPA 111: Spanish Film
SPA 214: Introduction to Translation
SPA 162: Introductory Spanish I
SPA 164: Introductory Spanish II
SPA 196: Continuing Spanish Language and Culture I
SPA 197: Continuing Spanish Language and Culture II
SPA 203: Cultural Conversations: Film
SPA 204: Conversation and Composition: Essay
SPA 221: Cultures: Spain
SPA 222: Cultures: Latin America
SPA 224: Trans-Atlantic Hispanic Cultures
SPA 225: Hispanic Cultures: Connecticut
SPA 226: Global Immersion: Spain
SPA 227: Cultural Conversations: Food
SPA 228: Cultural Conversations: Borders
SPA 229: Cultural Conversations: Arts
WP 103: Chinese Culture
WP 104: Japanese Culture
WP 110: Southeast Asian Civilizations
WP 198: Indigenous Mexico & Mayan Civ
WP 107: Middle Eastern Culture
WP 110: Southeast Asian Civilization
WP/HIS 152: World History and Culture to 1500
WP/HIS 153: World History and Culture since 1500
WLC 120: Food and World Cultures in Film

Distribution Requirements

The following Learning Areas are fulfilled by courses in specific departments as determined by the course prefix (the letters before the course number connected to a department). In addition to the prefixes indicated below, Honors courses (HON prefix) may also be connected to distribution areas. These course designations will be labeled in DegreeWorks.

Arts and Humanities: (9 Credits)
All students must successfully complete 9 credits:

- 3 credits in the Arts (Art, Digital Interactive Media Arts, Film and Broadcasting, Music, Theater, Writing)
- 3 credits in Humanities (African-American Studies, Communication, English, History, Humanistic Studies, Philosophy, Languages other than English)
- 3 credits in either Arts or Humanities.

The Humanities include African-American Studies (AAS), Communication (COM), English (ENG), History (HIS), Humanistic Studies (HUM), Philosophy (PHI), Languages other than English (ARB, CHI, FR, GER, IT, MAN, POR, SPA. A well-rounded education includes exposure to a range of humanistic modes of inquiry. Through studies in the humanities, students will encounter the interrelatedness of human experience in historical perspective; the diverse nature, meanings, and

functions of creative endeavors through the study of literature, music, the theatrical and visual arts, and related forms of expression; and the ethical principles that guide individual and collective action.

The Arts include Digital Interactive Media (DIMA), Music (MUS and MED), Theatre Arts (THR), Visual Arts (ART), and Creative and Professional Writing (WRT). Study in the Arts includes the practice of an artistic discipline through creation, performance, and/or critical analysis. Arts courses may include the scholarly exploration of history, theory, and creative processes in the given discipline. Studio, workshop, and performance courses in the Arts should include components of discovery, practice, giving and receiving feedback, reflection, and revision/evolution of the work.

Humanities Course Prefixes: AAS, ARB, CHI, COM, ENG, FRE, GER, HIS, HUM, IT, MAN, PHI, POR, SPA, VI

Arts Course Prefixes: ART, DIMA, FAB, MUS, THR, WRT

Social and Behavioral Science: (9 credits)
Understanding human behavior, including its sources and effects, is an important element of a liberal arts education. Through exposure to the Social and Behavioral Sciences, students will develop an increased understanding of the influences that shape a person's or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational, or cultural means.

All students must successfully complete 9 credits in the Social and Behavioral Sciences in at least two disciplines including: African American Studies, Anthropology, Economics, Geography, Political Science, Psychology, Social Science, Sociology, Women's Studies, World Perspectives.

Social and Behavioral Science Course Prefixes: ANT, ECO, GEO, PS, PSY, SOC, SS, WP, WS

Natural Sciences and Technology: (7 credits)
Inquiry through the Natural Sciences and Technology involves asking appropriate questions, designing and implementing strategies to answer those questions, and interpreting and explaining the results within an appropriate disciplinary or theoretical context.

All students must successfully complete a minimum of 7 credits, including a laboratory course in the natural sciences (Astronomy, Biology, Chemistry, Meteorology, Physics), with an additional 3 credits from Natural Science, Computer Science, or select courses in Management Information Systems.

Lab courses from Atmospheric & Climate Sciences, Astronomy, Biology, Chemistry, Meteorology, and Physics count for the lab requirement (as listed in Degree Works) Natural Sciences and Computer Science courses count for the additional credits in this learning area (ACS, AST, BIO, CHE, MTR, PHY, CS, and MIS 155, 260, 280, and 281).

Mathematical Reasoning: (3 credits)
Through Mathematical Reasoning students develop the ability to recognize, interpret, and use quantitative information in various situations to understand and create evidence-based arguments. Students possessing mathematical reasoning skills will be able to apply quantitative principles, theories, and methods to solve problems, draw conclusions, and make informed decisions based on quantitative information. Further, they will be able to communicate their ideas or conclusions in a variety of appropriate formats.

All students must successfully complete a minimum of 3 credits in Mathematics (MAT) courses between 110 and 298 (except for MAT 150/151 and MAT 186); FIN 230, SS 300. HON 298: 3D Printing and Design, HON 498: Math, Literature, and Movies

General Education Requirements – Prior to Fall 2025

Prior to Fall 2025, 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

WRT 101 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 103, BIO 101, COM 102, ED 101, ED 102, HIS 100, HON 100, HPX 100, HPX 105, HUM 100, HUM 101, HUM 102, HUM 105, HUM 114, HUM 119, MAT 150, MKT 101, MUS 113, NUR 106, PHI 104, PHI 105, PHI 106, PSY 110, SS 102, 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 371W

Critical Thinking (CT) Courses

ANT 209, 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, SOC 209, SPA 330, SPA 331, SPA 337, SPA 360, SPA 361, SPA 365, SPA 370, SS 209, 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, HUM 421, NUR 336, PHI 205, PSY 260, PSY 262, PSY 270, PSY 392, PSY 393, PSY 394, PSY 395

Information Literacy (IL) Courses

BIO 150, ANT 2909, 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, SOC 209, SPA 110W, SPA 111W, SPA 196, SPA 197, SPA 203, SPA 204, SPA 212, SPA 213, SPA 221, SPA 222, SPA 224, SPA 225, SPA 226, SS 209, 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, HUM 421, IT 162, IT 164, MED 104, MKT 201, MKT 305, MUS 103, 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 242, 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, THR 270, WLC 120, 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 242, PHI 244, PHI 245, PHI 260, PHI 316, PHI 381, PSY 322, WRT 103W, WRT 210W, WRT 245W, WRT 246W, WRT 273W, WRT 303W, JLA/WRT 321W, WRT 335W, WRT 337 W, WRT 340W, WRT 347W, WRT 371W, WRT 377W, 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.

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 University 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 Summaries

Each major program leads to a degree, and students should obtain and study the program summary for their major. Program summaries may be obtained from the department, the office of the school dean, the Admissions Office or online at Undergraduate Academic Program Summaries – Academics (wcsu.edu) Program summaries list the degree requirements for each major. As students consult with their faculty adviser in the major, the program summary 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 the descriptions of each degree. Please review them every semester as you meet with your advisor. These samples are a guide that 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. Complete the Change of Major/Double Major form.
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 approve the change of major form and assign a new adviser.
3. The approval will be automatically sent to the Registrar's Office who will process the change of

major.

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 should email the appropriate department chair with their request to add or change a minor. The department chair will then forward their approval to the Registrar's Office for processing or notify the student directly in case of denial. If students wish to remove a minor, they should email the Registrar's Office at ~~requestregistrar@wcsu.edu~~ so that their academic record may be updated. 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 complete a program sheet with the primary department Chair. All programs should contain 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 Honors Council via the Director of the Kathwari Honors Program.
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.

Special Study Opportunities

Kathwari Honors Program

The Kathwari Honors Program promotes student enrichment built on the fundamental premise that knowledge is an open set of questions and ideas to be explored through highly interactive and interdisciplinary courses, experiential learning, research opportunities, and community engagement.

The Program centers both personal and public inquiry as drivers of the pursuit of knowledge and the common good. The program seeks to nurture curiosity, compassion, and civic engagement among highly motivated students and to open doors of opportunity and awareness among its members and across the university.

Upon completion of the Kathwari Honors Program, students will be able to:

- Formulate pressing questions that deserve inquiry
- Conduct inquiries, research, or creative activity that synthesizes knowledge or practice from multiple disciplines
- Present research or creative activity in public presentation, publication, or performance
- Develop ideas in writing or performance
- Engage in community action or service

The Program has two paths: the full Program (which is open to incoming first-year students and some first-semester sophomores, and the Associate Program, which is open to existing or transfer students who have completed up to 60 hours of study.

Students in the full Program will take HON 100 The Nature of Inquiry in their first semester, four Modes of Inquiry courses, and the HON 400 Honors Capstone Seminar in the Spring semester of their junior or senior year. These students will complete 20 Honors Engagement Points by graduation. Engagement Points are defined in the Honors Student Handbook.

Students in the Associate Program will take two Modes of Inquiry courses and the HON 400 Honors Capstone in the Spring semester of their junior or senior year. These students will complete 10 Honors Engagement Points by graduation. Engagement Points are defined in the Honors Student Handbook.

Mode of Inquiry courses will fulfill requirements in the General Education plan. Students in both programs have the opportunity to participate in Teaching or Research Practicum as one of their Activities. Students in both programs also may complete a Mode of Inquiry requirement by completing an Honors Enhancement of a course from another department. A full description of all benefits and

requirements of the Kathwari Honors Program is available at wcsu.edu/honors.

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.

Career Education Internship Program

Associate Director of Workforce Development & Applied Learning: ~~Ms. Katherine Corsillo~~
Career Success Center, Westside Campus Center, Room 300
(203) 837-8265

Director of Career Success Center: ~~Ms. Debra Manente~~
Westside Campus Center, Room 300
(203) 837-8266

Career 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 Career 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 Career 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 350 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, Oceania, 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. ISEP places the student based on their application and the exchange balance at the host university. The ISEP-Direct Program enables 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. It also allows students to have their first-choice program. Under the ISEP-Direct Program, the student pays the tuition and housing fees (meals are not included) of the host university and WCSU does not receive an inbound student. However, with both programs – Exchange and Direct – any financial aid the student is receiving (except for federal work/study) 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 an educational experience that allows for growth, also adds an attractive qualification to any student's subsequent professional employment. Living in another culture and polishing language skills is a definite advantage for any future career path.

To foster such a background among its students, WCSU also annually offers short-term faculty-led 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, MSC 207. For short-term study abroad programs in Spain or Italy, contact the World Languages Department at (203) 837-8734, Higgins Hall 218

Academic Services

The Student Success Team

The mission of the Student Success Team is to engage and maximize each student's academic experience through a holistic and connected support system. Each incoming student is paired with their own personalized Student Success Team. This team of experts includes: a University Advisor, a Faculty Advisor, a First Year Mentor, and a Financial Aid Counselor.

The University Advisor, also designated the School and Program Specialist, provides information on degree requirements, and connects students with various supports to help position themselves for success.

The Faculty Advisor is a faculty member from the major's department and provides academic and career guidance specific to the student's major. They may offer insight into major electives, internships, research opportunities, and more.

The First Year Mentor is the faculty that teaches the student's First Year Experience course. They provide support in the classroom setting to ensure a smooth transition into the college environment.

The Financial Aid Counselor provides information, guidance, and support regarding student financial accounts, scholarships, grants, loans, and more.

Together, these skilled professionals collaborate to create an enriching and seamless student experience, laying a strong foundation for their academic pursuits. This innovative initiative has revolutionized the support and guidance offered to all students throughout their educational journey at Western.

The University Advisement Center

Director: AnnMarie Puleo

University Advisors & School and Program Specialists: David Bryant, Kelly Callaro, Joseph Gentile, Samantha Sciandra, and John Duron.

The University Advisement Center is in Old Main, 202, on the Midtown Campus, and is an integral part of the Division of Enrollment Management & Student Affairs

The University Advisement Center is an office where students are welcomed to ask questions, discuss concerns, and find resources they need to persist through meeting university and program requirements and making degree progress towards graduation.

All incoming students are assigned to a University Advisor based on their program or area of study. The University Advisement Center supports students in their academic journey by offering guidance on major requirements, assisting with course selection each semester, and providing information on university policies and procedures. The University Advisors work with students to discuss their academic and personal goals, support and collaborate with Faculty Advisors, encourage involvement

with campus activities, and help students connect with University services to position themselves for success.

The University Advisor does not replace the Faculty Advisor. Students are responsible for initiating contact with their assigned advisors early in each semester. Students can identify their University Advisor and Faculty Advisor in BannerWeb under Advisor & Registration information. It is very important for students to work with their Faculty Advisors for course selection, major requirements, and learning about internships, graduate programs, and career preparation.

All First-Year students will view their schedule for the fall semester during New Student Orientation.

The University Advisement Center creates schedules for all incoming first-year students with care based on each program's published course program of study. Schedules include foundational courses, General Education courses, introductory major course requirements, and graduation requirements. This array of coursework is meant to expose students to their area of study. All First-Year students will view their schedule for the fall semester during New Student Orientation. and widen their knowledge and worldview.

The University Advisement Center supports students from the Exploratory Studies/Undecided major and work with their University Advisor to explore different areas of study through the Major Exploration program, while still fulfilling degree requirements and remain on track for graduation. Students are encouraged to declare their formal major as soon as they feel comfortable, but ideally before they earn 60 credits.

Students can request a Student Support Plan if they find themselves wanting or needing extra support. These individualized plans are created in collaboration between the student and their University Advisor. Plans are voluntary but, may be required for students not making Satisfactory Academic Progress (SAP) or for students who are not in good academic standing, per their school Dean. Plans typically include bi-weekly meetings with their University Advisor, referral to departments for services, connections to academic support offices, and personal assessments for career or program counseling.

For more information about the University Advisement Center, visit https://www.wcsu.edu/advising/

Athletics

Faculty/Staff

A complete list of the Athletics Department administration and coaches with contact information can be found on the WestConn website at Athletics Staff Directory

Intercollegiate Athletics
Western Connecticut State University 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, Ice Hockey, Indoor Track and Field
Spring — Tennis, Baseball, Lacrosse, Outdoor Track and Field

Women:
Fall — Volleyball, Tennis, Soccer, Field Hockey, Cross Country, Golf
Winter — Basketball, Ice Hockey, Indoor Track and Field
Spring — Softball, Lacrosse, Outdoor Track and Field

This year, WestConn's 23 programs will belong to the National Collegiate Athletic Association (NCAA) Division III. The football program is a member of the Landmark Conference. There are 22 athletic programs that are members of the Little East Conference (LEC), while women's golf plays independently. WestConn Athletics has individual sport pages as well as departmental pages on all social media sites.

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.

Career Success Center

The Career Success Center supports students and alumni from their first year through graduation—and beyond—by providing comprehensive resources that guide them toward meaningful careers and long-term success. Services include major and career exploration, career assessments, and individualized career planning.

A primary focus of the Center is preparing students for successful transitions into the workforce through applied learning. Staff work closely with students to identify, secure, and succeed in internships, experiential learning opportunities, and other hands-on experiences that build relevant skills, strengthen career readiness, and enhance post-graduation outcomes. The Career Education Internship Program (CED 297) provides opportunities for students to gain pre-professional experience aligned with their career interests while earning academic credit and, in many cases, a competitive hourly wage.

The Center provides personalized support in résumé and cover letter development, interview preparation, job and internship search strategies, graduate school planning, and personal branding, including LinkedIn optimization. Students also have access to free professional work attire (Professional

Clothing Closet) through regional donations and a variety of skill-building resources focused on networking, professional etiquette, and career readiness.

Services are available through in-person, virtual, and on-demand formats, including daily walk-in support during the academic year and 24/7 access to online career platforms. Career Communities serve as targeted hubs where students can explore industries, connect with employers and alumni, and discover opportunities aligned with their goals.

Additional engagement opportunities include career fairs, employer and alumni networking events, and recruiting programs. Students can also receive support through the "Level Up Your Career" mobile booth, located around the two campuses, and through one-on-one coaching appointments with career professionals.

The Career Success Center is located on the third floor of the Westside Campus Center, Suite 300, and is open year-round. Notably, the Center offers lifetime access to its services for all WCSU alumni.

For more information, visit the Career Success website, call (203) 837-8263, or email careersuccess@wcsu.edu.

International Services

International Services Office
Midtown Student Center, Room 207
(203) 837-3270
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

Academic Support

Academic support centers at Western are professionally staffed, independent facilities that provide free tutoring for students who want help in specific subjects or who want to improve their study skills. For more information on what each center offers, please visit us at https://www.wcsu.edu/academic-support/.

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

The Math Clinic (https://www.wcsu.edu/math/math-clinic/) 323 White Hall Higgins Hall 108; Managed by the Mathematics Department, Director: Dr. Stavros Christofi, (203) 837-9351, christofis@wcsu.edu), provides tutoring on a walk-in basis for students taking math courses at WCSU. 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, 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. 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: https://www.wcsu.edu/math/math-clinic-schedule/

(323 White Hall; managed by the Mathematics Department), provides tutoring on a walk-in basis for students taking math courses at WCSU. 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: https://www.wcsu.edu/math/math-clinic-schedule/

The Writing Center (Haas Library, room 302) offers free, one-to-one writing 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, developing a thesis and argument, incorporating source material, documenting and citing in various styles (MLA, APA, Chicago, and others), as well as grammar and punctuation. 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 education 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. Drop-ins are also welcome.

The Ancell Commons offers FREE individual tutoring available to all students enrolled in Business and Justice and Law courses and Economics 211 and 213. Additionally, we offer presentation coaching to help polish and perfect your public speaking skills. We have a carefully curated website with valuable information for students on maximizing your education investment, getting started as a transfer student and how to study effectively, among other topics that will help you navigate and enjoy your time at WCSU. The ~~Ancell Pride blog~~ will help you get connected to events, clubs and resources that will add value to your WCSU experience and education.

We strive to deliver a positive and personalized experience for all students. All tutors undergo thorough and rigorous training in our CRLA certified training program in order to provide you with tutoring that is productive and helpful. Our goal is to establish good rapport with students so that they feel comfortable and are able to get the most out of their tutoring experience.

Head to The Ancell Commons tutoring website today to see our tutoring schedule and to make an appointment. Also, be sure to come visit us to get connected to events, clubs and resources that will help you optimize and enhance your time at WCSU.

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– that provide access to information resources designed to meet all curricular and research needs, including books, ebooks, journals (mostly online), newspapers, databases, video, sound recordings and archival materials. In addition to the research resources, the libraries offer study space for individuals and groups. Professional librarians are available in both libraries to assist students in finding and obtaining appropriate materials for any topic or project.

The Haas Library also houses the WCSU Archives (local and institutional history – lower level) and Midtown Computer Center (MTCC) computer lab (first floor) and is home to the Tutoring Resource Center (second floor) where students can get one-on-one tutoring in specific course as well as the Writing Center (third floor) where students can get assistance with any writing project.

The Young Library (located on the fourth floor of the Westside Classroom Building) houses and cooperates with the Ancell Commons, a service and space dedicated to student achievement and success in the business disciplines.

For more information, visit the library website: 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 but not limited to:
  - Blackboard Learn / Blackboard Ultra
  - Blackboard Collaborate
  - Kaltura
  - WebEx
- Information Systems such as Banner, Event Management System .
- 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, Service Desk, and support for our computer labs.

Information Technology & Innovation (IT&I) supports three staffed computer labs, two 24-hour computer labs, and technology classrooms on both campuses. These facilities support a variety of software packages including Microsoft Office, Visual Studio, Visio, SharePoint Designer, and Adobe programs. They also support specialized software on various machines and are equipped with both black and white and color laser printers and scanners. Students can purchase print credits through the Get app and use their WCSU ID to print in the Computer Labs. These facilities are staffed with student

Computer Center Assistants to provide help if needed.

WolvesNet portal is a modern, intuitive user interface designed to streamline and enhance the student experience at WestConn. It provides a personalized dashboard that integrates various academic and administrative functions, allowing students to access their course schedules, grades, financial information, and campus resources all in one place. The interface is highly customizable, enabling students to tailor their dashboard to fit their individual needs and preferences. By centralizing essential information and tools, WolvesNet helps students stay organized, manage their academic responsibilities more efficiently, and engage more deeply with their educational community. WolvesNet can be accessed at www.wcsu.edu/wolvesnet or as a native app which is available on both the Apple App Store and the Google Play Stores.

~~Recreation, Intramurals, and Club Sports~~

Amy Shanks, Director

Phone: (203) 837-8609

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. At midtown you will find the brand-new, state-of-the-art, Fitness Center and newly renovated Bill Williams Gymnasium, both located in Berkshire Hall. There is also a Fitness Studio located in the Student Center, which contains heavy bags, ropes, jump boxes, kettlebells and more, designed for circuit training and plyometric workouts. At westside you will find the Fitness Center and Studio on the lower level of Pinney Hall. . For up-to-date information, please visit our website, wcsu.edu/recreation and 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, men’s ice hockey, women’s ice hockey, men’s volleyball and men’s basketball.

Campus and Student Centers

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 Wolves Den containing the Wally's Cupboard (student food pantry), commuter lounge and event space, bookstore, game room, Housing and Residence Life Office, the Intercultural Affairs Office, Judicial Affairs, Mail Services, and the Center for Student Involvement (CSI). The Student Government Association, student newspaper, radio station, Program Activities Council, Greek Council, Army National Guard, and Student Veterans Association are also located in this building.

The Westside Campus Center (CC) houses the 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

The WCSU Bookstore, operated by Follett and located in the Midtown Student Center, provides new and used textbooks, textbook rentals, eBooks, school supplies, University apparel, and gift items. Textbooks and merchandise are also available for purchase online. Phone: (203) 837-8464.

For more information go to WCSU Bookstore

Food & Dining

Campus Dining Services, operated by Sodexo, provide dining options on the Midtown and Westside campuses for students, faculty, staff, and guests. Services include meal plans, residential dining, retail dining locations, and campus catering. Phone: (203) 837-8764.

Shuttle Service

The WCSU Campus Shuttle Service provides free transportation between the Midtown and Westside campuses during the fall and spring semesters. Service operates seven days a week, excluding University closures and select holidays. Shuttle schedules and service updates are available on the University website.

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.

Students who visit the STTC can learn about Microsoft Office and Adobe products. The facility provides both PC's and Macs. To learn more, visit http://www.wcsu.edu/iti/computers/

IT&I Service Desk

To report problems, or if you have questions, please call the Information Technology & Innovation Service Desk at (203) 837-8467, email requestit@wcsu.edu or log onto our Service Desk Portal at wcsu.samanage.com to report an issue. For self-service help please visit our Knowledge Base at support.wcsu.edu.

Midtown and Westside 24-Hour Labs

The Midtown Computer Center, Haas Library, is open to students 24/7. At Westside, the 24-hour lab is in the Westside Classroom Building, Room 247C. 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 CSCU and WCSU's computer policies. These facilities have the same software as the staffed computer centers.

Staffed Computer Labs

Staffed Computer Labs are in the Haas Library, first floor, and the Westside Classroom Building, 117. The iLab is in the WS Campus Center, 125 and includes computers, meeting rooms, VR technology, and six Xbox stations for students to enjoy. To learn more, visit http://www.wcsu.edu/technology/ and select "Computer Centers" under WestConn IT Essentials.

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 including, but not limited to Computer Centers, and 24-Hour Labs or access the wireless network must obtain a WCSU User Account.

Accounts are automatically created when students are either accepted into a degree program by Admissions or 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".

WolvesNet – WolvesNet 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). WolvesNet is also available as a native app which can be downloaded at the Apple and Android app stores.

To get to WolvesNet, visit http://www.wcsu.edu/wolvesnet/ or download from your favorite app store.

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."

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. We recommend that you register your device(s) to maximize the benefits of our wireless network.

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 supplements 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 https://www.wcsu.edu/iti/policies/

Policies & Guidelines for Computer Use

- CSCU Network Policy
- Electronic Monitoring Notice
- Computer Center Usage Rules & Policies
- CSCU Email Policy
- Wireless Policy
- Information Security Policy

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

Testing Services (CLEP ®)

Oni Figueroa, Testing Facilitator
Westside O'Neill Center 205
(203) 837-8877
academictesting@wcsu.edu

WCSU Testing Services offers College Level Examination Program (CLEP) on campus.

What is CLEP? The College-Level Examination Program® (CLEP) help you get college credit for what you already know, for a fraction of the cost of a college course. Whatever your reasoning for wanting to accelerate your path to a college degree, there is a CLEP test for you. WCSU administers all CLEP examinations; however, not every exam is accepted by the university for equivalency credit. Visit

~~wcsu.edu/testing~~ to learn about CLEP and how to register.

University Police Department

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.

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. Part-time students are charged on a per-credit basis.

Matriculated part-time students must enroll in at least one course each fall and spring semester to maintain their matriculated status. To change from matriculated part-time to matriculated full-time, students must contact the Registrar's Office at requestregistrar@wcsu.edu before the semester begins.

A **full-time student** is an undergraduate student who registers for at least 12 credits in a semester. The standard course load for full-time students is 15 credits. The maximum course load without special approval is 17.5 credits per semester. Full-time students will be charged an additional per-credit fee for any credits over 18. This excess credit fee is non-refundable. Music and Theatre majors as well as students in the Kathwari Honors Program may carry up to 21 credits per semester without additional tuition. Education majors enrolled in their professional seminar may carry up to 19 credits per semester.

NOTE: Any course load above the allowed maximum for a student's program requires approval from the Dean of the appropriate school.

Full-time undergraduate students must register for at least 12 credits each fall and spring semester to maintain matriculated full-time status. To change from full-time to part-time, students must contact the Registrar's Office at requestregistrar@wcsu.edu before the semester begins. Students registered for fewer than 12 credits after add/drop will have their status automatically changed to part-time by the

Registrar's Office. Changing to part-time may affect billing, financial aid, scholarships, housing, athletic eligibility, etc. Students should consult the appropriate offices before making changes.

Students who are not registered for any courses and do not complete a leave of absence will be administratively withdrawn from the University and must reapply through the Admissions Office to return.

Change of FT/PT status may be requested any time through the third week of of a semester. No changes of status is permitted after the 3rd week.

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 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 and click the Course Registration link in the right-hand directory. Or call the Registrar's Office at (203) 837-9200.

Add/Drop

Students may add/drop courses during the first two weeks of the fall and spring semesters. However, any course added during the second week requires approval of both the instructor and the department chair. For courses that are one to eights weeks in length, please consult the Academic Calendar for add/drop deadlines. 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, NCAA eligibility, etc. Added courses that result in an overload (more than 17.5 credits) also need the approval of the appropriate school dean.

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 until the end of the 12th week of the semester. Course withdrawals are recorded on a student's transcript with a "W." There is no academic penalty attached to this withdrawal (i.e., failure). The withdrawal deadline for courses that are eight weeks in length is the end of the 5th week. The withdrawal deadline for courses that are five weeks in length is the last day of the 3rd week. The withdrawal deadline for courses that are three weeks in length is the last day of the 2nd week. Specific course withdrawal deadlines are posted in the Academic Calendar. Students wishing to initiate a course withdrawal after the stated deadline 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.

A course withdrawal may affect the attainment of satisfactory progress as defined by financial aid, Veteran's benefits, scholarship eligibility, athletic eligibility, housing, and other policies. Students who are reported as stopped attending a course 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 university.

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 university. The refund deadlines are posted in the Academic Calendar.

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 withdrawal procedure, you may 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 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.

This policy applies to undergraduate courses completed at WCSU only.

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

Incompletes
To receive an incomplete ("INC") grade in a class, students must formally request it from the instructor in writing. Once approved by the instructor, the incomplete grade denoted as "INC", will be assigned by the instructor during the final grading period. Incomplete grades must be resolved within six weeks of the next major term (fall or spring). If the incomplete grade is not replaced with a grade within the designated timeframe, it will automatically convert to a grade of "F" or the minimum passing grade as determined by the instructor. Incomplete grades may not be removed by repeating a course. Students will be ineligible for the Dean's List if they have an incomplete grade at the time the Dean's List is generated. During their graduating semester, students must coordinate with their degree auditor regarding the timeline for resolving the incomplete grade.

When a student opts for an incomplete, it signifies their commitment to completing the coursework and earning a final grade. Therefore, a "W" grade (withdrawal) cannot serve as a resolution for an incomplete. A "W" denotes a course registration status and cannot be applied to a student's academic record once the withdrawal period for a specific term has passed.

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 Reports
You can access your grades by logging onto WestConnduit.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, students 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 Warning
Students shall be placed on Academic Warning the first fall or spring semester in which their cumulative GPA falls below 2.0.

Academic Probation
Students who are on Academic Warning and fail to raise their cumulative GPA to the minimum 2.0 in the following fall or spring semester shall be placed on Academic Probation. Students on Academic Probation shall be allowed to continue at the University but shall remain on probation provided their semester GPA is at least 2.3. Once the cumulative GPA reaches 2.0, the student shall be removed from Academic Probation and shall be returned to Good Standing. Students shall have three (3) semesters to raise their cumulative GPA to 2.0. If the cumulative GPA is below 2.0 after the third semester of probation, the student shall be academically suspended.

Academic Suspension
Students on Academic Probation shall be Academically Suspended in the fall or spring semester if (1) their semester GPA is below a 2.3 and cumulative GPA is below a 2.0, or (2) their cumulative GPA remains below 2.0 after the third semester of probation. Students who are academically suspended from Western Connecticut State University are no longer matriculated at the University.

Suspended students can appeal for reinstatement to regain matriculation status, they may do so during or subsequent to the semester in which they are non-matriculated. Reinstatement to the University does not guarantee acceptance or reacceptance to programs with GPA requirements higher than 2.0. All appeals shall be made to their Academic Dean. Once a student's dismissal appeal has been granted, if a cumulative GPA 2.0 is not attained in the first semester back, the student will be dismissed. Students are ineligible to appeal if they are dismissed a second time.

Dismissed students may register part-time as non-matriculated students but must achieve a cumulative GPA of 2.0 or higher prior to attempting 30 credits as a non-matriculated student, to return to good standing and apply for readmission to their last program of study.

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. 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.

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 read at
https://www.wcsu.edu/faculty-handbook/policies-pertaining-to-students/academic-honesty-policy/

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 Ancell 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, 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 diploma, 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.

Application for Graduation

Degrees are awarded at the end of each semester as well as Intersession and the final summer session. Students must apply for graduation for the semester that they anticipate completing their final degree requirements. Any student who has filed a graduation application for Spring or Summer, and whose Spring degree evaluation confirms that the student is registered to complete all degree requirements by the end of the semester that they filed the application for, will be allowed to participate in the May commencement ceremony. Any student who has filed a graduation application for Fall or Winter Intersession will participate in the following May commencement ceremony.

You may access the 2026-2027 **Application for Graduation here.**

- Deadline for December 2026 and January 2027 graduation: 8/1/2026
- Deadline for May 2027 graduation: 11/1/2026
- Deadline for August 2027 graduation: 2/1/2027

Diplomas

Degrees and certificates are awarded to students who have completed all program requirements, and will be recorded on the student's academic transcript approximately 2-4 weeks after final grades are received. As a reminder, students can order a free official transcript once the degree has been awarded but prior to receiving your diploma.

Diploma Information
The diploma lists the student's name (as indicated on the graduation application), degree, major and honors (if applicable). Options and minors are not printed on the diploma but will be noted on the academic transcript.

Parchment by Instructure is WCSU's official provider of diplomas. After graduation, you will receive an email to your WCSU email and/or text message from Parchment asking you to confirm your mailing address for your paper diploma. Paper diplomas are mailed within 4–6 weeks. The email from Parchment will also include instructions for accessing your digital diploma, which you can share instantly with family, friends, employers, and on social media.

There is no fee for your original diploma.

Replacement Diplomas
A paper replacement or duplicate diploma may be purchased for $25 through our partner Parchment by Instructure. Replacement or duplicate diplomas are printed with the original degree and graduation date and are signed by current university officials. Once requested, please allow 2 to 3 weeks for delivery.

To request a replacement or duplicate diploma, please go to Parchment and enter your

email address then click *Continue*. Once you create or sign into your Parchment account, click the green order button under the Order Your Diploma option, and enter the required information.

For assistance ordering a duplicate diploma, please view this instructional video: ~~How to Order a Replacement Diploma~~

Apostilled Diploma
If you need your diploma notarized for international use, please go to Apostille Information

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.

Western Connecticut State University holds a Commencement ceremony each May. Students earning a degree in the current academic year will be invited to participate in the annual commencement ceremony. This includes students who most recently completed the degree requirements in fall or winter terms, and students who will be completing remaining degree requirements in the upcoming spring or summer term. Students who apply for August graduation participate in the preceding May commencement ceremony, provided their initial audit for graduation determines their potential for completing graduation requirements. Students earning their degrees in December and January participate in the following May commencement ceremony.

In the case of extraordinary circumstances, students may appeal this policy with the Provost/Vice President of Academic Affairs. The student may be required to provide supporting documentation in making such an appeal. The decision of Provost/Vice President of Academic Affairs is final.

Please note that participation in the Commencement Ceremony does not guarantee awarding of a degree. Students must still complete all outstanding requirements in order to be awarded the degree.

Ancell School of Business

Overview

Departments

- Accounting
- Finance
- Management
- Management Information Systems
- Marketing

Degree Programs

- BBA Accounting
- BBA Cybersecurity
- BBA Finance
- BBA Management
- BBA Management Information Systems
- BBA Marketing

Courses

- Accounting
- Finance
- Management
- Management Information Systems
- Marketing

Ancell School of Business

Dean: Siamack Shojai, Ph.D.
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Administrative Assistant to the Dean: Susan Hemenway
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Westside Classroom Building 374
(203) 837-8521

Ancell Commons Tutoring Center Coordinator: Elise Budnick
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Westside Classroom Building, 4th floor
(203) 837-8567

Ancell Departments Secretary: Judy McGee
mcgeej@wcsu.edu
Westside Classroom Building 249, Westside Campus
(203) 837-8342
(203) 837-8955 (fax)

Departments:

Accounting
Chair: Youngbin Kim, Ph.D.
kimy@wcsu.edu
Westside Classroom Building 302
(203) 837-9344
(203) 837-8955 (fax)

Finance
Chair: Lai Van Vo, Ph.D.
vol@wcsu.edu
Westside Classroom Building 139
(203) 837-9379
(203) 837-8955 (fax)

Management
Chair: Stanley Bazan, Ph.D.
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Westside Classroom Building 202
(203) 837-9238
(203) 837-8955 (fax)

Management Information Systems

Chair: Tom Yoon, Ph.D.
yoont@wcsu.edu
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(203) 837-3963
(203) 837-8955 (fax)

Marketing
Chair: Ronald Drozdenko, Ph.D.
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(203) 837-8955 (fax)

Mission

The Ancell School of Business transforms students into graduates who are prepared for the complexities of the global economy and who will fulfill the needs of regional employers. The Ancell School, as a public institution, provides an affordable and personalized learning environment for undergraduate and graduate students from Western Connecticut, the tri-state area, and beyond The Ancell School promotes innovation, impact, and engagement in teaching that is informed by intellectual contributions and service to our community, businesses, and professional organizations.

The Ancell School of Business is composed of five departments with six majors. The admission, academic probation and suspension standards are the same for all majors.

Information concerning the Bachelor of Business Administration (BBA) program and its six majors is listed below.

Graduation Requirement

A 2.0 cumulative grade point average for all courses completed and for all courses within the major is required in order to receive a baccalaureate degree for a program offered by Ancell.

Probation and Suspension

The WCSU policy for academic standing, including probation and suspension, can be accessed at: https://www.wcsu.edu/registrar/policies/

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 six business programs are:

- Accounting

- Cybersecurity
- Finance
- Management
- Management Information Systems
- Marketing

All business majors consist of five components:

General Education	40 semester hours
Business Core	28 semester hours
Major	21-36 semester hours
Electives	16-31 semester hours
Total	120 semester hours

All students must complete the general education curriculum. A description of the requirements can be found here.

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:

MKT 101	Orientation to Ancell Undergraduate Programs
ACC 201	Financial Accounting
ACC 202	Managerial Accounting
MGT 250	Organizational Behavior
MGT 320	Operations Management
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
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

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Judy McGee, *Department Secretary*
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(203) 837-8342
(203) 837- 8955 (fax)

Faculty

X. Jiang	J. Ahn	G. Rotondo
Y. Kim, Chair	S. Hashemi	

Overview

The accounting curriculum is divided into three closely coordinated areas: the liberal arts and sciences; 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.

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.

Degree Programs in Accounting

B.B.A. Accounting
Financial option
Accounting Analytics option

B.B.A./M.B.A Accelerated Pathway

Minor
Accounting

Bachelor of Business Administration In Accounting (B.B.A.)

BBA Accounting – Financial Option

Description: 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. The Financial Accounting Option is the best choice for students planning to sit for the CPA exam.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 61 SH.

BBA CORE	
MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business *(Global Diversity)*	3 SH
JLA 240 Commercial Law OR ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
ACCOUNTING CORE	
ACC 301 Intermediate Financial Accounting I	3 SH
ACC 302 Intermediate Financial Accounting II	3 SH

ACC 303 Accounting Theory and Topics	3 SH
ACC 306 Accounting Information Systems	3 SH
ACC 361 Cost Accounting	3 SH
ACC 403 Federal Taxation	3 SH
ACC 405 Auditing	3 SH
FINANCIAL ACCOUNTING OPTION	
Select four 400-level ACC courses or ACC 341 Business Law II	12 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Communication	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH
Minimum GPA for the BBA in Accounting = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Once a student has completed their General Education and Major requirements, they must complete sufficient additional semester hours to bring their total up to 120 hours. These additional semester hours are opportunities for minors, internships, study abroad, or just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Accounting – Financial Option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Gen Ed: Writing & Information Literacy	3
MIS 260 Info. Sys. Concepts	3	Gen Ed: Personal Wellness	2
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Arts	3
COMP 101 Intro to Comp/Rhetoric	3	ACC 201 Financial Accounting	3
Elective	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Humanities	3		

Gen Ed: First Year Experience	1

Semester 3	SH	Semester 4	SH
ACC 301 Intermediate Fin. Accounting I	3	ACC 202 Managerial Accounting	3
FIN 230 Business Statistics	3	ACC 302 Intermediate Fin Acc II	3
MGT 250 Organizational Behavior	3	ECO 211 Principles of Macroeconomics	3
MKT 200 Principles of Marketing	3	JLA 240 Comm. Law **OR** ACC 340 Business Law I	3
Gen Ed: Arts or Humanities	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5	SH	Semester 6	SH
Elective	3	ACC 303 Accounting Theory	3
FIN 310 Principles of Finance	3	ACC 306 Accounting Info Systems	3
ACC 361 Cost Accounting	3	MGT 320 Operations Management	3
ECO 213 Principles of Microeconomics	3	Elective	3
Elective	3	Elective	3

Semester 7	SH	Semester 8	SH
ACC 403 Federal Taxation	3	ACC Elective 2	3
ACC Elective 1	3	ACC Elective 3	3
ACC 405 Auditing	3	ACC Elective 4	3
MKT 305 Global Env. Business (Global Diversity)	3	MGT 415 Strategic Management	3
Elective	3	Elective	1

Total Credits Required for the BBA in Accounting = 120; Minimum GPA 2.0.

BBA Accounting – Accounting Analytics Option

Description: 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. Students have the option to focus on Financial or Accounting Analytics.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 61 SH.

BBA CORE

MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business *(Global Diversity)*	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
ACCOUNTING CORE	
ACC 301 Intermediate Financial Accounting I	3 SH
ACC 302 Intermediate Financial Accounting II	3 SH
ACC 303 Accounting Theory and Topics	3 SH
ACC 306 Accounting Information Systems	3 SH
ACC 361 Cost Accounting	3 SH
ACC 403 Federal Taxation	3 SH
ACC 405 Auditing	3 SH
ACCOUNTING ANALYTICS OPTION	
ACC 420 Data Analytics in Accounting	3 SH
Accounting elective	3 SH
Select two (2) from the following: MGT 340 Quality Management & Improvement; MKT 327 Digital Marketing & Analytics, MIS 341 Information Systems Security	6 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH
Minimum GPA for the BBA in Accounting = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Once a student has completed their General

Education and Major requirements, they must complete sufficient additional semester hours to bring their total up to 120 hours. These additional semester hours are opportunities for minors, internships, study abroad, or just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Accounting – Accounting Analytics Option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Gen Ed: Arts	3
MIS 260 Info. Systems Concepts	3	Gen Ed: Personal Wellness	2
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
Elective	3	Elective	3
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Humanities	3		
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ECO 211 Principles of Macroeconomics	3
FIN 230 Business Statistics	3	ACC 202 Managerial Accounting	3
MGT 250 Organizational Behavior	3	Gen Ed: Social & Behavioral Sciences	3
MKT 200 Principles of Marketing	3	JLA 240 Comm. Law **OR** ACC 340 Business Law I	3
Gen Ed: Arts or Humanities	3	ACC 301 Intermediate Financial Accounting	3

Semester 5	**SH**	**Semester 6**	
ACC 302 Intermediate Financial Accounting II	3	ACC 306 Accounting Info Systems	3
ACC 361 Cost Accounting	3	ACC 303 Accounting Theory	3
FIN 310 Principles of Finance	3	MGT 320 Operations Management	3
ECO 213 Principles of Microeconomics	3	Elective	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
ACC 403 Federal Taxation	3	ACC Elective	3
MGT 340 Quality Mgt. **OR** MKT 327 Digital Marketing & Analytics **OR** MIS 342 Info. Sys. Security	3	ACC 420 Data Analytics in Accounting	3
ACC 405 Auditing	3	MGT 415 Strategic Mgt.	3
MKT 305 Global Environment of Business (Global Diversity)	3	MGT 340 Quality Mgt. **OR** MKT 327 Digital Marketing & Analytics **OR** MIS 342 Info. Sys. Security	3
Elective	3	Elective	1

Total Credits Required for the BBA in Accounting = 120; Minimum GPA 2.0.

Certification Examinations

A student may wish to sit for one of the primary certification exams: Certified Public Accountant (CPA) or a Certificate in Management Accountant (CMA) or Certified Fraud Examiner (CFE).

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 a double-major in accounting and Finance or MIS. Some students meet the 150 hour requirement by earning an MBA at WCSU. 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.

BBA/MBA Accelerated Pathway Option (12 Credits)

Students currently enrolled in a WCSU Bachelor of Business Administration (BBA) program who have completed at least 90 credits and have a minimum GPA of 3.0 may be eligible for an accelerated pathway to earn dual credit toward both their undergraduate degree and a future graduate degree.

Students pursuing the Accelerated BBA/MBA option will follow the standard 4-year plan for their major, except during semesters 7 and 8. In these semesters, they will substitute 6 elective credits each term with MBA coursework: **ACC 507, MGT 530, MIS 516, and MKT 539**.

To register for MBA courses in year 4, students must apply to the MBA program and receive conditional acceptance.

Minor in Accounting 18 SH

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.

Required Courses (12 SH):
ACC 201 Financial Accounting
ACC 202 Managerial Accounting
ACC 301 Intermediate Financial Accounting I
ACC 302 Intermediate Financial Accounting II

Select two course (6 SH) from the following:
ACC 303 Intermediate Financial Accounting III
ACC 306 Accounting Information Systems
ACC 361 Cost Accounting
ACC 402 Government and Non-Profit Accounting
ACC 403 Federal Taxation
ACC 404 Advanced Taxation
ACC 405 Auditing
ACC 407 Advanced Accounting

ACC 408 Advanced Accounting Problems
ACC 410 Fraud Examination
ACC 413 Financial Statement Analysis
ACC 420 Data Analytics in Accounting

For further information on the accounting program, please contact the department chair, Youngbin Kim at kimy@wcsu.edu or (203) 837-9344.

Finance

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(203) 837-8955 (fax)

Judy McGee, *Department Secretary*
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(203) 837-8342
(203) 837-8955 (fax)

Faculty

Lai Van Vo, **Chair** Carol Huang Wenguang Lin

Overview

The finance curriculum provides students with the theoretical background and practical skills necessary 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.

Students learn through lectures, case studies, data analytics, model building, and individual and team problem solving.

Mission

Consistent with the school and university missions, the finance department is committed to providing students with the theoretical background, critical thinking, and practical skills needed to successfully pursue a career in financial management, investments, financial markets and institutions, or international finance. The department is also committed to providing all business students with the statistical knowledge and computer expertise necessary to make data-based decisions across all functional areas of

business. The finance program emphasizes the development of the analytical, quantitative, problem-solving, and communication skills necessary for success in the financial industry.

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- and short-term financing, and the functions of financial management
- Apply basic analytical and quantitative techniques to solve complex problems and make sound financial decisions
- Fluently utilize computer-based analytical tools
- Demonstrate knowledge of domestic and international financial markets and institutions
- Effectively communicate complex problems and solutions orally and in writing to audience

Degree Programs in Finance

B.B.A in Finance
Financial Investments and Markets option
Financial Management option

B.B.A./M.B.A Accelerated Pathway

Minors
Finance: Investments option
Finance: Financial Management option

Bachelor of Business Administration in Finance (B.B.A.)

BBA Finance: Financial Investments and Markets Option

Description: The finance curriculum is designed to provide students with the theoretical background and practical skills for pursuing a career in financial investments or in financial management. Students may choose between the option of Financial Investments and Markets or the option of Financial Management.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 55 SH.

BBA CORE	
MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business *(Global Diversity)*	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
FINANCE CORE	
FIN 300 Business Data Analytics	3 SH
FIN 320 Financial Management	3 SH
FIN 330 Financial Decision Models	3 SH
FIN 340 Investment Analysis & Portfolio Management	3 SH
FIN 360 Money, Financial Markets & Institutions	3 SH
FIN 490 Cases in Managerial Finance	3 SH
FINANCIAL INVESTMENTS AND MARKETS OPTION	
FIN 317 Fixed Income Securities	3 SH
FIN 486 Financial Engineering	3 SH
FIN 488 Multinational Financial Issues	3 SH
MAJOR DESIGNATED GENERAL EDUCCATION COURSES	
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH

Minimum GPA for the BBA in Finance = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with

their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Finance-Financial Investments & Markets:
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	COMP 101 Intro to Comp/Rhetoric	3
MIS 260 Information System Concepts	3	Gen Ed: Personal Wellness	2
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Arts	3	Gen Ed: Humanities	3
Gen Ed: First Year Experience	1	Gen Ed: Arts or Humanities	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
Gen Ed: Writing & Information Literacy	3	MGT 250 Organizational Behavior	3
MKT 200 Principles of Marketing	3	FIN 230 Business Statistics	3
Gen Ed: Social & Behavioral Sciences	3	ECO 211 Principles of Macroeconomics	3
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3	Elective	3

Semester 5		**Semester 6**	
FIN 310 Principles of Finance	3	FIN 340 Inv. Analysis & Portfolio Mgt.	3
MGT 320 Operations Management	3	FIN 317 Fixed Income Securities	3
FIN 300 Business Data Analytics	3	FIN 320 Financial Management	3
ECO 213 Principles of Microeconomics	3	Elective	3
Elective	3	Elective	3

Semester 7		**Semester 8**	
FIN 330 Financial Decision Models	3	FIN 490 Cases in Managerial Finance	3
MGT 415 Strategic Mgt.	3	FIN 488 Multinational Financial Issues	3
FIN 360 Money, Financial Markets & Institutions	3	MKT 305 Global Environment of Business (Global Diversity)	3
FIN 486 Financial Engineering	3	Elective	3
Elective	3	Elective	4

Total Credits Required for the BBA in Finance = 120; Minimum GPA 2.0.

Disclaimer: Four-year plans are suggestions only. They may vary among students. Consult your advisor to adjust your plans accordingly. The Department reserves the right to modify the plans when needed.

BBA Finance: Financial Management Option

Description: The finance curriculum is designed to provide students with the theoretical background and practical skills for pursuing a career in financial investments or in financial management. Students may choose between the option of Financial Investments and Markets or the option of Financial Management.

Degree Requirements All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 55 SH.

BBA CORE	
MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business *(Global Diversity)*	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
FINANCE CORE	
FIN 300 Business Data Analytics	3 SH
FIN 320 Financial Management	3 SH
FIN 330 Financial Decision Models	3 SH
FIN 340 Investment Analysis & Portfolio Management	3 SH
FIN 360 Money, Financial Markets & Institutions	3 SH
FIN 490 Cases in Managerial Finance	3 SH
FINANCIAL MANAGEMENT OPTION	
ACC 301 Intermediate Financial Acc. I	3 SH
ACC 302 Intermediate Financial Acc. II	3 SH
ACC 300- **OR** 400-level course	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH

FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH

Minimum GPA for the BBA in Finance = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Finance-Financial Management:
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation Ancell UG Program	1	COMP 101 Intro to Comp/Rhetoric	3
MIS 260 Info. Sys. Concepts	3	Gen Ed: Personal Wellness	2
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Humanities	3
Gen Ed: Arts	3	Gen Ed: Arts or Humanities	3
Gen Ed: First Year Experience	1	Gen Ed: Natural Sciences & Technology	4
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
Gen Ed: Writing & Information Literacy	3	MGT 250 Organizational Behavior	3
MKT 200 Principles of Marketing	3	FIN 230 Business Statistics	3
Gen Ed: Social & Behavioral Sciences	3	ECO 211 Macroeconomics	3
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3	Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
FIN 310 Principles of Finance	3	FIN 340 Inv. Analysis & Portfolio Mgt.	3
ACC 301 Intermediate Financial Accounting I	3	ACC 302 Intermediate Financial Accounting II	3

MGT 320 Operations Management	3	FIN 320 Financial Management	3
ECO 213 Principles of Microeconomics	3	FIN 300 Business Data Analytics	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
FIN 330 Financial Decision Models	3	FIN 490 Cases in Managerial Finance	3
MGT 415 Strategic Management	3	MKT 305 Global Environment of Business (Global Diversity)	3
FIN 360 Money, Financial Markets & Institutions	3	ACC 300 – **OR** 400- level course	3
Elective	3	Elective	3
Elective	3	Elective	4
Total Credits Required for the BBA in Finance = 120; Minimum GPA 2.0.			

Disclaimer: Four-year plans are suggestions only. They may vary among students. Consult your advisor to adjust your plans accordingly. The Department reserves the right to modify the plans when needed.

Course Restrictions
For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

BBA/MBA Accelerated Pathway Option (12 Credits)

Students currently enrolled in a WCSU Bachelor of Business Administration (BBA) program who have completed at least 90 credits and have a minimum GPA of 3.0 may be eligible for an accelerated pathway to earn dual credit toward both their undergraduate degree and a future graduate degree.

Students pursuing the Accelerated BBA/MBA option will follow the standard 4-year plan for their major, except during semesters 7 and 8. In these semesters, they will substitute 6 elective credits each term with MBA coursework: **ACC 507, MGT 530, MIS 516, and MKT 539**.

To register for MBA courses in year 4, students must apply to the MBA program and receive conditional acceptance.

Minor in Finance

Admission to the minor requires completion of at least 45 semester hours with a GPA of 2.0. Successful completion of the minor requires the student to take 18 semester hours and to maintain a 2.0 GPA in all finance courses. Please see your advisor to review all program requirements.

There are two tracks in the Finance minor:

Track 1: Investments (18 SH)

Required Courses (15 SH):
FIN 300 Business Data Analytics
FIN 310 Principles of Finance
FIN 320 Financial Management
FIN 330 Financial Decision Models
FIN 340 Investment Analysis and Portfolio Management

And 1 (one) approved elective from the list below (3 SH):
FIN 317 Fixed Income Securities
FIN 486 Financial Engineering

Track 2: Financial Management (18 SH)

Required Courses (15 SH):
FIN 310 Principles of Finance
FIN 320 Financial Management
FIN 330 Financial Decision Models
FIN 340 Investment Analysis and Portfolio Management
ACC 301 Intermediate Financial Accounting I

And 1 (one) approved elective from the list below (3 SH)
ACC 302 Intermediate Financial Accounting II
ACC 361 Cost Accounting
ACC 406 Accounting Information Systems

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 2.0 or better.

Management

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Faculty

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Adjunct Faculty

G. Anderson	R. Butterly	A. Ciarleglio	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 2.0 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.

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

Degree Programs in Management

Bachelor of Business Administration in Management
Human Resources Management option
Small Business & Entrepreneurial Management option
Supervisory Management option

B.B.A./M.B.A Accelerated Pathway

Minor
Management
Entrepreneurship for Non-Business Majors

Bachelor of Business Administration in Management (B.B.A.)

BBA Management: Human Resources Management

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 49 SH.

BBA CORE	
MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business (Global Diversity)	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
MANAGEMENT CORE	
MGT 340 Quality Management & Improvement	3 SH
MGT 350 Management Negotiations	3 SH
MGT 360 The Environ. & Socially Responsible Org	3 SH
MGT 376 Managing People	3 SH
HUMAN RESOURCES MANAGEMENT OPTION	
MGT 251 Human Resource Management	3 SH
MGT 353 Adv. Human Resource Management: Employee Acquisition	3 SH
MGT 354 Adv. Human Resource Management: Employee Development	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
COM 160 Public Speaking; **OR** COM 161 Decision Making in Groups; **OR** COM 163 Intro to Human Comm	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH

Minimum GPA for the BBA in Management = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Management – HR Management
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Elective	3
MIS 260 Info. Sys. Concepts	3	MGT 250 Organizational Behavior	3
Gen Ed: Arts	3	Gen Ed: Writing & Information Literacy	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Natural Sciences & Technology	4
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Personal Wellness	2
Gen Ed: Humanities	3		
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
ECO 211 Princ. Macroeconomics	3	FIN 230 Business Statistics	3
MGT 376 Managing People	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Arts or Humanities	3	MKT 200 Principles of Marketing	3
Elective	3	ECO 213 Princ. Microeconomics	3

Semester 5	**SH**	**Semester 6**	**SH**
FIN 310 Principles of Finance	3	Elective	3
MGT 320 Operations Management	3	MGT 340 Quality Management & Improvement	3
MGT 350 Management Negotiations	3	MGT 251 Human Resource Management	3
Elective	3	JLA 240 Comm. Law **OR** ACC 340 Business Law	3

Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
MGT 353 Advanced HR: Employee Acquisition	3	MGT 415 Strategic Mgt. (CE, W3)	3
MGT 360 The Environ. & Socially Responsible Org.	3	MGT 354 Advanced HR: Employee Development	3
MKT 305 Global Env. Business (Global Diversity)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	4

Total Credits Required for the BBA in Management = 120; Minimum GPA 2.0.

BBA Management: Small Business & Entrepreneurial Management

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 49 SH.

BBA CORE	
MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business (Global Diversity)	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
MANAGEMENT CORE	
MGT 340 Quality Management & Improvement	3 SH
MGT 350 Management Negotiations	3 SH
MGT 360 The Environ. & Socially Responsible Org	3 SH
MGT 376 Managing People	3 SH

SMALL BUSINESS & ENTREPRENEURIAL MANAGEMENT	
MGT 377 Supply Chain Management	3 SH
MGT 405 Small Business Entrepreneurship	3 SH
MGT 406 Small Business Management	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
COM 160 Public Speaking; **OR** COM 161 Decision Making in Groups; **OR** COM 163 Intro to Human Comm.	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH
Minimum GPA for the BBA in Management = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Management Small Business & Entrepreneurial:
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Elective	3
MIS 260 Info. Sys. Concepts	3	Gen Ed: Personal Wellness	2
Gen Ed: Arts	3	MGT 250 Organizational Behavior	
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Natural Sciences & Technology	4
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.		Gen Ed: Writing & Information Literacy	3
Gen Ed: Humanities	3		
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**

ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
Elective	3	FIN 230 Business Statistics	3
MGT 376 Managing People	3	Gen Ed Social and Behavioral Sciences	3
Gen Ed: Arts of Humanities	3	MKT 200 Principles of Marketing	3
ECO 211 Principles of Macroeconomics	3	ECO 213 Principles of Microeconomics	3

Semester 5	**SH**	**Semester 6**	**SH**
FIN 310 Principles of Finance	3	Elective	3
MGT 320 Operations Management	3	MGT 340 Quality Management & Improvement	3
MGT 350 Management Negotiations	3	MGT 377 Supply Chain Management	3
Elective	3	JLA 240 Comm. Law **OR** ACC 340 Business Law	3
Elective	3	Elective	3

Semester 7		**Semester 8**	
MGT 405 Small Business Entrepreneurship	3	MGT 415 Strategic Management	3
MGT 360 The Environ. & Socially Responsible Org.	3	MGT 406 Small Business Management	3
MKT 305 Global Env. Business (Global Diversity)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	4

Total Credits Required for the BBA in Management = 120; Minimum GPA 2.0.

BBA Management: Supervisory Management

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 49 SH.

BBA CORE

MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH

MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business (Global Diversity)	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
MANAGEMENT CORE	
MGT 340 Quality Management & Improvement	3 SH
MGT 350 Management Negotiations	3 SH
MGT 360 The Environ. & Socially Responsible Org	3 SH
MGT 376 Managing People	3 SH
SUPERVISORY MANAGEMENT	
MGT 251 Human Resource Management	3 SH
MGT 377 Supply Chain Management	3 SH
MGT 405 Small Business Entrepreneurship OR MGT 406 Small Business MGT	3 SH
MAJOR DESIGNATED GENERAL EDUCATAION COURSES	
COM 160 Public Speaking; **OR** COM 161 Decision Making in Groups; **OR** COM 163 Intro to Human Comm.	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH

Minimum GPA for the BBA in Management = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Management – Supervisory Management:
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Elective	3
MIS 260 Info. Sys. Concepts	3	Gen Ed: Natural Sciences & Technology	4

Gen Ed: Arts	3	Gen Ed: Personal Wellness	2
COMP 101 Intro to Comp/Rhetoric	3	MGT 250 Organizational Behaviors	3
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Humanities	3		
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
ECO 211 Principles of Macroeconomics	3	FIN 230 Business Statistics	3
Elective	3	Gen Ed: Social & Behavioral Sciences	3
MGT 376 Managing People	3	MKT 200 Principles of Marketing	3
Gen Ed: Arts or Humanities	3	ECO 213 Principles of Microeconomics	3

Semester 5	**SH**	**Semester 6**	**SH**
FIN 310 Principles of Finance	3	Elective	3
MGT 320 Operations Management	3	MGT 340 Quality Management & Improvement	3
MGT 350 Management Negotiations	3	MGT 251 Human Resource Management	3
Elective	3	JLA 240 Comm. Law **OR** ACC 340 Business Law I	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
MGT 377 Supply Chain Management	3	MGT 415 Strategic Management	3
MGT 360 The Environ. & Socially Responsible Org	3	MGT 405 Small Business Entrepreneurship **OR** MGT 406 Small Business Management	3
MKT 305 Global Env. Business (Global Diversity)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	4

Total Credits Required for the BBA in Management = 120; Minimum GPA 2.0.

Waterbury

The management department may offer 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.

BBA/MBA Accelerated Pathway Option (12 Credits)

Students currently enrolled in a WCSU Bachelor of Business Administration (BBA) program who have completed at least 90 credits and have a minimum GPA of 3.0 may be eligible for an accelerated pathway to earn dual credit toward both their undergraduate degree and a future graduate degree.

Students pursuing the Accelerated BBA/MBA option will follow the standard 4-year plan for their major, except during semesters 7 and 8. In these semesters, they will substitute 6 elective credits each term with MBA coursework: **ACC 507, MGT 530, MIS 516, and MKT 539**.

To register for MBA courses in year 4, students must apply to the MBA program and receive conditional acceptance.

Minor in Management

Admission to the minor requires completion of at least 45 semester hours with a GPA of 2.0; a GPA of 2.0 or better is required in management courses for completion of the minor. Please see your advisor to review all program requirements.

Required Courses (6 SH):
MGT 250 Organizational Behavior
MGT 251 Human Resource Management

Four (4) courses from approved electives listed below (12 SH):
MGT 320 Operations Management
MGT 340 Quality Management & Improvement
MGT 350 Management Negotiations
MGT 353 Adv Hum Res Mgt: Employee Acquisition
MGT 354 Adv Hum Res Mgt: Employee Development
MGT 360 Environmentally & Socially Responsible Organization
MGT 376 Managing People
MGT 377 Supply Chain Management

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.

Minor in Entrepreneurship for Non-Business Majors

Admission to the minor requires being a non-business student and a GPA of 2.0 which must be maintained in order to graduate with the minor and approval from the Management Department Chairperson.. Certain courses require prerequisites which must be completed prior to taking those courses.

Required Courses (12 SH):
ACC 201 Financial Accounting

MIS 155/260 Information Technology
MKT 200 Principles of Marketing
MGT 405 Small Business Entrepreneurship

Two (2) courses from approved electives listed below (6 SH):
ACC 202 Managerial Accounting
FIN 100 Personal Finance
JLA 240/Acc 340 Commercial Law
MGT 320 Operations Management
MIS 307 Social Media in Business
MIS 301 Data Base Applications in Business
MKT 315 Contemporary Advertising & Integrated Marketing Communication
MKT 333 Sales Management
MGT 377 Supply Chain Management
Additional Electives supporting of entrepreneurial endeavors chosen in collaboration and approved by the advisor for Entrepreneurship Minor students from the Management Department or the Management Department Chair.

Management Information Systems

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Faculty

T. Yoon, Chair E. Collar J. Flynn
P. Nugent

Overview

The **Management Information Systems (MIS) Department** offers innovative academic programs designed to equip students with the skills and knowledge needed to thrive at the intersection of business and technology. The department offers two primary degree paths: the **MIS Degree** and the **Cybersecurity Degree,** both of which focus on high-demand fields in today's rapidly evolving tech landscape.

To achieve 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.

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

Degree Programs in Management Information Systems

Bachelor of Business Administration
B.B.A. Management Information Systems
B.B.A. Management Information Systems: Info Security Management
B.B.A. Cybersecurity

B.B.A./M.B.A Accelerated Pathway

Minor
Management Information Systems
Cybersecurity

Bachelor of Business Administration in Management Information Systems

Description: The Management Information Systems (MIS) degree blends business strategy with technology, preparing students to design, implement, and manage information systems that solve real-world business problems. Students gain skills in data management, networking, systems analysis, information security, and IT project management, positioning them for careers at the intersection of business and technology.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 52 SH.

BBA CORE	
MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business (Global Diversity)	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
MIS CORE	
MIS 285 Business Application Programming	3 SH
MIS 481 Management Information Systems	3 SH
MIS 495 Seminar in Management Information Systems	3 SH
MIS Electives Choose Five (5) from the list below.	15 SH

CS 143 Visual Basic, MIS 300 Data Analysis & Integrated Software, MIS 301 Database Apps in Bus, MIS 307 Social Media in Bus, MIS 320 Sys. Simulation, MIS 321 Digital Forensics, MIS 325 Digital Forensics Software, MIS 341 Info Sys. Security, MIS 345 Selected Topics in Bus., MIS 361 Info. Assurance, MIS 385 Fund. Of Data Comm., MIS 386 Decision Support Syst., MIS 389 Info. Sys. Hardware,

MAJOR DESIGNATED GENERAL EDUCATION COURSES

COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH

Minimum GPA for the BBA in MIS = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Management Information Systems:
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Gen Ed: Writing & Information Literacy	3
MIS 260 Info. Sys. Concepts	3	Gen Ed: Personal Wellness	2
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Arts	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Humanities	3	Elective	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3

MGT 250 Org. Behavior	3	ECO 211 Principles of Microeconomics	3
FIN 230 Business Statistics	3	MIS 285 Business Application Programming	3
MKT 200 Principles of Marketing	3	JLA 240 Comm. Law **OR** ACC 340 Business Law	3
Gen Ed: Arts or Humanities	3	Gen Ed: Social & Behavioral Sciences	3
Semester 5		**Semester 6**	
MIS Elective 1	3	MIS Elective 3	3
MIS Elective 2	3	MIS Elective 4	3
MGT 320 Operations Management	3	MKT 305 Global Env. Business (Global Diversity)	3
FIN 310 Principles of Finance	3	Elective	3
ECO 213 Principles of Macroeconomics	3	Elective	3
Semester 7		**Semester 8**	
MIS Elective 5	3	MIS 495 Seminar in MIS	3
MIS 481 Management Information Systems	3	MGT 415 Strategic Management	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	4	Elective	3
Total Credits Required for the BBA in MIS = 120; Minimum GPA 2.0.			

BBA Management Information Systems: Info Security Management

Description: The Management Information Systems (MIS) degree blends business strategy with technology, preparing students to design, implement, and manage information systems that solve real-world business problems. Students gain skills in data management, networking, systems analysis, information security, and IT project management, positioning them for careers at the intersection of business and technology.

Students who select the **Information Security option** develop specialized expertise in protecting organizational data and information systems. This option focuses on securing sensitive information, managing access controls, assessing risk, and ensuring the confidentiality, integrity, and availability of business-critical data.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 52 SH.

BBA CORE	
MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
MIS CORE	
MIS 285 Business Application Programming	3 SH
MIS 481 Management Information Systems	3 SH
MIS 495 Seminar in Management Information Systems	3 SH
INFORMATION SECURITY MANAGEMENT OPTION	
MIS 301 Database Applications in Business	3 SH
MIS/JLA 341 Info Systems Security	3 SH
MIS 361 Information Assurance	3 SH
MIS 385 Fundamentals of Data Communications	3 SH
Choose One: CS 143 Visual Basic, CS 166 Intro to UNIX, CS 170 Language C++; JLA 225 Prin. of Security, JLA/SOC 336 White Collar Crime, JLA 347 Just. Issues in Domestic. & Intl Terrorism, MIS 307 Social Media in Bus, MIS 321 Digital Forensics, MIS 325 Digital Forensics Software, MIS 389 Info. Syst. Hardware, MAT 127 Intro to Cryptology	3-4 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH
Minimum GPA for the BBA in MIS = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements.

Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Management Information Systems, Info Security Management:
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Gen Ed: Arts	3
MIS 260 Infor. Sys. Concepts	3	Gen Ed: Personal Wellness	2
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Natural Sciences & Technology	4
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Humanities	3	Elective	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
MGT 250 Org. Behavior	3	MIS 285 Business Application Programming	3
FIN 230 Business Statistics	3	Gen Ed Social & Behavioral Sciences	3
MKT 200 Principles of Marketing	3	JLA 240 Comm. Law **OR** ACC 340 Business Law	3
Gen Ed: Arts or Humanities	3	ECO 211 Principles of Macroeconomics	3

Semester 5		**Semester 6**	
MIS 301 Database Applications in Business	3	MIS 385 Fundamentals of Data Communications	3
MIS/JLA 341 Info Systems Security	3	MIS 361 Information Assurance	3
MGT 320 Operations Management	3	MKT 305 Global Env. Business (Global Diversity)	3
FIN 310 Principles of Finance	3	Elective	3
ECO 213 Principles of Microeconomics	3	Elective	3

Semester 7		**Semester 8**	
MIS Elective	3	MIS 495 Seminar in MIS	3
MIS 481 Management Information Systems	3	MGT 415 Strategic Management	3

Elective	3	Elective	3
Elective	3	Elective	3
Elective	4	Elective	3
Total Credits Required for the BBA in MIS = 120; Minimum GPA 2.0.			

BBA Cybersecurity

Description: The **Cybersecurity degree** focuses on equipping students with the expertise to safeguard an organization's information systems and data from cyber threats. This program provides students with a strong foundation in network security, risk management, ethical hacking, and incident response, ensuring they are prepared to protect critical information and systems in various industries.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

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.

Required Courses in the Major: 64 SH.

BBA CORE	
MKT 101 Orientation to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business (Global Diversity)	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
CYBERSECURITY REQUIREMENTS	
Select one (1) MIS/CS Programming Language Course: MIS 285 Business	3 SH

Application Programming., CS 140 Intro to Programming, CS 143 Visual Basic, CS 170 Language C++, CS 265 Computer Security Implementation with Java	
MIS 301 Database Applications in Business	3 SH
MIS 321 Digital Forensics I	3 SH
MIS/JLA 341 Info Systems Security	3 SH
MIS 361 Information Assurance	3 SH
MIS 385 Fundamentals of Data Communications	3 SH
MIS 389 Information Systems Hardware	3 SH
MIS 440 Network Security and Defense	3 SH
MIS 450 Penetration Testing	3 SH
Cybersecurity Electives: Choose three (3) from the list below:	
MIS 307 Social Media in Bus, MIS 325 Digital Forensics Software, MIS 481 Mgmt. Info. Syst., MIS 495 Seminar in MIS, CS 110 Website Prod., CS 166 Intro to UNIX, JLA 225 Prin of Security, JLA 260 Princ or Emergency Mgt & Homeland Security, MAT 127 Intro to Cryptology	9 SH
MAJOR DESIGNATED GENERAL EDUCATION REQUIREMENTS	
COM 160 Public Speaking **OR** COM 161 Decision Making in Groups **OR** COM 163 Intro to Human Comm.	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles. of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH
Minimum GPA for the BBA in Cybersecurity = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Cybersecurity:
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Gen Ed: Natural Sciences & Technology	4
MIS 260 Information Sys. Concepts	3	Gen Ed: Personal Wellness	2

COM 160 Public Speaking; **OR** COM 161 Decision Making in Groups; **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Arts	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Humanities	3	Elective	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
MGT 250 Organizational Behavior	3	ECO 211 Principles of Macroeconomics	3
FIN 230 Business Statistics	3	MIS/CS Programming Language	4
MKT 200 Principles of Marketing	3	JLA 240 Comm. Law **OR** ACC 340 Business Law	3
Gen Ed: Arts or Humanities	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5		**Semester 6**	
MIS 301 Database Applications in Business	3	MIS 361 Information Assurance	3
MIS/JLA 341 Info. Systems Security	3	MIS 385 Fund. of Data Communications	3
MGT 320 Operations Management	3	MKT 305 Global Environment of Business (Global Diversity)	3
FIN 310 Principles of Finance	3	MIS 321 Digital Forensics I	3
ECO 213 Principles of Microeconomics	3	Cybersecurity Elective 1	3

Semester 7		**Semester 8**	
MIS 440 Network Security & Defense	3	MIS 389 Info. Systems Hardware	3
Cybersecurity Elective 2	3	MIS 450 Penetration Testing	3
Cybersecurity Elective 3	3	MGT 415 Strategic Management	3
Elective	3	Elective	3
Elective	4	Elective	3

Total Credits Required for the BBA in Cybersecurity = 120; Minimum GPA 2.0.

BBA/MBA Accelerated Pathway Option (12 Credits)

Students currently enrolled in a WCSU Bachelor of Business Administration (BBA) program who have completed at least 90 credits and have a minimum GPA of 3.0 may be eligible for an accelerated pathway to earn dual credit toward both their undergraduate degree and a future graduate degree.

Students pursuing the Accelerated BBA/MBA option will follow the standard 4-year plan for their major, except during semesters 7 and 8. In these semesters, they will substitute 6 elective credits each term with MBA coursework: **ACC 507, MGT 530, MIS 516, and MKT 539**.

To register for MBA courses in year 4, students must apply to the MBA program and receive conditional acceptance.

Minor in Management Information Systems 18 SH

Eighteen semester hours are required in order to obtain a minor in management information systems. Please see your advisor to review all program requirements.

The minor requires the combination of six (6) 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

Minor in Cybersecurity 18 SH

Eighteen semester hours are required in order to obtain a minor in cybersecurity. Students wishing to minor should consult with the MIS department chair.

The following five (5) required courses:
MIS 301 Database Applications in Business
MIS 341 Information Systems Security
MIS 361 Information Assurance
MIS 385 Fundamental of Data Communications
MIS 440 Network Security and Defense
One Elective from the List Below (3 SH)
MIS 321 Digital Forensics
MIS 325 Digital Forensics Software
MIS 389 Information Systems Hardware
MIS 450 Penetration Testing

Marketing

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Faculty

R. Drozdenko, Chair	E. AbouElgheit
X. Han	J. McCartney

Adjunct Faculty

D. Coelho	S. DeBartolomeo
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.

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

Degrees in Marketing

Bachelor of Business Administration
B.B.A. Marketing
B.B.A. Marketing: Digital & Interactive Marketing Option

B.B.A./M.B.A Accelerated Pathway

Minor
Marketing
Business Administration

Bachelor of Business Administration in Marketing (B.B.A.)

BBA Marketing

Description: Description: We provide our students with experiential learning opportunities that prepare them for current and evolving marketing positions in the for-profit (business) and nonprofit sectors. Graduates will analyze marketing problems and opportunities, develop effective strategies within a framework of global social responsibility, apply appropriate marketing tactics and evaluate marketing performance outcomes. Our proximity to a thriving multinational business community in New York City provides exceptional opportunities for internships, professional networking, and real-world case studies.

Degree Requirements All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 53 SH

BBA CORE

MKT 101 Intro to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Env. of Business (Global Diversity)	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
MARKETING REQUIREMENTS	
MKT 310 Consumer Behavior	4 SH
MKT 315 Contemporary Advertising and Integrated Marketing Communications	4 SH
MKT 333 Sales Management	3 SH
MKT 415 Marketing Research: Methods and Applications	4 SH
MKT 490 Marketing Management: Analysis Planning and Implementation	4 SH
Two Marketing Electives (6 SH) from this list: (See catalog for prerequisites): MKT 322 Retailing Management, MKT 327 Digital Marketing and Analytics, MKT 380 Customer Relationship Management, MKT 395 Adv. & Integrated Mkt Communications, MGT 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	6 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
COM 160 Public Speaking; **OR** COM 161 Decision Making in Groups; **OR** COM 163 Intro to Human Comm.	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH
Minimum GPA for the BBA in Marketing = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors,

internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Marketing

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan. (Course prerequisites are listed in previous section.)

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Elective	3
MIS 260 Info. Sys. Concepts	3	Gen Ed: Personal Wellness	2
COM 160 Public Speaking; **OR** COM 161 Decision Making in Groups; **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Natural Sciences & Technology	4
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts	3	PSY 100 Introduction to Psychology	3
Gen Ed: Humanities	3		
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
ACC 340 Business Law I **OR** JLA 240 Comm. Law	3	FIN 230 Business Statistics	3
ECO 211 Principles of Macroeconomics	3	MGT 250 Organizational Behavior	3
MKT 200 Principles of Marketing	3	Gen Ed: Arts or Humanities	3
Elective	3	ECO 213 Principles of Microeconomics	3

Semester 5	**SH**	**Semester 6**	**SH**
MKT 310 Consumer Behavior	4	MKT 315 Contemporary Advertising and Integrated Marketing Communications	4
MKT 333 Sales Management in Mktg	3	MKT 305 Global Environ of Business (Global Diversity)	3
FIN 310 Principles of Marketing	3	MGT 320 Operations Management	3
Elective	3	Elective	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
MKT 415 Marketing Research: Methods and Applications	4	MKT 490 Marketing Management	4
MGT 415 Strategic Management	3	MKT Elective	3
MKT Elective	3	Elective	3
Elective	3	Elective	3

Total Credits Required for the BBA in Marketing = 120; Minimum GPA 2.0.

BBA Marketing: Digital & Interactive Marketing Option

Description: We provide our students with experiential learning opportunities that prepare them for current and evolving marketing positions in the for-profit (business) and nonprofit sectors. Graduates will analyze marketing problems and opportunities, develop effective strategies within a framework of global social responsibility, apply appropriate marketing tactics and evaluate marketing performance outcomes. Our proximity to a thriving multinational business community in New York City provides exceptional opportunities for internships, professional networking, and real-world case studies.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 52 SH

BBA CORE	
MKT 101 Intro to Ancell	1 SH
ACC 201 Financial Accounting	3 SH
ACC 202 Managerial Accounting	3 SH
FIN 310 Principles of Finance	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 320 Operations Management	3 SH
MKT 200 Principles of Marketing	3 SH
MKT 305 Global Environment of Business (Global Diversity)	3 SH
JLA 240 Commercial Law **OR** ACC 340 Business Law I	3 SH
MGT 415 Strategic Management	3 SH
DIGITAL & INTERACTIVE MARKETING REQUIRMENTS	
MKT 310 Consumer Behavior	4 SH
MKT 315 Contemporary Advertising and Integrated Marketing Communications	4 SH
MKT 327 Digital Marketing and Analytics.	3 SH
MKT 380 Customer Relationships Management and Database Marketing	3 SH
MKT 411 E-Commerce and Internet Marketing	3 SH
MKT 415 Marketing Research: Methods and Applications	4 SH
MKT 490 Marketing Management: Analysis Planning and Implementation	4 SH

MAJOR DESIGNATED GENERAL EDUCATION COURSES

COM 160 Public Speaking; **OR** COM 161 Decision Making in Groups; **OR** COM 163 Intro to Human Comm.	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 230 Business Statistics	3 SH
MIS 260 Information Systems Concepts	3 SH

Minimum GPA for the BBA in Marketing = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BBA Marketing Digital and Interactive Marketing:
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan. (Course prerequisites are listed in previous section).

Semester 1	**SH**	**Semester 2**	**SH**
MKT 101 Orientation to Ancell	1	Elective	3
MIS 260 Info. Sys. Concepts	3	Gen Ed: Personal Wellness	2
COM 160 Public Speaking; **OR** COM 161 Decision Making in Groups; **OR** COM 163 Intro to Human Comm.	3	Gen Ed: Natural Sciences & Technology	4
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts	3	PSY 100 Intro to Psychology	3
Gen Ed: Humanities	3		
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ACC 201 Financial Accounting	3	ACC 202 Managerial Accounting	3
ACC 340 Business Law **OR** JLA 240 Comm.	3	FIN 230 Business Statistics	3

Law			
ECO 211 Principles of Macroeconomics	3	MGT 250 Organizational Behavior	3
MKT 200 Principles of Marketing	3	Gen Ed: Arts or Humanities	4
Elective	3	ECO 213 Principles of Microeconomics	3

Semester 5	**SH**	**Semester 6**	**SH**
MKT 310 Consumer Behavior	4	MKT 315 Contemporary Advertising and Integrated Marketing Communications	4
MKT 327 Digital Marketing and Analytics	3	MKT 305 Global Environ of Business (Global Diversity)	3
FIN 310 Principles of Marketing	3	MGT 320 Operations Management	3
Elective	3	Elective	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
MKT 415 Marketing Research: Methods and Applications	4	MKT 490 Marketing Management	4
MGT 415 Strategic Management	3	MKT 411 E-commerce & Internet Mktg	3
MKT 380 Customer Relationships Management & Database Marketing	3	Elective	3
Elective	3	Elective	3

Total Credits Required for the BBA in Marketing = 120; Minimum GPA 2.0.

BBA/MBA Accelerated Pathway Option (12 Credits)

Students currently enrolled in a WCSU Bachelor of Business Administration (BBA) program who have completed at least 90 credits and have a minimum GPA of 3.0 may be eligible for an accelerated pathway to earn dual credit toward both their undergraduate degree and a future graduate degree.

Students pursuing the Accelerated BBA/MBA option will follow the standard 4-year plan for their major, except during semesters 7 and 8. In these semesters, they will substitute 6 elective credits each term with MBA coursework: **ACC 507, MGT 530, MIS 516, and MKT 539.**

To register for MBA courses in year 4, students must apply to the MBA program and receive conditional acceptance.

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 2.0 or better in all marketing courses. Please see your advisor to review all program requirements.

Required Courses (19 SH):
MKT 200 Principles of Marketing
MKT 310 Consumer Behavior: Concepts, Research Methods and Application

Marketing Communications Requirement
Select one (1) of the following two courses:
MKT 315 Integrated Marketing Communications: Advertising and Social Media Marketing
MKT 333 Sales Management

Select three (3) marketing electives (9 SH) from the following:
MKT 322 Retailing Management (offered periodically)
MKT 327 Digital Marketing and Analytics
MKT 380 Customer Relationship Management and Database Marketing
MKT 395 Advanced Advertising and Integrated Marketing Communications (offered periodically)
MKT 398 Faculty Developed Study
MKT 399 Student Developed Study
MKT 411 E-commerce and Internet Marketing
MKT 412 Product Development and Management (offered periodically)
MKT 422 Global Marketing
MKT 455 Business Marketing (offered periodically)
MKT 480 Selected Topics in Marketing (offered periodically)

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 2.0 or better cumulative GPA. Please see your advisor to review all program requirements.

Required Courses (18 SH):
ACC 201 Financial Accounting
FIN 230 Business Statistics *(*If you have already taken MAT 120, MAT 120 can be substituted for FIN 230)*
FIN 310 Principles of Finance
MGT 250 Organizational Behavior
MIS 260 Information Systems Concepts *(*If you have already taken MIS 155, MIS 155 can be substituted for MIS 260)*
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 2.0 in all minor courses must be maintained to fulfill the requirements of the minor.

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.

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*: 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 the intermediate accounting principles and practices used in financial recording and reporting. Following extensive review of the fundamental processes, content emphasis is on the financial statements and current assets. Fall and spring semesters. *Prerequisite:* C- or better in ACC 201.

ACC 302 Intermediate Financial Accounting II 3 SH
This course is a continuation of ACC 301 with coverage of accounting for fixed assets, intangible assets, current and long-term liabilities, investments, leases, and stockholders' equity. *Prerequisite:* ACC 301 and GPA ≥ 2.0.

ACC 303 Accounting Theory and Topics 3 SH
This course is a continuation of ACC 301 and ACC 302, with emphasis on an in-depth understanding of the financial accounting framework and its role in shaping current financial accounting standards regarding revenue recognition, accounting for income taxes, leases, cash flow statements, financial instruments, and the full disclosure principle. Fall and spring semesters. *Prerequisite:* ACC 302 and GPA > 2.0.

ACC 306 Accounting Information Systems 3 SH
This course will examine use of accounting information systems in a business organization and include topics such as business processes and internal controls. It will also examine the fundamentals of accounting information systems analysis, design, implementation and control. Offered Fall Semesters. *Prerequisite:* ACC 301 and GPA > 2.0.

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. *Prerequisites:* ACC 301 and GPA > 2.0

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 control and distribution of cost within firms as an effective analytical tool for management in planning and controlling business operations Fall semester only. *Prerequisite:* ACC 202 and a minimum 2.0 GPA.

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 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 > 2.0.

ACC 403 Federal Taxation 3 SH
An introduction of federal income tax law as applied to the individual taxpayer. The course covers the role the three branches of government play in the development and administration of tax law, tax practice and procedure, professional responsibility, recognition of income, deductibility of expenditures, taxation of property transactions and computation of individual income tax liability. *Prerequisite:* ACC 302, minimum GPA of 2.0.

ACC 404 Advanced Taxation 3 SH
This course starts with an overview of the different types of business entities. Then concentrates on the study of the formation, operations and distributions in partnerships, corporations, and S corporations under current federal income tax law. *Prerequisite:* ACC 403, GPA of >=2.0

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. *Prerequisites:* ACC 302, ACC 306 and a GPA > 2.0.

ACC 407 Advanced Accounting 3 SH
The course examines initial accounting for mergers and acquisitions, and the preparation of post-merger consolidated statements, including foreign subsidiaries. Additional topics: (1) foreign currency transactions, (2) introduction to SEC regulations, and (3) introduction to accounting for government and not-for-profit organizations. Fall semester. *Prerequisite:* ACC 302 and GPA >=2.0.

ACC 408 Advanced Accounting Problems 3 SH
This course provides students with a comprehensive understanding of the application of accounting principles, practices, and standards that are essential for every early career accountant. Students will practice and enhance their problem-solving skills in the content across the three Core sections of the CPA exam: Financial Accounting and Reporting (FAR), Regulation (REG), and Auditing and Attestation (AUD) and the Discipline Section Business Analysis and Reporting (BAR) with a particular emphasis on the FAR section. *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 2.0 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 2.0 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 2.0 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 2.0 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 2.0 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:* MIS 260.

FIN 298 Faculty Developed Study 1–6 SH

FIN 299 Student Developed Study 1–6 SH

FIN 300 Business Data Analytics 3 SH
The main objective of this course is to develop an ability to apply analytical techniques and tools, understand their applicability to real business problems, and work through relevant examples using current analytics tools. Students interpret quantitative information by recognizing the context, summarizing the empirical findings, choosing an effective visual, drawing the attention of the audience to the center of the problem, and crafting the analytics story by using the principles learned in storytelling with data. Students are required to write up all these analyses, including conclusions and recommendations, in their project reports. Topics included are Excel skills, database analytics, data visualization, storytelling with the data, trendlines and regression analysis, forecasting, and data mining. *Prerequisite:* MAT 120 or FIN 230 and MIS 155 or MIS 260.

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, ACC 201, FIN 230, and MAT 118, MAT 133, MAT 135 or MAT 181.

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 2.0 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 2.0 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 2.0 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 2.0 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 2.0 or higher.

FIN 360 Money, Financial Markets & Institutions 3 SH
The purpose of this course is to provide an overview of the U.S. financial system. The course examines the role and operation of the Federal Reserve System, its impact on the financial markets and economy, and the flow of funds in and out of the banking system. It explores the determinants of interest rates and the roles, functions and operations of the financial markets. The course also addresses the unique operating characteristics of financial institutions, focusing on their role in the economy, the products they provide, the risks they manage, the regulations they face, and the 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 grade $\geq$ C and GPA $\geq$ 2.0.*

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, and a GPA 2.0 or higher.

FIN 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 grade > C, FIN 360 and GPA > 2.0.

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 OR take FIN 330 concurrently, FIN 340, FIN 360, Senior Standing, and a GPA 2.0 or higher.

The following course also has been approved and is offered periodically:
FIN 400 Selected Topics in Finance

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: WRT 101- Composition I: Habit of Writing.*

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: Minimum of 45 credits completed, and FIN 230 (Minimum Grade of D-).*

MGT 340 Quality Management and Improvement 3 SH
Quality is the foundation of any successful organization. This course focuses on exploring the concepts, methods and tools towards improving organizational quality and performance. Content will focus on the development of quality systems and processes across both production and service environments. Exploring the design, control and improvement of organizational quality and performance. Attention will be placed on quality management philosophies, improvement methodologies, process management and how organizations can implement improvement initiatives. *Prerequisite:* MGT 250 Organizational Behavior and MIS 260 Information Systems Concepts

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 2.0 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 2.0 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 2.0 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 2.0 or higher.

MGT 360 The Environmentally and Socially Responsible Organization 3 SH
This seminar focuses attention on environmental and social responsibility. It provides an overview of global impacts and issues associated with nexus of business and sustainability, and how these are influencing changes at the level of the firm with the adoption of an ESG perspective (Environmental, Social and Governance). It will familiarize students with theories, frameworks, concepts and practices for assessing and responding to heightened expectations for responsible management. *Prerequisite: MGT 250*

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 2.0 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 2.0 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 2.0 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 2.0 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 2.0 or higher.

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. *Prerequisites:* Non-Business Major (This course is restricted to Non-Business Majors) Mutually Exclusive with MIS 260.

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. Mutually exclusive with MIS 155.; This course is restricted to Business majors.

MIS 281 COBOL II 3 SH
Advanced elements of COBOL programming are covered in depth, including file processing, table handling, sub programming and database concepts. *Prerequisite:* MIS 280.

MIS 285 Business Application Programming 3 SH
This course explores emerging programming languages that are crucial for solving business problems and automating processes. Students will learn the fundamentals of programming and how to apply their skills in a business context. Every Spring. *Prerequisites: MIS 260 or MIS 155.*

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
This course provides students with a comprehensive understanding of the technical and management aspects of business data communications and networking. This course will cover network models, network technologies, network security, network design, and network management. In addition, the emerging trends in the networking field will be discussed. *Prerequisite:* MIS 260, Sophomore Standing.

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 2.0 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 2.0 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: Senior standing;* MIS 260 and MIS 285 .

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 2.0 or higher.

Marketing

MKT 101 Ancell Orientation: Launching Academic and Career Success 1 SH
This course equips first-year and transfer business students at the Ancell School of Business with the tools for academic success, career readiness, and professional growth. Students will explore key business disciplines, ethical practices, and industry trends while developing essential skills such as oral and written communication, networking, personal branding, and adaptability to emerging technologies. *Prerequisite*: Required for Freshmen Business Majors and Transfer Business students.

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 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 2.0 or higher; Junior standing; MKT 200 (formerly MKT 301), MGT 250 and FIN 310.

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 200, PSY 100, WRT 210W and FIN 230 (or another basic statistics course) and GPA 2.0 or higher.

MKT 315 Contemporary Advertising and Integrated Marketing Communications 4 SH
Focusing on advertising, this course covers the fundamentals of contemporary and digital integrated marketing communications including social media marketing, digital and programmatic advertising,

public relations and events marketing, web and mobile marketing, sales promotion, public relations and event marketing, television, print, and outdoor advertising. The course prepares students to deliver and present an integrated marketing communications campaign plan for a business. This includes analysis, creative strategy, creative execution and artwork, media planning and budgeting, and measurement. *Prerequisites:* Junior standing (60 credits) and MKT 200 and GPA 2.0 or higher.

MKT 327 Essentials of Digital Marketing and Analytics 3 SH
This introductory course prepares students to understand the role of data in creating digital marketing strategies and customer value. It covers the basic concepts of digital marketing analytics and the metrics for various digital media types. In addition, it prepares students to understand customer data collection, modeling, analysis, and visualization. The course provides hand-on applications on social media analytics, text analytics, e-commerce and behavioral analytics, neural language processing, web and mobile analytics techniques and platforms. *Prerequisites*: Junior standing (60 credits), MKT 200, FIN 230, MIS 260 and GPA 2.0 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 2.0 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 2.0 or higher.

MKT 398 Faculty Developed Study 3 SH
Prerequisite: MKT 200 and GPA 2.0 or higher.

MKT 399 Student Developed Study 1–6 SH
Prerequisite: MKT 200 and GPA 2.0 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 2.0 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 2.0 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 both large and small businesses. *Prerequisite:* Senior standing (90 credits), MKT 200 and MKT 310; GPA 2.0 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, practices and existing and emerging marketing technologies to situations in real organizations. The course covers 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 digital 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 2.0 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

- Biology
- Chemistry
- Computer Science
- Economics
- History, Philosophy & World Perspectives
- Mathematics
- Psychology
- Social Sciences
- World Languages, Cultures & Interdisciplinary Studies
- Writing & Literature

Degree Programs

Bachelor of Arts/Science

- BA Anthropology/Sociology
- BS Applied & Computational Mathematics
- BS Atmospheric and Climate Science
- BS Biology
- BS Secondary Education: Biology
- BS Chemistry
- BS Secondary Education: Chemistry
- BS Computer Science
- BA Applied Computing
- 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 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
Anthropology
Arabic
Astronomy
Biology
Chemistry
Chinese
Composition
Computer Science
Earth Science
Economics
English
Environmental Studies
French
Geography
German
Hebrew
History
Humanistic Studies
Kathwari Honors Program
Italian
Linguistics
Mathematics
Meteorology
Philosophy
Physics
Political Science
Portuguese
Psychology
Reserve Officers Training Corps (ROTC)
Social Sciences
Sociology
Spanish

Women's Studies
World Languages
World Perspectives
Writing

Macricostas School of Arts and Sciences

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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.

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.

Biology

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Faculty

T. Pinou, Chair	D. Christopher	N. Connally
J. Cordeira	K. Giamanco	M. Monette
S. Wagener	C. Santibanez-Lopez	H. Reynolds
Z. Popkin-Hall	J. Boyle	R. Eisenson
Z. Zhang		

Overview

The programs in the Department of Biology provide students with the background required to succeed in a wide variety of fields such as cell and molecular biology, medicine, environmental science, meteorology and education. A core of science courses provides a solid foundation while electives allow students to pursue their special interests. All majors conduct research under the supervision of a faculty mentor.

Mission

The programs in the Department of Biology provide students from diverse backgrounds with the conceptual and technical knowledge for careers in organismal, cell, and molecular biology, environmental science, and 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 Biology

- Prepares students for successful high-paying careers and service
- Provides current and relevant courses that support 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

Learning Outcomes

By the completion of their BS 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.

Degree Programs in Biology

B.S. in Biology
Options:
Biology
Ecology
Pre-Health

Secondary Education: Biology

B.S. in Atmospheric and Climate Science

Minor Programs
Biology
Astronomy
Earth and Planetary Sciences
Meteorology
Physics

Bachelor of Science in Biology (B.S.)

BS Biology

Description: This option is for students who are looking for a broad biology education and workforce training.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 52-53 (SH).

BIOLOGY CORE	
BIO 103 General Biology I	4 SH
BIO 104 General Biology II	4 SH
BIO 200 Ecology	4 SH
BIO 205 Animal Physiology	4 SH
BIO 260 Modes of Scientific Communication	3 SH
BIO 312 Genetics	4 SH
BIO 325 Evolutionary Biology	3 SH
BIO 480 **OR** BIO 490 Senior Research	3 SH
BIOLOGY OPTION	
BIO 310 Vertebrate Embryology **OR** BIO 311 Developmental Bio	4 SH
Biology Electives: any Bio 200-400 level, or CHE 421, 422, 431	7-8 SH
Science/Math Sequence: Any from the list below.	12 SH
Any BIO 200 or higher; Any CHE 200 or higher; MAT 133, 170, 171, 181, 182; PHY 110, 111, 120, 121; AST 150; MTR 150; ES110; CS140, 143	
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 120 Elementary Statistics	3 SH
CHE 110 General Chemistry I	4 SH
CHE 111 General Chemistry II	4 SH
Minimum GPA for the BS in Biology = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed

with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Biology option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	COMP 101 Intro to Comp/Rhetoric*	3
BIO 103 General Biology I	4	BIO 104 General Biology II	4
CHE 110 General Chemistry I	4	CHE 111 Gen Chem II	4
MAT 120 Elementary Statistics	3	Gen Ed: Arts	3
Gen Ed: Speech Communication	3	Gen Ed: Personal Wellness	2
Semester 3	**SH**	**Semester 4**	**SH**
BIO 200 Ecology	4	BIO 205 Animal Physiology	4
BIO 260 Modes of Communication	3	Math/Science Elective 1	3
Gen Ed: Arts or Humanities	3	Gen Ed: Humanities	3
Elective	3	Gen Ed: Writing & Information Literacy	3
Elective	3	Elective	3
Semester 5		**Semester 6**	
BIO 312 Genetics	4	BIO 325 Evolutionary Biology	3
BIO 310 Vertebrate Embryology **OR** BIO 311 Developmental Biology	4	BIO Elective**	4
SCI/MATH Elective 2	4	SCI/Math Elective 3	4
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Semester 7		**Semester 8**	
BIO 480 Group Sr. Research **OR** BIO 490 Sr. Research	3	Elective	3
BIO Elective**	3-4	Elective	3
Gen Ed: Social & Behavioral Sciences	4	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3-4
Total Credits Required for the BS in Biology = 120; Minimum GPA 2.0.			

*COMP 101 may be taken in Semester 1 or Semester 2.

**BIO Electives vary in number of SH earned. Remember that your total must be 120 to complete your degree.

BS Biology: Ecology

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 59-61 (SH).

BIOLOGY CORE	
BIO 103 General Biology I	4 SH
BIO 104 General Biology II	4 SH
BIO 200 Ecology	4 SH
BIO 205 Animal Physiology	4 SH
BIO 260 Modes of Scientific Communication	3 SH
BIO 312 Genetics	4 SH
BIO 325 Evolutionary Biology	3 SH
BIO 480 Group Senior Research **OR** BIO 490 Senior Research	3 SH
ECOLOGY OPTION	
BIO 216 General Microbiology	4 SH
One of these: BIO 422 Conservation Biology **OR** BIO 375 Climate Ecology	3-4 SH
Biology Electives: any Bio 200-400 level, or CHE 421, 422, 431	11-12 SH
Math/Science Sequence: Any from the list below.	12 SH
Any BIO 200 or higher; Any CHE 200 or higher; MAT 133, 170, 171, 181, 182; PHY 110, 111, 120, 121; AST 150; MTR 150; ES110; CS140, 143	
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 120 Elementary Statistics	3 SH
CHE 110 General Chemistry I	4 SH
CHE 111 General Chemistry II	4 SH
Minimum GPA for the BS in Biology = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Biology: Ecology
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	COMP 101 Intro to Comp/Rhetoric*	3
BIO 103 General Biology I	4	BIO 104 General Biology II	4
CHE 110 General Chemistry I	4	CHE 111 Gen Chem II	4
MAT 120 Elementary Statistics	3	Gen Ed: Speech Communication	3
Gen Ed: Arts	3	Gen Ed: Personal Wellness	2
Semester 3	**SH**	**Semester 4**	**SH**
BIO 200 Ecology	4	BIO 205 Animal Physiology	4
BIO 260 Modes of Scientific Communication	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts or Humanities	3	Gen Ed: Humanities	3
Elective	3	Elective	3
Elective	3		
Semester 5		**Semester 6**	
BIO 312 Genetics	4	BIO 325 Evolutionary Biology	3
BIO Elective 1**	4	BIO 216 General Microbiology	4
SCI/MATH Elective 1	4	SCI/Math Elective 2	4
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Semester 7		**Semester 8**	
BIO 480 Group Sr. Research **OR** BIO 490 Sr. Research	3	BIO Elective 3**	3-4
SCI/MATH Elective 3	4	Elective	3
BIO Elective 2**	4	Elective	3
BIO 375 Climate Control **OR** BIO 422 Conservation Biology	3-4	Elective	3
		Elective*	1-2

Total Credits Required for the BS in Biology = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2.

**BIO Electives vary in number of SH earned. Remember that your total must be 120 to complete your degree.

BS Biology: Pre-Health option

Description: This option is for Pre-health students who are planning to continue their education in medical, dental, veterinary schools, or graduate school. It also will prepare students for entry-level

positions requiring more physical science.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 60-62 Semester Hours.

BIOLOGY CORE	
BIO 103 General Biology I	4 SH
BIO 104 General Biology II	4 SH
BIO 200 Ecology	4 SH
BIO 205 Animal Physiology	4 SH
BIO 260 Modes of Scientific Communication	3 SH
BIO 312 Genetics	4 SH
BIO 325 Evolutionary Biology	3 SH
BIO 480 Group Senior Research **OR** BIO 490 Senior Research	3 SH
PRE-HEALTH OPTION	
BIO 300 Cell Biology	4 SH
CHE 210 Organic Chemistry I	4 SH
CHE 211 Organic Chemistry II	4 SH
Biology Electives: any Bio 200-400 level, or CHE 421, 422, 431	7-8 SH
Math/Science Sequence: Any from the list below.	12 SH
Any BIO 200 or higher; Any CHE 200 or higher; MAT 133, 170, 171, 181, 182; PHY 110, 111, 120, 121; AST 150; MTR 150; ES110; CS 140, 143	
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 120 Elementary Statistics	3 SH
CHE 110 General Chemistry I	4 SH
CHE 111 General Chemistry II	4 SH
Minimum GPA for the BS in Biology = 2.0.	

General Education*:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Biology: Pre-Health Option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	SH	Semester 2	SH
Gen Ed: First Year Experience	1	COMP 101 Intro to Comp/Rhetoric*	3
BIO 103 General Biology I	4	BIO 104 General Biology II	4
CHE 110 General Chemistry I	4	CHE 111 Gen Chem II	4
MAT 120 Elementary Statistics	3	Gen Ed: Arts	3
Gen Ed: Speech Communication	3	Gen Ed: Personal Wellness	2
Semester 3	**SH**	**Semester 4**	**SH**
BIO 200 Ecology	4	BIO 205 Animal Physiology	4
CHE 210 Organic Chem I	4	CHE 211 Organic Chem II	4
BIO 260 Modes of Scientific Communication	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts or Humanities	3	Gen Ed: Humanities	3
Semester 5		**Semester 6**	
BIO 312 Genetics	4	BIO 325 Evolutionary Biology	3
BIO Elective 1**	4	BIO 300 Cell Biology	4
SCI/MATH Elective 1	4	SCI/Math Elective 2	4
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Semester 7		**Semester 8**	
BIO 480 Group St. Research **OR** BIO 490 Sr. Research	3	BIO Elective 2**	3-4
SCI/MATH Elective 3	4	Elective	3-4
Elective	3-4	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total Credits Required for the BS in Biology = 120; Minimum GPA 2.0.			

*COMP 101 may be taken in Semester 1 or Semester 2.

**BIO Electives vary in number of SH earned. Remember that your total must be 120 to complete your degree.

Bachelor of Science in Atmospheric & Climate Science

Description
This degree offers a comprehensive education in the fundamental principles of meteorology, climate systems, and environmental sciences. This interdisciplinary program blends physics, chemistry, and mathematics to explore the dynamic processes that govern Earth's atmosphere and climate. Through a

combination of theoretical coursework, hands-on lab experience, and field research, students will be equipped with the skills necessary to analyze weather systems and predict climate trends. The program includes an accelerated option that leads to a minor in mathematics and eligibility to apply for a 4+1 MS in Meteorology (expected to begin Fall 2027).

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 55 Credits

ATMOSPHERIC & CLIMATE SCIENCE CORE	
ACS 103 Planet Earth	3 SH
ACS 136 Energy	4 SH
ACS 150 Introduction to Meteorology	4 SH
ACS 221 Quantitative Concepts in ACS	4 SH
ACS 231 Weather Analysis & Forecasting	4 SH
ACS 240 Climatology	3 SH
ACS 321 Data Acquisition & Analysis	3 SH
ACS 370 **OR** ACS 450 Internship or Research in Atmospheric Climate Science	4 SH
ACS 4XX Concepts in Climate Modeling	3 SH
ACS 430 Meteorological Instrumentation & Remote Sensing	4 SH
CS 140 Introduction to Programming	4 SH
MAT 118 Elementary Applied Mathematics	3 SH
ES 210 Physical Oceanography & Climate	4 SH
BIO 150 Science of Climate Change	4 SH
CHE 110 General Chemistry I	4 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 120 Elementary Statistics	3 SH
PHY 120 General Physics I	4 SH
PHY 121 General Physics II	4 SH

Minimum GPA for the BS in Atmospheric & Climate Science = 2.0.

General Education*:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Atmospheric & Climate Science
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
ACS 150 Introduction to Meteorology	4	COMP 101 Intro to Comp/Rhetoric	3
MAT 118 Elementary Applied Math	3	BIO 150 Science of Climate Change	4
ACS 103 Planet Earth	3	Gen Ed: Speech Communication	3
ACS 136 Energy	4	ACS 240 Climatology	3
Gen Ed: First Year Experience	1	Gen Ed: Personal Wellness	2
Semester 3	**SH**	**Semester 4**	**SH**
PHY 120 General Physics I	4	PHY 121 General Physics II	4
CS 140 Intro to Programming	4	ACS 211 Quantitative Concepts in ACS	4
CHE 110 General Chemistry I	4	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts	3	Gen Ed: Humanities	3
Semester 5		**Semester 6**	
ACS 231 Weather Analysis & Forecasting	4	ES 210 Intro to Physical Oceanography	4
MAT 120 Elementary Statistics	3	Gen Ed: Arts of Humanities	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
ACS 321 Data Acquisition & Analysis	3	Elective	3
Elective	3	Elective	3
Semester 7		**Semester 8**	
ACS 4XX Concepts in Climate Modeling	3	ACS 430 Meteorological Instrumentation & Remote Sensing	4
Gen Ed: Social & Behavioral Sciences	3	ACS 370 Internship in Meteorology **OR** ACS 450 Research in Meteorology	4
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		

Total Credits Required for the BS in Atmospheric & Climate Science = 120; Minimum GPA 2.0.

Bachelor of Science in Secondary Education – Biology (B.S.)

Description: This degree provides a biology/education curriculum that imparts a broad base of knowledge about biological processes, principles, and research, so that students have the foundational knowledge they need to educate others.

Degree Requirements

All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 70 Semester Hours.

BIOLOGY CORE	
BIO 103 General Biology I	4 SH
BIO 104 General Biology II	4 SH
BIO 200 Ecology	4 SH
BIO 205 Animal Physiology	4 SH
BIO 260 Modes of Scientific Communication	3 SH
BIO 312 Genetics	4 SH
BIO 325 Evolutionary Biology	3 SH
BIO 480 or BIO 490 Senior Research	3 SH
PROFESSIONAL OPTION	
BIO 300 Cell Biology	4 SH
CHE 210 Organic Chemistry I	4 SH
CHE 211 Organic Chemistry II	4 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 120 Elementary Statistics	3 SH
CHE 110 General Chemistry I	4 SH
CHE 111 General Chemistry II	4 SH
Fine Arts: Creative Process	3 SH
HIS 148 or 149 American History	3 SH
ENG Literature Course (any)	3 SH
CERTIFICATION REQUIREMENTS	
ED 206 Introduction to Education	3 SH
ED 212 Educational Psychology: Childhood & Adolescence II	3 SH
HPX 215 Health Issues in Schools	3 SH
EPY 405 Intro to Special Education	3 SH
ED 385 Methods of Teaching in Secondary Schools *co-req ED 386*	3 SH
ED 386 Secondary Education Professional Dev. Experience *co-req ED 385*	1 SH
ED 440 Integrating Language	3 SH
ED 447 Teaching in Secondary Schools	3 SH
ED 340 Assessment of Teaching Strategies	1 SH
ED 342 Student Teaching Secondary Education (Grade 7-12)	12 SH

Minimum GPA for the BS Secondary Ed in Biology = 3.0.

General Education*:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a

given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Secondary Ed: Biology
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	HIS 148/149 American History	3
BIO 103 General Biology I	4	BIO 104 General Biology II	4
CHE 110 General Chemistry I	4	CHE 111 Gen Chem II	4
MAT 120 Elementary Statistics	3	Gen Ed: Social & Behavioral Sciences	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Personal Wellness	2

Semester 3	**SH**	**Semester 4**	**SH**
BIO 200 Ecology	4	BIO 205 Animal Physiology	4
CHE 210 Organic Chem I	4	CHE 211 Organic Chem II	4
BIO 260 Modes of Scientific Communication	3	HPX 215 Health Issues in Schools	3
ED 206 Intro. to Education	3	ED 212 Ed Psych: Childhood & Adolescence II	3
Gen Ed: Writing & Information Literacy	3	Gen Ed: Arts	3

Semester 5	**SH**	**Semester 6**	**SH**
BIO 312 Genetics	4	BIO 325 Evolutionary Biology	3
Elective (BIO Recommended)	3	BIO 300 Cell Biology	4
Gen Ed: Social & Behavioral Sciences	3	BIO 480 Group Sr. Research **OR** BIO 490 Sr. Research	3
Gen Ed: Arts or Humanities*	3	Elective*	3
Elective	3		3

Semester 7	**SH**	**Semester 8**	**SH**
EPY 405 Intro to Special Education	3	ED 340 Assessment of Teaching Strategies	1
ED 385 Methods of Teaching in Secondary Schools *co-req ED 386*	3	ED 342 Student Teaching Secondary Education (Grade 7-12)	12
ED 386 Secondary Education Professional Dev. Experience *co-req ED 385*	1		
ED 440 Integrating Language	3		

ED 447 Teaching in Secondary Schools	3
Total Credits Required for the BS Secondary Ed: Biology = 120; Minimum GPA 3.0.	

* The BS Secondary Ed: Biology degree requires students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

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 (Biology, Ecology, Pre-Health), 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

Please see your advisor to review all program requirements.

Required Courses (8 SH):
BIO 103 General Biology I
BIO 104 General Biology II
OR
BIO 110 The Animal World
BIO 111 General Botany

Six to Eight credits (6-8 SH) of approved 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.)

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.

Required Courses:
MTR 150 Meteorology
AST 150 General Astronomy
ES 110 Physical Geology
ES 210 Intro to Physical Oceanography
AST 231 Intro to Planetary Sciences **OR** EPS 331 Practicum in EPS Research **OR** Eps 220 & 221 Seminar in EPS (*2+2 SH*)

Minor in Meteorology

Twenty-one (21) or twenty-two (22) semester hours of meteorology courses. Advisement must be through the department Chairperson.

Required Courses (15 SH):
MTR 150 Meteorology
MTR 175 Analytical Meteorology
MTR 230 Weather Analysis and Forecasting I
MTR 310 Atmospheric Thermodynamics

Two (2) Approved Meteorology Electives (6-7 SH):
Courses must be at a 200-level or higher

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.

Required Courses (8 SH):
PHY 110 General Physics I (MAT 182 and grade >=C in PHY 103 or placement exam)
PHY 111 General Physics II

Three (3) Approved Electives (12 SH)
Electives must be approved by Physics, Astronomy & Meteorology Department Chairperson.

Chemistry and Biochemistry

Nicholas J. Greco*, Chair*
grecon@wcsu.edu
Science Building 323, Midtown Campus
(203) 837-8440

Merisa Williams, ***Department Secretary***
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(203) 837- 8669

Faculty

N. Greco, Chair	D. Baluha	J. Prieto
F. Robertson	P. Secondo	R. Selzer
B. Stankus		

Adjunct Faculty

J. Devito	T. DiGaetano	D. Emert
W. Iannuccilli	S. Madison	G. Merritt
L. Passaro	F. Tagliaferro	D. Wolanin

Overview

The Department of Chemistry and Biochemistry provides the background necessary for graduate education, industrial careers and the allied health professions such as medicine, nursing, dental, etc. 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.

Learning Outcomes

At their 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.

DEGREE PROGRAMS IN CHEMISTRY

Bachelor of Science
Chemistry
Chemistry, ACS Approved
Chemistry with Biochemistry Option,
Chemistry with Biochemistry Option, ACS Approved

Secondary Education: Chemistry

Minor Program
Chemistry

Bachelor of Science in Chemistry (B.S.)

BS Chemistry: Non-ACS Degree

Description: The Department of Chemistry and Biochemistry provides the background necessary for graduate education and careers in industrial chemistry, technology, and the allied health professions such as medicine.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 45-50 (SH).

CHE 110 General Chemistry I	4 SH
CHE 111 General Chemistry II	4 SH
CHE 205 Analytic Chemistry Lecture	3 SH
CHE 206 Analytical Chemistry Laboratory	1 SH
CHE 210 Organic Chemistry I	4 SH
CHE 211 Organic Chemistry II	4 SH
CHE 250 Chemistry Seminar (minimum of 2 semesters)	1 SH
CHE 300 Physical Chemistry I	4 SH
CHE 301 Physical Chemistry II	4 SH
CHE 311 Inorganic Chemistry	4 SH
CHE 400 Instrumental Analysis Lecture	3 SH
CHE 401 Instrumental Analysis Lab	2 SH
Research Options	
CHE 297 Cooperative Education Research **OR**	12 SH
CHE 430 Senior Research **AND**	4 SH
Adv. Elective: One of these MAT 272, MAT 281, MAT 282, CHE 340, CHE 415, CHE 420, CHE 421 or other approved course.	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 181 Calculus I **OR** MAT 170 + MAT 171	4-7 SH
MAT 182 Calculus II	4 SH
PHY 110 General Physics (with Calculus) (*pre-req MAT 182)*	4 SH
PHY 111 General Physics II (with Calculus) (*pre-req MAT 182)*	4 SH

Minimum GPA for the BS in Chemistry = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Chemistry: Non-ACS Degree
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Gen. Ed: Personal Wellness	2
CHE 110 General Chemistry I	4	CHE 111 General Chemistry II	4
MAT 181 Calculus I* **OR** MAT 133 Precalculus	4	MAT 182 Calculus II **OR** MAT 181 Calculus I	4
Gen Ed: Speech Communication	3	Gen Ed: Arts	3
Elective	3	COMP 101 Intro to Comp/Rhetoric**	3

Semester 3	**SH**	**Semester 4**	**SH**
CHE 210 Organic Chemistry I	4	CHE 211 Organic Chemistry II	4
PHY 110 General Physics (calc) I ***	4	PHY 111 General Physics (calc) II	4
CHE 205 Analytic Chemistry Lecture	3	Gen Ed: Writing & Information Literacy	3
CHE 206 Analytic Chemistry Lab	1	CHE 250 Chemistry Seminar	.5
MAT 182 Calculus **OR** Elective	3-4	Elective	3

Semester 5		**Semester 6**	
CHE 300 Physical Chemistry I	4	CHE 301 Physical Chemistry II	4
CHE 311 Inorganic Chemistry	4	CHE 250 Chemistry Seminar	.5
Gen Ed: Arts or Humanities	3	Gen Ed: Social & Behavioral Sciences	3
Elective	3	Gen Ed: Humanities	3
		Elective	3
		Elective	3

Semester 7		**Semester 8**	
CHE 297 Cooperative Education Research	7-12	CHE 400 Instrumental Analysis Lecture	3
OR		CHE 401 Instrumental Analysis Lab	2

CHE 430 Senior Research **AND** Advanced Chem. Elective		Gen Ed: Social & Behavioral Sciences	3
Electives	3-8	Gen Ed: Social & Behavioral Sciences	3
		Elective	3

Total Credits Required for the BS in Chemistry = 120; Minimum GPA 2.0.

*Math placement score determines eligibility for MAT 133 or MAT 181. Students placing into MAT 100 (Intermediate Mathematics) are strongly encouraged to complete this requirement the summer prior to admission.

**COMP 101 may be taken in Semester 1 or Semester 2.

***MAT 182 CALC II is a pre-req for PHY 110.

BS Chemistry: ACS Degree

Description: The Department of Chemistry and Biochemistry provides the background necessary for graduate education and careers in industrial chemistry, technology, and the allied health professions such as medicine.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 45 (SH).

CHE 110 General Chemistry I	4 SH
CHE 111 General Chemistry II	4 SH
CHE 205 Analytic Chemistry Lecture	3 SH
CHE 206 Analytical Chemistry Laboratory	1 SH
CHE 210 Organic Chemistry I	4 SH
CHE 211 Organic Chemistry II	4 SH
CHE 250 Chemistry Seminar (minimum of 2 semesters)	1 SH
CHE 300 Physical Chemistry I	4 SH
CHE 301 Physical Chemistry II	4 SH
CHE 311 Inorganic Chemistry	4 SH
CHE 400 Instrumental Analysis Lecture	3 SH
CHE 401 Instrumental Analysis Lab	2 SH
CHE 421 Biochemistry Lecture	3 SH
CHE 430 Senior Research in Chemistry	4 SH
MAJOR DESIGNATED GEERAL EDUCATION COURSES	
MAT 181 Calculus I **OR** MAT 170 + MAT 171	4 – 7 SH
MAT 182 Calculus II	4 SH

PHY 110 General Physics (with Calculus)	4 SH
PHY 111 General Physics II (with Calculus)	4 SH

Minimum GPA for the BS in Chemistry = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Page Break

Sample Four Year Plan: BS Chemistry: ACS Degree
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Gen Ed: Personal Wellness	2
CHE 110 General Chemistry I	4	CHE 111 General Chemistry II	4
MAT 181 Calculus I* **OR** MAT 133 Pre-calculus	4	MAT 182 Calculus II **OR** MAT 181 Calculus I	4
Gen Ed: Speech Communication	3	Gen Ed: Arts	3
Elective	3	COMP 101 Intro to Comp/Rhetoric**	3

Semester 3	**SH**	**Semester 4**	**SH**
CHE 210 Organic Chemistry I	4	CHE 211 Organic Chemistry II	4
PHY 110 General Physics (calc) I***	4	PHY 111 General Physics (calc) II	4
CHE 205 Analytic Chemistry Lecture	3	Gen Ed: Writing & Information Literacy	3
CHE 206 Analytic Chemistry Lab	1	CHE 250 Chemistry Seminar	.5
MAT 182 Calculus II **OR** Elective	3	Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
CHE 300 Physical Chemistry I	4	CHE 301 Physical Chemistry II	4
CHE 311 Inorganic Chemistry	4	CHE 250 Chemistry Seminar	.5
CHE 421 Biochemistry Lecture	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Arts or Humanities	3	Gen Ed: Humanities	3
		Elective	3

		Elective	3
Semester 7		**Semester 8**	
CHE 430 Senior Research	4	CHE 400 Instrumental Analysis Lecture	3
Gen Ed: Social & Behavioral Sciences	3	CHE 401 Instrumental Analysis Lab	2
Elective	3	Gen Ed: Social & Behavioral Sciences	3
Elective	3	Elective	3
Elective	2	Elective	3

Total Credits Required for the BS in Chemistry = 120; Minimum GPA 2.0.

*Math placement score determines eligibility for MAT 133. Students placing into MAT 100 (Intermediate Mathematics) are strongly encouraged to complete this requirement the summer prior to admission.

**COMP 101 may be taken in Semester 1 or Semester 2.

***MAT 182 CALC II is a pre-req for PHY 110.

BS Chemistry: Biochemistry Option, Non-ACS Degree

Description: The Department of Chemistry and Biochemistry provides the background necessary for graduate education and careers in industrial chemistry, biotechnology, biochemistry, pharmaceutical sciences and the allied health professions such as medicine.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 52-57 (SH)

CHE 110 General Chemistry I	4 SH
CHE 111 General Chemistry II	4 SH
CHE 205 Analytic Chemistry Lecture	3 SH
CHE 206 Analytical Chemistry Laboratory	1 SH
CHE 210 Organic Chemistry I	4 SH
CHE 211 Organic Chemistry II	4 SH
CHE 250 Chemistry Seminar (minimum of 2 semesters)	.5 SH
CHE 300 Physical Chemistry I	4 SH
CHE 301 Physical Chemistry II	4 SH
CHE 421 Biochemistry Lecture I	3 SH
CHE 422 Biochemistry Lecture II	3 SH
CHE 431 Biochemistry Lab	2 SH

BIO 103 General Biology I	4 SH
BIO 104 General Biology II	4 SH
Research Options	
CHE 297 Cooperative Education Research **OR**	12 SH
CHE 430 Senior Research **AND**	4 SH
Adv. Elective: *One* of these CHE 320, CHE 400, CHE 420, CHE 438, BIO 300, BIO 310, BIO 318 or other approved course.	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 181 Calculus I or MAT 170 + MAT 171	4 -7 SH
MAT 182 Calculus II	4 SH
PHY 110 General Physics (with Calculus)	4 SH
PHY 111 General Physics II (with Calculus)	4 SH
Minimum GPA for the BS in Chemistry = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Chemistry: Biochemistry Option, Non-ACS Degree
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Gen Ed: Arts	3
CHE 110 General Chemistry I	4	CHE 111 General Chemistry II	4
MAT 181 Calculus I **OR** MAT 133 Precalculus*	4	MAT 181 Calculus I **OR** MAT 182 Calculus II	4
BIO 103 General Biology I	4	BIO 104 General Biology II	4
COMP 101 Intro to Comp/Rhetoric**	3		

Semester 3	**SH**	**Semester 4**	**SH**
CHE 210 Organic Chem I	4	CHE 211 Organic Chem II	4
PHY 110 General Physics (calc) I ***	4	PHY 111 General Physics (calc) II	4
MAT 182 Calculus II **OR** Elective	3-4	Gen Ed: Writing & Information Literacy	3

Gen Ed: Arts or Humanities	3	Gen Ed: Humanities	3
Gen Ed: Personal Wellness	2	CHE 250 Chemistry Seminar	.5
Semester 5	**SH**	**Semester 6**	**SH**
CHE 205 Analytic Chemistry Lecture	3	CHE 250 Chemistry Seminar	.5
CHE 206 Analytic Chemistry Lab	1	CHE 422 Biochemistry Lecture II	3
CHE 421 Biochemistry Lecture	3	CHE 431 Biochemistry Lab	2
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Speech Communication	3	Elective	3
		Elective	3
Semester 7		**Semester 8**	
CHE 300 Physical Chemistry I	4	CHE 301 Physical Chemistry II	4
CHE 297 Cooperative Education Research **OR** CHE 430 Senior Research **AND** Advanced Chem Elective	7-12	Gen Ed: Social & Behavioral Sciences	3
Electives	2-4	Elective	3
		Elective	3
		Elective	3
Total Credits Required for the BS in Chemistry = 120; Minimum GPA 2.0.			

*Math placement score determines eligibility for MAT 133 and MAT 181. Students placing into MAT 100 (Intermediate Mathematics) are strongly encouraged to complete this requirement the summer prior to admission.

**COMP 101 may be taken in Semester 1 or Semester 2.

***MAT 182 CALC II is a pre-req for PHY 110.

BS Chemistry: Biochemistry Option, ACS Degree

Description: The Department of Chemistry and Biochemistry provides the background necessary for graduate education and careers in industrial chemistry, biotechnology, biochemistry, pharmaceutical sciences and the allied health professions such as medicine.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 53 (SH).

CHE 110 General Chemistry I	4 SH

CHE 111 General Chemistry I	4 SH
CHE 205 Analytic Chemistry Lecture	3 SH
CHE 206 Analytical Chemistry Laboratory	1 SH
CHE 210 Organic Chemistry I	4 SH
CHE 211 Organic Chemistry II	4 SH
CHE 250 Chemistry Seminar (minimum of 2 semesters)	.5 SH
CHE 300 Physical Chemistry I	4 SH
CHE 301 Physical Chemistry II	4 SH
CHE 311 Inorganic Chemistry	4 SH
CHE 421 Biochemistry Lecture I	3 SH
CHE 422 Biochemistry Lecture II	3 SH
CHE 431 Biochemistry Lab	2 SH
BIO 103 General Biology I	4 SH
BIO 104 General Biology II	4 SH
CHE 430 Senior Research in Chemistry	4 SH
MAJOR DESIGNATED GENERAL EDUCAITON COURSES	
MAT 181 Calculus I or MAT 170 + MAT 171	4 -7 SH
MAT 182 Calculus II	4 SH
PHY 110 General Physics (with Calculus)	4 SH
PHY 111 General Physics II (with Calculus)	4 SH
Minimum GPA for the BS in Chemistry = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Chemistry: Biochemistry Option, ACS Degree
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Gen Ed: Arts	3
CHE 110 General Chemistry I	4	CHE 111 General Chemistry II	4
MAT 181 Calculus I **OR** MAT 133 Precalculus*	4	MAT 182 Calculus II **OR** MAT 181 Calculus I	4

BIO 103 General Biology I	4	BIO 104 General Biology II	4
COMP 101 Intro to Comp/Rhetoric**	3		

Semester 3	**SH**	**Semester 4**	**SH**
CHE 210 Organic Chemistry I	4	CHE 211 Organic Chem II	4
PHY 110 General Physics (calc) I***	4	PHY 111 General Physics (calc) II	4
MAT 182 Calculus II **OR** Elective	3-4	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts or Humanities	3	Gen Ed: Humanities	3
Gen Ed: Personal Wellness	2	CHE 250 Chemistry Seminar	.5

Semester 5	**SH**	**Semester 6**	**SH**
CHE 205 Analytic Chemistry Lecture	3	CHE 250 Chemistry Seminar	.5
CHE 206 Analytic Chemistry Lab	1	CHE 422 Biochemistry Lecture II	3
CHE 421 Biochemistry Lecture	3	CHE 431 Biochemistry Lab	2
Gen Ed: Speech Communication	3	Gen Ed: Social & Behavioral Sciences	3
Elective	3	Elective	3
		Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
CHE 430 Senior Research	4	CHE 301 Physical Chemistry II	4
CHE 300 Physical Chemistry I	4	Gen Ed: Social & Behavioral Sciences	3
CHE 311 Inorganic Chemistry	4	Elective	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
		Elective	3

Total Credits Required for the BS in Chemistry = 120; Minimum GPA 2.0.

*Math placement score determines eligibility for MAT 133 or MAT 181. Students placing into MAT 100 (Intermediate Mathematics) are strongly encouraged to complete this requirement the summer prior to admission.

**COMP 101 may be taken in Semester 1 or Semester 2.

**MAT 182 CALC II is a pre-req for PHY 110.

Bachelor of Science in Secondary Education–Chemistry (B.S.)

Description: This degree provides a biology/education curriculum that imparts a broad base of knowledge about chemistry, so that students have the foundational knowledge they need to educate others.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 40-43 (SH).

CHEMISTRY CORE	
MAT 181 Calculus I **OR** MAT 170 + MAT 171	4 – 7 SH
MAT 182 Calculus II	4 SH
CHE 110 General Chemistry I	4 SH
CHE 111 General Chemistry II	4 SH
CHE 205 Analytic Chemistry Lecture	3 SH
CHE 206 Analytical Chemistry Laboratory	1 SH
CHE 210 Organic Chemistry I	4 SH
CHE 211 Organic Chemistry II	4 SH
CHE 250 Chemistry Seminar (minimum of 2 semesters)	.5 SH
CHE 300 Physical Chemistry I	4 SH
CHE 301 Physical Chemistry II	4 SH
CHE 421 Biochemistry Lecture I	3 SH
Senior Presentation	0 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
PHY 110 General Physics (with Calculus)	4 SH
PHY 111 General Physics II (with Calculus*)*	4 SH
Fine Arts: Creative Process	3 SH
HIS 148 or 149 American History	3 SH
ENG Literature Course (Any)	3 SH
CERTIFICATION REQUIREMENTS	
ED 206 Introduction to Education	3 SH
ED 212 Educational Psychology: Childhood & Adolescence II	3 SH
HPX 215 Health Issues in Schools	3 SH
EPY 405 Intro to Special Education	3 SH
ED 385 Methods of Teaching in Secondary Schools *co-req ED 386*	3 SH
ED 386 Secondary Education Professional Dev. Experience *co-req ED 385*	1 SH
ED 440 Integrating Language	3 SH
ED 447 Teaching in Secondary Schools	3 SH
ED 340 Assessment of Teaching Strategies	1 SH
ED 342 Student Teaching Secondary Education (Grade 7-12)	12 SH

Minimum GPA for the BS Secondary Ed in Chemistry = 3.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses

which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Secondary Education: Chemistry
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Gen Ed: Fine Arts	3
CHE 110 General Chemistry I	4	CHE 111 General Chemistry II	4
MAT 181 Calculus I*	4	MAT 182 Calculus II	4
Gen Ed: Arts or Humanities**	3	Elective**	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Personal Wellness	2

Semester 3	**SH**	**Semester 4**	**SH**
CHE 210 Organic Chemistry I	4	CHE 211 Organic Chemistry II	4
CHE 205 Analytic Chemistry Lecture	3	CHE 250 Chemistry Seminar	.5
CHE 206 Analy. Chem Lab	1	HPX 215 Health Issues in Schools	3
PHY 110 General Physics*	4	PHY 111 General Physics (calc) II	4
ED 206 Intro to Education	3	ED 212 Educational Psychology: Childhood & Adolescence II	3

Semester 5	**SH**	**Semester 6**	**SH**
CHE 300 Physical Chemistry I	4	CHE 301 Physical Chemistry II	4
CHE 421 Biochemistry Lecture I	3	CHE 250 Chemistry Seminar	.5
HIS 148 **OR** 149 American History	3	Gen Ed: Mathematical Reasoning	3
Gen Ed: Social & Behavioral Sciences	3	CHE Research Presentation ***	0
COMP 102 Comp II: Modes of Research	3	Gen Ed: Social & Behavioral Sciences	3
		Elective	3
		Elective	4

Semester 7	**SH**	**Semester 8**	**SH**
EPY 405 Intro to Special Education	3	ED 340 Assessment of Teaching Strategies	1
ED 385 Methods of Teaching in Secondary Schools	3	ED 342 Student Teaching Secondary Education (Grade 7-12)	12
ED 386 Secondary Education Professional Dev. Exp.	1		
ED 440 Integrating Language	3		
ED 442 Teaching Science in Secondary Schools	3		

Total Credits Required for the BS Secondary Ed: Chemistry = 120; Minimum GPA 3.0.

*MAT 182 CALC II is a pre-req for PHY 110-111. Students who need a pre-calculus foundation are strongly encouraged to complete this requirement before they start this degree.

**The BS Secondary Ed: Chemistry requires students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

***Secondary Education Students should work with their Chemistry Advisor to develop a research experience appropriate for their field.

See the Department of Education and Educational Psychology within the School of Professional Studies.

Minor in Chemistry

Please see your advisor to review all program requirements.

Twenty semester hours (20 SH) of chemistry distributed as follows:

Required Courses (15 SH):
CHE 110 General Chemistry I
CHE 111 General Chemistry II
CHE 205 Analytical Chemistry Lecture
CHE 210 Organic Chemistry I

Five (5) credits from the following approved courses:
CHE 206 Analytical Chemistry Laboratory
CHE 211 Organic Chemistry II
CHE 300 Physical Chemistry
CHE 301 Physical Chemistry II
CHE 311 Inorganic Chemistry
CHE 421 Biochemistry I Lecture

Computer Science

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P. Mayer	T. Nassar	J. Shpunt
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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.

To accomplish this mission, the bachelor's degrees offered by the Department of Computer Science have the following objectives:

Program Educational Objectives

Program educational objectives are broad statements that describe what graduates are to attain within a few years of graduation. Program educational objectives are based on the needs of the program's constituencies.

Within a few years of graduation, graduates of the Computer Science and Applied Computing Programs 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 of the BS in Computer Science program at WCSU are therefore expertise, engagement, learning, leadership and teamwork. More specifically, within a few years of graduation, each student will demonstrate:

a. Peer-recognized expertise together with the ability to articulate that expertise to a variety of audiences and use it for contemporary problem solving in the analysis, design, implementation, and evaluation of effective, efficient, and secure computing solutions in the context of their current work environment.
b. Engagement in the computing profession and the broader community, locally and globally, by contributing to the ethical, competent, and creative practice of software engineering and/or other computing professional careers.
c. Sustained learning, personal growth, and adaptation to the constant changes in their chosen field through graduate work, professional development, and self-study.
d. Ethical leadership and initiative to advance professional and organizational goals, facilitate the achievements of others, and obtain significant results.
e. Commitment to teamwork as demonstrated by collaboration with others of diverse cultural and interdisciplinary backgrounds, and different levels of expertise.

Learning Outcomes – B.S. in Computer Science

Graduates of the program will have an ability to:

1. Analyze a complex computing problem and 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.

Learning Outcomes – B.A. in Applied Computing

Graduates of the program will have the ability to:

1. Analyze a complex computing problem and 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 judgements 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 software development fundamentals in the development and application of computing-based solutions.

Degree Programs in Computer Science

Bachelor Programs
Bachelor of Science in Computer Science
Bachelor of Arts in Applied Computing

Minor Programs
Computer Science
Digital Media
Informatics
Security
Web Development

Bachelor of Science in Computer Science (B.S.)

Description: Students in the Computer Science program will study computers and computing, hardware and software, including their theoretical, algorithmic and mathematical foundations and their uses in processing information

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 63 SH.

CS 140 Introduction to Programming	4 SH
CS 170 Language C++	4 SH
CS 205 Data Modeling and Database Design	4 SH
CS 215 Computer Organization and Architecture	4 SH
CS 221 Object Oriented Programming and Data Structures	4 SH

CS 240 Software Organization	4 SH
CS 315 Design and Analysis of Algorithms	4 SH
CS 350 Object Oriented Software Engineering **OR** CS 305 Database Applications Engineering **OR** CS 360 Distributed Applications Engineering	4 SH
CS 355 Programming Languages	4 SH
CS 450 Operating Systems	4 SH
MAT 222 Introductory Statistics	3 SH
MAT 141 Foundational Discrete Mathematics	3 SH
MAT 304 Discrete Mathematics for CS	2 SH
CS/MAT 359 Intro to Theory of Computation	3 SH
Twelve (12) SH of CS Electives: CS 235, 245, 265, 270, 285, 297, 298, 299, 305, 330, 340, 350, 351, 357, 360, 385, 399, 410, 444, 484, MAT 182, 272	12 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
PHI 227 Ethics in Computing	3 SH
Two science courses from: AST 150, AST 231, BIO 103 & 104, CHE 110 & 111, ES 100, ES 210, MTR 150, MTR 230, MTR 240, PHY 110, 111, 121, 122	7-8 SH
MAT 181 Calculus I or MAT 170 & 171 Calc I with Pre-Calc	4-8 SH
Minimum GPA for the BS in Computer Science = 2.5	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Computer Science
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	CS 170 Language C++	4
CS 140 Intro to Programming	4	MAT 141 Foundational Discrete Math	3
MAT 181 Calculus I	3-4	Gen Ed: Writing & Information Literacy	3

Gen Ed: Arts	3	Gen Ed: Speech Communication	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Personal Wellness	2

Semester 3	**SH**	**Semester 4**	**SH**
CS 221 Object Oriented Programming and Data Structures	4	CS 240 Software Organization	4
CS 205 Data Modeling & Database Design	4	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Humanities	3	Elective	3
CS 215 Computer Organization and Architecture	4	Elective	4

Semester 5	**SH**	**Semester 6**	**SH**
MAT 304 Discrete Math for CS	2	CS 315 Design and Analysis of Algorithms	4
CS 350 Object Oriented Software Engineering **OR** CS 305 Database Applications Engineering **OR** CS 360 Distributed Applications Engineering	4	CS/MAT 359 Intro to the Theory of Computation	3
MAT 222 Introductory Statistics	3	CS 355 Programming Languages	4
Gen Ed: Natural Sciences & Technology**	3-4	Gen Ed: Natural Sciences & Technology**	3-4
CS Elective***	3	Gen Ed: Social & Behavioral Sciences	3

Semester 7	**SH**	**Semester 8**	**SH**
CS 450 Operating Systems	4	PHI 227 Ethics of Computing	3
CS Elective***	4	CS Elective***	4
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	4

Total Credits Required for the BS in Computer Science = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2.

**Two courses from: AST 150, AST 231, BIO 103 & 104, CHE 110 & 111, ES 110, ES 210, MTR 150, MTR 230, MTR 240, PHY 110, 111, 120, 121. Once course must have a lab component.

***CS Electives can vary in number of SH. Remember that your total must be 120 to graduate.

Bachelor of Arts in Applied Computing (B.A.)

Description: Students in the Applied Computing program will study computers and computing, hardware and software, and the development of computing applications. Applied Computing students may select one or more concentrations in Computer Security, Digital Media, or Software Engineering. Students may choose to focus their Applied Computing (AC) electives in three areas: Computer Security, Digital Media, or Software Engineering.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 50 SH.

CS 140 Introduction to Programming	4 SH
CS 170 Language C++	4 SH
CS 205 Data Modeling and Database Design	4 SH
CS 215 Computer Organization and Architecture	4 SH
CS 221 Object Oriented Programming and Data Structures	4 SH
CS 240 Software Organization	4 SH
CS 350 Object Oriented Software Engineering **OR** CS 305 Database Applications Engineering **OR** CS 360 Distributed Applications Engineering	4 SH
CS 450 Operating Systems	4 SH
MAT 120 Elementary Statistics	3 SH
MAT 141 Foundational Discrete Mathematics	3 SH
Twelve (12) SH of approved Applied Computing Electives: CS 235, 245, 265, 270, 297, 298, 299, 303, 304, 305, 315, 321, 330, 340, 350, 351, 355, 357, 359, 360, 385, 399, 410, 444, 484, 990, MAT 182, 272., 356, MIS/JLA 341, MIS 321, 325, 361, 389	12 SH
MAJOR DESIGNATED GENEARL EDUCATION COURSES	
MAT 181 Calculus I	4 SH
PHI 227 Ethics in Computing	3 SH
Two science courses from: AST 150, 231, BIO 103, 104, CHE 110, 111, ES 110, 210, MTR 150, 230, 240, PHY 110, 111, 120, 121	7-8 SH
Minimum GPA for the BA in Applied Computing = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: Applied Computing

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	CS 170 Language C++	4
CS 140 Intro to Programming	4	MAT 141 Foundational Discrete Mathematics	3
MAT 133 Pre-Calculus **OR** MAT 181 Calculus I	3-4	Gen Ed: Writing & Information Literacy	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Speech Communication	3
Gen Ed: Arts or Humanities	3	Gen Ed: Personal Wellness	2

Semester 3	**SH**	**Semester 4**	**SH**
CS 205 Data Modeling & Database Design	4	CS 240 Software Organization	4
CS 215 Computer Organization and Architecture	4	MAT 120 Elementary Statistics	3
CS 221 Object Oriented Programming and Data Structures	4	Gen Ed: Social & Behavioral Sciences	3
MAT 181 Calculus I **OR** Elective	3-4	Gen Ed: Arts	3
		Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
CS 305 Database App. Engin. **OR** CS 350 Obj. Orient. Software Engin. **OR** CS 360 Distr. Appl. Engin.	4	MAT 120 Elementary Statistics	3
Applied Computing Elective**	4	Applied Computing Elective**	4
Gen Ed: Natural Sciences & Technology***	4	Gen Ed: Natural Sciences & Technology***	3-4
Elective****	3	Gen Ed: Social & Behavioral Sciences	3
		Elective****	3

Semester 7	**SH**	**Semester 8**	**SH**
Applied Computing Elective**	4	PHI 227 Ethics of Computing	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	1-4

Total Credits Required for the BA in Applied Computing = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2.

**Applied Computing Electives may be selected to create concentrations as follows (12 credits are required and course credits vary). These concentrations do not print official transcript or diploma.
Computer Security: MAT 127 Intro to Cryptology, MIS/JLA 341 Information Systems Security, CS 304 Computer Security Implementation with Java, MIS 361 Information Assurance, MIS 321 Digital Forensics, MIS 325 Digital Forensics Software
Digital Media: MAT 272 Linear Algebra (MAT 182 Calc II required), CS 235 Digital Media, CS 340 Computer Animation.
Software Engineering: CS 166 Intro to UNIX, and three of the following: CS 305 Database Applications Engineering, CS 350 Object Oriented Software Engineering, CS 360 Distributed Applications Engineering, CS 245 Web Applications Development, Advanced programming course approved by the department.

***Two courses from: AST 150, 231, BIO 103, 104, CHE 110, 111, ES 110, ES 210, MTR 150, MTR 230, MTR 240, PHY 110, PHY 111, PHY 120, PHY 121. One course must have a lab component.

**** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

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 WCSU. Please see your advisor to review all program requirements.

Minor in Computer Science (16 SH)

Required Courses (16 SH):
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 (16-18 SH)

Required Courses 16-18 SH):
CS 170 Language C++ *OR* CS 172 Intermediate Java Programming
ART 121 Fundamentals of Two-dimensional Design
ART 141 Drawing I
CS 235 Digital Media
CS 340 Computer Animation *OR* ART 207 Photography I *OR* ART 342 Introduction to Digital Imaging and Production *OR* ART 444 Illustration III

Minor in Informatics (14-15 SH)

Required Courses (14-15 SH):
CS 170 Language C++ *or* CS 172 Intermediate Java Programming
CS 205 Database Modeling and Database Design

CS 215 Computer Organization & Architecture
CS 270 Computers in Society OR PHI 227 Ethics in Computing

Minor in Security (13-14 SH)

Required Courses (13-14 SH):
CS 166 Introduction to Unix
CS 170 Language C++ *OR* CS 172 Intermediate Java Programming
CS 240 Software Organization
MIS/JLA 341 Information Systems Security

Minor in Web Development (14-15 SH)

Required Courses (14-15 SH):
CS 110 Website Production
CS 170 Language C++
CS 205 Database Modeling and Database Design
CS 245 Web Applications Development

Economics

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Faculty

Rotua Lumbantobing, **Chair** Oluwole Owoye Zuohong Pan

Mission

The B.A. in Economics program helps students understand how individuals, businesses, and societies make choices—and how those choices affect economic outcomes. With a focus on both efficiency and equity, the program explores topics such as inequality, discrimination, and the role of public policy in shaping economic opportunity. Students learn to analyze these issues through an economic lens, gaining tools to assess the impact of redistribution, regulation, and market performance. Grounded in the liberal arts tradition at Western, the curriculum fosters critical thinking, intellectual curiosity, and a broad understanding of diverse perspectives. Graduates are prepared to become informed professionals and engaged citizens, ready to lead and contribute in an increasingly global and interconnected world.

Learning Outcomes

At the completion of their studies, Economics majors will be able to demonstrate:

1. Demonstrate a solid understanding of core economic theories, principles, and concepts.
2. Apply appropriate research methods and analytical tools used in economic inquiry.
3. Employ economic reasoning to evaluate real-world issues and inform decision-making.
4. Effectively locate, evaluate, and apply information and digital tools—including emerging technologies like data analytics software and AI—in economic analysis.

Degree Programs in Economics

B.A. Economics

Minors
Economics

Bachelor of Arts (B.A.) in Economics

Description: The B.A. in Economics program equips students to understand the world through an economic lens—an increasingly valuable perspective in a time of rising inflation, shifting labor markets, global supply chain disruptions, and debates over climate and economic policy. Students gain a strong foundation in economic theory, data analysis, and decision-making, while exploring how economic forces shape business, government, and society. The program offers the rigor needed for graduate study and the versatility to pursue careers in law, finance, public policy, international affairs, and more. It's an ideal path for students who want both intellectual depth and broad career options.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 39 SH.

ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
ECO 318 Intermediate Microeconomics	3 SH
ECO 319 Intermediate Macroeconomics	3 SH
SS 201 Researching Social Issues	3 SH
SS 300 Quantitative Research Methods in the Social Sciences	3 SH
SS 400 Senior Research Thesis **OR** ECO 450 Seminar in Economics Research (Students must contact their faculty advisor one semester prior to registering for this course).	3-4 SH
Major Electives: Select any six economics courses 200 level or above.	18 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 118/118E Elementary Applied Mathematics **OR** MAT 181 Calculus I	3-4 SH

Students must earn a C (2.0) or better SS 201, 300, and 400, and a 2.0 in the major.
Minimum GPA for the BA in Economics = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts

and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/.

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Economics
Four-year plans are suggestions. Plans change. Consult your faculty advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
UNI 101	1	Gen Ed: Writing & Information Literacy	3
MAT 118/118E Elementary Applied Math **OR** MAT 181 Calculus I	3	ECO 211 Principles of Macroeconomics **OR** ECO 213 Principles of Microeconomics	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Arts or Humanities**	3	Gen Ed: Humanities**	3
ECO 200-400 Level Elective	3	Elective	3
Elective	3	Elective	3

Semester 3	**SH**	**Semester 4**	**SH**
ECO 213 Principles of Microeconomics **OR** ECO 211 Principles of Macroeconomics	3	ECO 318 Intermediate Microeconomics	3
SS 201 Researching Social Issues **OR** Gen Ed: Breadth Elective	3	ECO 200-400 Level Elective	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Personal Wellness	2
Gen Ed: Arts or Humanities**	3	Gen Ed: Natural Sciences & Technology	3
Elective	3	Gen Ed: Speech Communication	3

Semester 5	**SH**	**Semester 6**	**SH**
ECO 200-400 Level Elective	3	ECO 200-400 Level Elective	3
ECO 319 Intermediate Macroeconomics	3	ECO 200-400 Level Elective	3
Gen Ed: Social & Behavioral Sciences	3	SS 300 Quant. Research Methods in the Social Sciences	3
Elective	3	Gen Ed: Social & Behavioral Sciences	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**

SS 400 Senior Thesis Research Seminar/ECO 450 Seminar in Economics Research **OR** Elective	4,3	SS 400 Senior Thesis Research Seminar/ECO 450 Seminar in Economics Research **OR** Elective	4,3
ECO 200-400 Level Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

Students must earn a C (2.0) or better SS 201, 300, and 400, and 2.0 in the major.
Total Credits Required for the BA in Economics = 120; Minimum GPA 2.0.

*May be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to demonstrate elementary-level II proficiency in a language other than English. Most foreign language courses also fulfill up to six credits of the General Education Humanities requirement. Students satisfy this requirement by completing either three years of a foreign language in high school with an overall "C" average, or four years of two foreign languages with an overall "B" average. Those who meet the requirement in high school are not required to take additional language courses at WCSU. However, Economics students are strongly encouraged to continue studying a foreign language or further develop the language skills acquired in high school.

For a complete list of prerequisites, corequisites, and other restrictions for Economics courses, please consult the Course Descriptions section of this catalog.

Minor in Economics (18 SH)

Description: The Economics minor adds depth and flexibility to any major by building strong analytical and problem-solving skills. It introduces students to the core principles of economic thinking—how people, businesses, and governments make decisions—and applies those tools to real-world issues. This minor brings intellectual rigor and versatility to fields like business, political science, environmental studies, and data science, giving students a competitive edge in both graduate studies and the job market.

The minor requires two foundational courses—Principles of Microeconomics and Principles of Macroeconomics—followed by four approved economics electives (200-level or above). This structure allows students to build a strong grasp of core economic concepts while tailoring the minor to their interests, whether in areas like public policy, international trade, labor economics, or environmental issues. The emphasis throughout is on analytical thinking, data interpretation, and practical application.

Required Courses: **6 SH**
ECO 211 Principles of Macroeconomics
ECO 213 Principles of Microeconomics

Four (4) Approved Economic Electives (all of which must be 200-level or above) **12 SH**

History, Philosophy & World Perspectives

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K. Gutzman	L. Lindenauer	**A. Malavisi, (Assoc. Chair)**
M. Nolan	J. Rosenthal	S. Dalton
D.L. Stephenson		

Adjunct Faculty

A. Campanaro	S. Flanagan	D. King
M. May		

History and World Perspectives

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 World Perspectives 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.

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.

Degree Programs in History

Bachelor of Arts
History

Bachelor of Arts/Master of Arts
BA/MA History, Accelerated Pathway

Bachelor of Science
Secondary Education: History (w/ Social Studies Endorsement)

Bachelor of Science/Master of Arts
BS Secondary Education: History w/ Social Studies / MA History, Accelerated Pathway

Minor Programs
History
American History
European History
Middle Eastern Studies
Asian Studies
Latin American Studies
Urban Studies

Bachelor of Arts in History (B.A.)

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 39 SH.

HIS 100 Introduction to History	3 SH
HIS 294 Introduction to Historical Research	3 SH
World Perspectives Course	3 SH
Major Electives at the 300 or 400 level distributed as follows:	
One (1) course in European History: HIS 319, 330, 332, 341.	3 SH
One (1) course in United States History: His 302, 303, 304, 309, 313, 318, 363, 366, 367, 368, 380, 400, 415	3 SH
One (1) course outside of European and US History: HIS 366, 370, 382, 383, 388	3 SH
One (1) 300 or 400 level elective (any area).	3 SH
Five (5) additional courses in History (any level).	15 SH
HIS 490 Senior Seminar (Prerequisites: HIS 100 and HIS 294)	3 SH

Minimum GPA for the BA in History = 2.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA History
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
HIS 100 Intro. to History	3	WP Elective	3
HIS Elective I	3	Gen Ed: Writing & Information Literacy	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Mathematical Reasoning	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3
Elective	3	Gen Ed: Speech Communication	3
First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
HIS Elective 2	3	HIS 294 Historical Research	3
HIS Elective 3	3	Elective	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Personal Wellness	2
Gen Ed: Arts	3	Gen Ed: Natural Sciences & Technology	3

Semester 5	**SH**	**Semester 6**	**SH**
HIS 300-400 US (European)	3	HIS 300-400 (US)	3
HIS 300-400 Level Elective	3	HIS Elective 4	3
Gen Ed: Social & Behavioral Sciences	3	HIS Elective 5	3
Elective	3	Elective	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**

HIS 300-400 Level Elective	3	HIS 490 Senior Seminar **OR** HIS 494 Independent Research	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2
Total Credits Required for the BA in History = 120; Minimum GPA in 2.0			

*COMP 101 and Gen Ed: Mathematical Reasoning may be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

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.

BA/MA Accelerated Pathway Option (12 Credits)

This is an accelerated program that allows students to complete the BA in History and the MA in History within five years, using existing courses. This allows students an accelerated path to a higher degree that will give them greater access to positions in research, museum studies, and teaching opportunities in a shorter period. This program will allow students to take up to 12 credits toward the MA in History concurrently during their senior undergraduate year.

Students currently enrolled in a WCSU Bachelor of Arts in History program who have completed at least 90 credits and have a minimum GPA of 3.0 may be eligible for an accelerated pathway to earn dual credit toward both their undergraduate degree and a future graduate degree. Students pursuing the Accelerated BA/MA option will follow the standard 4-year plan for their major, except during semesters 7 and 8. In these semesters, they will substitute 12 elective credits with MA coursework.

To register for MA courses in year 4, students must apply to the MA program and receive conditional acceptance.

Bachelor of Science in Secondary Education – History with Social Studies (B.S.)

Description: This degree provides 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: HIS 36 SH, Social Sciences, 18 SH, Cert: 35 SH

HIS 100 Introduction to History	3 SH
HIS 148 American History to 1877	3 SH
HIS 149 American History from 1877	3 SH
HIS/WP 152 World History to 1500	3 SH
HIS/WP 153 World History since 1500	3 SH
HIS 186 Europe: Ancient & Medieval	3 SH
HIS 187 Modern Europe	3 SH
HIS 294 Intro. to Historical Research	3 SH
Three (3) History Electives (300 level or above)	9 SH
HIS 490 Senior Seminar	3 SH
SOCIAL SCIENCE MINOR	
PSY 100 Intro to Psychology	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ANT 100 Intro to Anthropology (Global Diversity)	3 SH
SOC 100 Intro to Sociology	3 SH
PS 102 American Government	3 SH
GEO 100 Principles of World Geography	3 SH
MAJOR DESIGNATED GENEAL EDUCATION COURSES	
Gen Ed: Arts must be taken in the fine arts	3 SH
Gen Ed: Natural Sciences & Technology must be a lab science	4 SH
Gen Ed: Math	3 SH
ENG Literature Elective	3 SH
CERTIFICATION REQUIREMENTS	
ED 206 Introduction to Education	3 SH
ED 212 Educational Psychology: Childhood & Adolescence II	3 SH
HPX 215 Health Issues in Schools	3 SH
EPY 405 Intro to Special Education	3 SH
ED 385 Methods of Teaching in Secondary Schools	3 SH
ED 386 Secondary Education Professional Dev. Experience	1 SH
ED 440 Integrating Language	3 SH
ED 441 Teaching Hist/Social Studies in Secondary Schools	3 SH
ED 340 Assessment of Teaching Strategies	1 SH
ED 342 Student Teaching Secondary Education (Grade 7-12)	12 SH

Minimum GPA for the BS in Secondary Ed: History = 3.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Secondary Ed: History with Social Studies
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
HIS 100 Intro. to History	3	ANT 100 Intro to Anthropology (Global Diversity)	3
HIS 148 American History to 1877	3	HIS 149 Am. Hist. Since 1877	3
COMP 101 Intro to Comp/Rhetoric	3	HIS 153 World History since 1500	3
MAT 118 or higher*	3	GEO 100 Intro to World Geography	3
HIS 152 World History to 1500	3	Gen Ed: Writing & Information Literacy (COMP 102 recommended)	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
HIS 186 Europe: Ancient & Medieval **OR** HIS 187 Modern Europe	3	HIS 187 Modern Europe **OR** His 186 Europe: Ancient & Medieval	3
ECO 211 Principles of Macroeconomics	3	PS 102 American Government	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3
ED 206 Intro. to Education	3	ED 212 Educational Psychology: Childhood & Adolescence II	3
Gen Ed: Natural Sciences & Technology	4	HPX 215 Health Issues in Schools	3
		Gen Ed: Natural Sciences & Technology	3

Semester 5	**SH**	**Semester 6**	**SH**
HIS 294 Intro. to Historical Research	3	HIS 300-400 Elective	3
SOC 100 Intro to Sociology	3	HIS 300-400 Elective	3
English Literature Elective	3	HIS 490 Senior Seminar	3
HIS 300-400 Level Elective	3	SOC 100 Intro to Sociology	3
PSY 100 Intro to Psychology	3	Gen Ed: Personal Wellness	2

Semester 7	**SH**	**Semester 8**	**SH**

EPY 405 Intro to Special Education	3	ED 340 Assess. of Teaching Strat.	1
ED 385 Methods of Teaching (7-12)	3	ED 342 Student Teaching Secondary Education	12
ED 386 Sec. Ed. Prof. Dev. Exp.	1		
ED 440 Integrating Language	3		
ED 441 Teaching Hist/Social Studies in Secondary Schools	3		
Total Credits Required for the BS Secondary Ed: History = 120; Minimum GPA in 3.0			

*MAT 118 may be taken in Semester 1 or Semester 2.

** The BS Secondary Ed: History requires students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

BS/MA Accelerated Pathway Option (12 Credits)

This is an accelerated program that allows students to complete the BS in Secondary Education: History with Social Studies and the MA in History within five years, using existing courses. This allows students an accelerated path to a higher degree that will allow public secondary school teachers to get a degree that is required for continued teaching in New York and other jurisdictions in a shorter period. This program will offer students special courses in the summer toward the MA in History.

Students currently enrolled in a WCSU Bachelor of Science in Secondary Education: History with Social Studies program who have completed at least 90 credits and have a minimum GPA of 3.0 may be eligible for an accelerated pathway to earn credit toward their future graduate degree. Students pursuing the Accelerated BS/MA option will follow the standard 4-year plan for their major, except they will substitute MA coursework during the summer sessions.

To register for MA courses, students must apply to the MA program and receive conditional acceptance.

Minor in History (18 SH)

Please see your advisor to review all program requirements.

Required Courses:
Two (2) courses at the 100 level
Four (4) courses at the 200 level

Minor in American History (18 SH)

Please see your advisor to review all program requirements.

Required Courses (6 SH):
HIS 148 American History to 1877
HIS 149 American History since 1877

Four (4) approved advanced courses in American history (12 SH)

Minor in European History (18 SH)

Please see your advisor to review all program requirements.

Required Courses (6 SH)
HIS 186 Europe: Ancient and Medieval
HIS 187 Modern Europe

Four (4) approved advanced courses in European history (12 SH)

Minor in Middle Eastern Studies (18 SH)

Please see your advisor to review all program requirements.

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 (3 S.H.)
WP 107 Middle Eastern Cultures

Three (3) courses from approved electives listed below (9 SH):
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

Two (2) semesters of Middle Eastern Language (6 SH)

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 (18 SH)

Please see your advisor to review all program requirements.

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 (2) courses from Approved Elective List I (6 SH):
WP 103 Chinese Culture
WP 104 Japanese Culture
WP 105 Cultures of India
WP 110 Southeast Asian Civilization
WP 112 Korean Culture

Two (2) courses from Approved Elective List II (6 SH):
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

Two (2) semesters of Asian Language (6 SH)

- 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.

Minor in Latin American Studies

Please see your advisor to review all program requirements.

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 (3 S.H.):
HIS/WP 115 Latin American and Caribbean Civilization

***Three (3) courses from the approved electives list below* (9 SH):**
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

Two (2) semesters of Latin American Language (6 SH)
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.

Minor in Urban Studies (18 SH)

Please see your advisor to review all program requirements.

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 six (6) courses from the approved list below:

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)

- 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.

Philosophy

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.

Mission

The mission of the philosophy 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 contract major and minor degree programs 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.

Degrees in Philosophy

B.A. Contract Major in Philosophy

Minors
Intellectual History
Logic
Philosophy
Sustainability
Theoretical and Applied Ethics

Minors

Please consult your advisor for all program requirements.

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 (select 9 SH):

- 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 The Renaissance & Reformation
- 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 (select 9 SH):

- PHI 231 History of Philosophy 1: Ancient
- PHI 232 History of Philosophy 2: Medieval
- PHI 233 History of Philosophy 3: 16th – 18th Century
- PHI 234 History of Philosophy 4: 19th – 21st Century
- PHI/WS 339 Women in the History of Philosophy (prereq: any PHI course)

Minor in Logic (15 SH)

A minor in logic requires 15 credits, including: PHI 209 Logic I: Introduction to Logic and PHI Logic 2: 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.)

Required Courses (6 SH):
PHI 209 Logic 1: Introduction to Logic
PHI 211 Logic 2: Formal Logic

Select one Formal Logic Course (3 SH)
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

Select One Informal Logic Course (3 SH)
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
COMP 102 Composition II: Rhetoric & Research
WRT/JLA 321W Legal Writing
WRT 335W Fact-Based Opinion Writing
WRT 371W Writing the Weird: Conspiracy Theories

Select one (1) more course in either Formal Logic course list OR Informal Logic course list above (3 SH).

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.)

Select One Logic Course (3 SH)
PHI 209 Logic 1: Introduction to Logic
PHI 211 Logic 2: Formal Logic

Select One History of Philosophy Course (3 SH)
PHI 231 History of Philosophy 1: Ancient
PHI 232 History of Philosophy 2: Medieval
PHI 233 History of Philosophy 3: 16th and 18th Century
PHI 234 History of Philosophy 4: 19th and 21st Century Philosophy

Select One Ethics Courses (3 SH)
PHI 120 Introduction to Ethical Theory
PHI 106 Philosophy of Happiness
PHI 205 Engaged Philosophy: Peace and Justice Issues
PHI 221 Ethical Issues in Business
PHI 223 Ethical Issues in Healthcare
PHI 225 Ethics and the Animals

PHI 226 Environmental Philosophy
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
PHI 421 Developmental & Humanitarian Ethics

Three (3) approved Philosophy courses (9 SH)

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.

Required Course (3 SH):
HUM 222 Sustainability: Economics, Ecology, Ethics

Five (5) courses from the approved lists below (15 SH):

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 246 Indigenous Spirituality & Environmental Activism (3)
HPX/HUM 247 Approaches to Well Being in Indo-Tibetan Philosophy (3)
HPX 353 Environmental and Global Health (3)

Humanistic Studies Courses
HUM/HPX 246 Approaches to Well Being in Indo-Tibetan Philosophy (3)
HUM/HPX 247 Indigenous Spirituality & Environmental Activism (3)

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: 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)
PHI 421 Developmental & Humanitarian Ethics (3)

Political Science Courses
PS 315 Environmental Issues in International Relations (3)

Psychology Courses
PSY 270 Psychology of Sustainability (3) (prereq: PSY 100)

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.)

Required Course (3 SH):
PHI 120 Introduction to Ethical Theory

Five (5) courses from the approved lists below (15 SH):

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 201 Criminology
JLA 205—Juvenile Delinquency
JLA 336—White Collar Crime
JLA 408 Human Rights

Philosophy Courses
PHI 221 Ethical Issues in Business
PHI 223 Ethical Issues in Healthcare
PHI 225 Ethics and Animals
PHI 226 Environmental Philosophy
PHI 227 Ethics in Computing
PHI 421 Developmental & Humanitarian Ethics

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

Course Restrictions

For a complete list of prerequisites, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Mathematics

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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 basic and scientific research, discovery, development, 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, applied 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.

Learning Outcomes – B.A. in Mathematics

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.

Learning Outcomes – B.S. In Secondary Education Mathematics

WCSU's Secondary Education Program in Mathematics is designed to prepare our teacher candidates to:

1. Develop a rich, conceptual understanding of major mathematical concepts, procedures and applications,
2. Demonstrate knowledge of mathematical best practices, including problem solving, reasoning, modeling, making connections, and using mathematical tools strategically,
3. Capitalize on the diversity of their students to make lesson content relevant and engaging for their students,
4. Be reflective practitioners who use evidence of their students' learning to improve instruction,
5. Engage with colleagues, families and communities to grow professionally.

Learning Outcomes – B.S. In Applied and Computational Mathematics

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:
   a. Real and numerical analysis
   b. Differential equations
   c. Linear algebra
   d. Probability and statistics
2. Connect different areas of mathematics with other disciplines and demonstrate proficiency in at least one of the following modern applications:
   a. Data Science and Machine Learning
   b. Scientific Computing (coupled with a specific discipline/application area)
   c. Actuarial Science.
3. 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:
   a. Recognize the limitations of the theoretical concepts in building solutions to real-world problems
   b. Adapt theoretical ideas to develop efficient numerical solutions to real-world problems
   c. Adapt theoretical ideas to develop efficient algorithms that can be applied to real-world problems.
4. 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.
5. 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.

For recommended 4-year plans, please refer to https://www.wcsu.edu/math/bachelor-of-science-in-applied-and-computational-mathematics/ and Scroll down to Four Year Plan of Study.

Degree Programs in Mathematical Sciences

Bachelor of Arts
Mathematics

Bachelor of Science
Applied and Computational Mathematics with options in:

Mathematics of Data Science and Machine Learning
Applied Differential Equation and Scientific Computing
Actuarial Science

Secondary Education: Mathematics (in collaboration with the Education and Educational Psychology Department)

Minor Programs
Mathematics

Bachelor of Arts in Mathematics (B.A.)

Description: Graduates of the mathematics program will be prepared for the exciting, technologically advanced, and dynamic age we live in, where 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 understand the benefits of hiring employees with quantitative competencies able to think abstractly, critically, and problem-solve — an employee with the skills that mathematics teaches.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 45 SH.

MAT 141 Foundational Discrete Math	3 SH
MAT 150 Math Seminar I	.5 SH
MAT 151 Math Seminar II	.5 SH
MAT 182 Calculus II	4 SH
MAT 207 Proofs	3 SH
MAT 222 Introductory Statistics	3 SH
MAT 272 Introduction to Linear Algebra	3 SH
MAT 281 Calculus III	4 SH
MAT 282 Ordinary Differential Equations	3 SH
MAT 322 Probability	3 SH
MAT 375 Algebraic Structures	3 SH
MAT 380 Math Modeling with Symbolic and Scientific Computations	3 SH
MAT 383 Introduction to Mathematical Analysis	3 SH
DEPTH OF KNOWLEDGE SEQUENCE ELECTIVE. Choose 1 of the following: MAT 468 Partial Differential Equations (PDEs), MAT 414 Measure Theory and Integration, MAT 412 Group Theory	3 SH
Math Approved Elective (Any one 300-400 level MAT course that has been approved through university governance, EXCLUDING MAT 449 and MAT 311)	3 SH
MAT 453 Senior Seminar	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MAT 181 Calculus I	4 SH
CS 140 Intro to Programming **OR** CS 143 Visual Basic	3-4

	SH
One of the following sequences: BIO 103/104 Gen. Bio I&II; CHE 110/ 111 Gen. Chem. I&II; PHY110/111 Gen Physics I & II; **OR** ECO 211/ 213 Macro and Micro-Economics	6-8 SH

Minimum GPA for the BA in Mathematics = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Mathematics

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	CS 140 Intro to Programming **OR** CS 143 Visual Basic	3-4
MAT 141 Foundational Discrete Math	3	MAT 151 Math Seminar II	.5
MAT 150 Math Seminar I	.5	MAT 182 Calculus II	4
MAT 181 Calculus I	4	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts	3	COMP 101 Intro to Comp/Rhetoric*	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Speech Communication	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
MAT 207 Proofs	3	MAT 272 Intro to Linear Algebra	3
MAT 281 Calculus III	4	MAT 222 Introductory Statistics	3
Elective	3	MAT 282 Ordinary Differential Eq.	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3

Semester 5		**Semester 6**	
MAT 322 Probability	3	MAT 375 Algebraic Structures **OR** MAT 383 Intro to Math Analysis	3
MAT 380 Math Modeling with Symbolic and	3	MAT 300-400 Level Elective	3

Scientific Computations			
BIO 103/CHE 110/PHY 110 **OR** ECO 211	3-4	BIO 104/CHE 111/PHY 111 **OR** ECO 213	3-4
Gen Ed: Natural Sciences & Technology **OR** Elective	3-4	Elective	3
Gen Ed: Personal Wellness	2	Elective	3
Semester 7		**Semester 8**	
MAT 468 Partial Differential Equations **OR** MAT 412 Group Theory **OR** MAT 414 Measure Theory and Integration	3	MAT 453 Senior Seminar	3
Gen Ed: Social & Behavioral Sciences	3	MAT 383 Intro to Math Analysis **OR** MAT 375 Algebraic Structures	3
Elective	3	Elective	3
Elective	3	Elective	3-4
Elective	3		
Total Credits Required for the BA in Mathematics = 120; Minimum GPA 2.0.			

*May be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Bachelor of Science in Applied and Computational Mathematics (B.S.)

Mathematics of Data Science and Machine Learning Option:

Description: The BS in Applied & Computational Math (ACM) prepares students for myriad career opportunities as well as graduate study. This program emphasizes applied learning experiences in which students pursue research and/or participate in an internship, connecting their work to real world problems.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 66 SH.

MAT 150 Math Seminar I	.5 SH
MAT 151 Math Seminar II	.5 SH
MAT 182 Calculus II	4 SH
MAT 207 Proofs	3 SH

MAT 222 Introductory Statistics *	3 SH
MAT 272 Introduction to Linear Algebra	3 SH
MAT 281 Calculus III *	4 SH
MAT 282 Ordinary Differential Equations *	3 SH
MAT 322 Probability *	3 SH
MAT 329 Actuarial Mathematics*	3 SH
MAT 332 Applied Linear Algebra and Math of Machine Learning *	3 SH
MAT 380 Math Modeling with Symbolic and Scientific Computing	3 SH
MAT 383 Introduction to Mathematical Analysis	3 SH
MAT 453 Senior Seminar *(OR SIS with Project) (OR Senior Thesis) (OR Internship)*	3 SH
MAT 468 Partial Differential Equations*	3 SH
MAT 469 Numerical Methods for OPDEs	3 SH
MAT 470 Machine Learning and Wavelets	3 SH
DATA SCIENCE & MACHINE LEARNING OPTION	
CS 172 Intermediate Java Programming	3 SH
CS 205 Data Modeling & Database Design	4 SH
CS 250 Intro to Data Structures, Algorithms, and Complexity	3 SH
CS 303 Introduction to Data Science with Python	4 SH
CS 321 Artificial Intelligence*	4 SH
*Prerequisites satisfied by CS 172 and CS 250	
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
PHI 227 Ethics in Computing	3 SH
CS 140 Introduction to Programming (Python)	4 SH
Minimum GPA for the BS in ACM = 2.0.	

* These courses require a grade of C or better.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS ACM: Data Science & Machine Learning
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	MAT 182 Calculus	4
MAT 181 Calculus I	4	MAT 222 Introductory Statistics	3
CS 140 Intro Programming (Python)	4	CS 172 Interm. Java Programming	3
Gen Ed: Arts	3	Gen Ed: Writing & Information Literacy	3
Elective	3	COMP 101 Intro to Comp/Rhetoric*	3

Semester 3	**SH**	**Semester 4**	**SH**
MAT 207 Proofs	3	MAT 272 Intro to Linear Algebra	3
MAT 281 Calculus III	4	MAT 282 Ordinary Differential Eq.	3
CS 205 Data Modeling & DB Design	4	CS 321 Artificial Intelligence	4
Gen Ed: Speech Communication	3	PHI 227 Ethics of Computing	3
		Gen Ed: Social & Behavioral Sciences	3

Semester 5	**SH**	**Semester 6**	**SH**
MAT 332 Applied Linear Algebra & Machine Learning*	3	MAT 383 Intro to Math Analysis	3
MAT 329 Actuarial Mathematics**	3	CS 303 Intro to Data Science Python	4
MAT 468 Partial Differential Equations**	3	MAT 469 Numerical Methods for OPDEs	3
CS 250 Intro to Data Structures	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Arts or Humanities	3		

Summer	
MAT 470 Applications of Machine Learning and Wavelets	3

Semester 7	**SH**	**Semester 8**	**SH**
MAT 322 Probability ***	3	MAT 453 Senior Seminar Experience	3
MAT 380 Math Modeling ***	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2	Elective	4
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3		

Total Credits Required for the BS in ACM = 120; Minimum GPA 2.0.

* May be taken in Semester 1 or Semester 2.

**MAT 329, 332, and 468 are offered on an even fall rotation.

***MAT 322 and 380 are offered on an odd fall rotation.

Applied Differential Equations and Scientific Computing Options:

CHEM Sequence OR MTR Sequence

Description: The BS in Applied & Computational Math (ACM) prepares students for myriad career opportunities as well as graduate study. This program emphasizes applied learning experiences in which students pursue research and/or participate in an internship, connecting their work to real world problems.

Degree Requirements

All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 61-64 SH.

MAT 150 Math Seminar I	.5 SH
MAT 151 Math Seminar II	.5 SH
MAT 182 Calculus II	4 SH
MAT 207 Proofs	3 SH
MAT 222 Introductory Statistics	3 SH
MAT 272 Introduction to Linear Algebra	3 SH
MAT 281 Calculus III	4 SH
MAT 282 Ordinary Differential Equations	3 SH
MAT 322 Probability	3 SH
MAT 329 Actuarial Mathematics	3 SH
MAT 332 Applied Linear Algebra and Math of Machine Learning	3 SH
MAT 380 Math Modeling with Symbolic and Scientific Computing	3 SH
MAT 383 Introduction to Mathematical Analysis	3 SH
MAT 453 Senior Seminar *(OR SIS with Project) (OR Senior Thesis) (OR Internship)*	3 SH
MAT 468 Partial Differential Equations	3 SH
MAT 469 Numerical Methods for Ordinary & Partial Differ. Equations (OPDEs)	3 SH
MAT 470 Machine Learning and Wavelets	3 SH

Choose Chemistry <u>OR</u> Meteorology Sequence

CHE 110 Gen Chem I	4 SH	PHY 111 Gen Physics (with calc) II	4 SH
CHE 111 Gen Chem II	4 SH	MTR 310 Atmos. Thermodynamics	3 SH
CHE 300 P. Chem	4	MTR 311 Atmos. Dynamics	3 SH

I *	SH		
CHE 301 P. Chem II	4 SH	MTR 340 Mesoscale MTR & Num. Forecasting *	3 SH

* prerequisites for these courses are satisfied by required courses in the major*

MAJOR DESIGNATED GENERAL EDUCATION COURSEES

CS 140 Introduction to Programming (Python)	4 SH
PHY 110 General Physics I (Calc) (For MTR option only)	4 SH

Minimum GPA for the BS in ACM = 2.0.

General Education**:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS ACM: App Diff Eq & Scientific Computing, CHEM Sequence

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	MAT 182 Calculus II	4
MAT 181 Calculus I	4	MAT 222 Introductory Statistics	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Writing & Information Literacy	3
CS 140 Intro. to Program. (Python)	4	COMP 101 Intro to Comp/Rhetoric*	3
Elective*	3		

Semester 3	**SH**	**Semester 4**	**SH**
MAT 207 Proofs	3	MAT 272 Linear Algebra	3
MAT 281 Calculus III	4	MAT 282 Ordinary Differential Eq.	3
CHE 110 General Chem I	4	CHE 111 General Chem II	4
Gen Ed: Speech Communication	3	Gen Ed: Humanities	3
Gen Ed: Arts or Humanities	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5		**Semester 6**	
MAT 322 Probability ***	3	MAT 383 Intro to Math Analysis	3
MAT 380 Math Modeling***	3	MAT 469 Numerical Methods for OPDEs	3

CHE 300 Physical Chem I	4	CHE 301 Physical Chem II	4
Gen Ed: Arts	3	Gen Ed: Personal Wellness	2
Gen Ed: Social & Behavioral Sciences	3	Elective	3

Summer

MAT 470 Applications of Machine Learning and Wavelets	3

Semester 7		**Semester 8**	
MAT 332 Applied Linear Algebra and Math of Machine Learning**	3	MAT 453 Senior Seminar Experience	3
MAT 329 Actuarial Mathematics**	3	Elective	3
MAT 468 Partial Differential Equations**	3	Elective	3
Elective	3	Elective	3
		Elective	2

Total Credits Required for the BS in ACM = 120; Minimum GPA 2.0.

*May be taken in Semester 1 or Semester 2.

**MAT 329, 332, and 468 are offered on an even fall rotation.

*** MAT 322 and 380 are offered on an odd fall rotation.

Sample Four Year Plan: BS ACM: App Diff Eq & Scientific Computing, MTR Sequence
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	MAT 182 Calculus II	4
MAT 181 Calculus I	4	MAT 222 Introductory Statistics	3
CS 140 Intro. to Program. (Python)	4	COMP 101 Intro to Comp/Rhetoric*	3
Gen Ed: Arts or Humanities	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2		

Semester 3	**SH**	**Semester 4**	**SH**
MAT 207 Proofs	3	MAT 272 Linear Algebra	3
MAT 281 Calculus III	4	MAT 282 Ordinary Differential Eq.	3
PHY 110 General Physics I (Calculus)	4	PHY 111 General Physics II (Calculus)	4
Gen Ed: Speech Communication	3	Gen Ed: Writing & Information Literacy	3
		Gen Ed: Arts	3

Semester 5	**SH**	**Semester 6**	**SH**
MAT 322 Probability***	3	MAT 383 Intro to Math Analysis	3
MAT 380 Math Modeling***	3	MAT 469 Numerical Methods for OPDEs	3
MTR 310 Atmos. Thermodynamics	3	MTR 311 Atmos. Dynamics	3

Gen Ed: Humanities	3	Gen Ed: Social & Behavioral Sciences	3
Elective	3	Elective	3

Summer

MAT 470 Applications of Machine Learning and Wavelets	3

Semester 7	**SH**	**Semester 8**	**SH**
MAT 332 Applied Linear Algebra and Math of Machine Learning **	3	MAT 453 Senior Seminar Experience	3
MAT 468 Partial Differential Equations **	3	Elective	3
MAT 329 Actuarial Mathematics**	3	Elective	3
MTR 340 Mesoscale MTR & NUM. Forecasting	3	Elective	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3

Total Credits Required for the BS in ACM = 120; Minimum GPA 2.0.

* May be taken in Semester 1 or Semester 2.

**MAT 329, 332, and 468 are offered on an even fall rotation.

*** MAT 322 and 380 are offered on an odd fall rotation.

BS Applied & Computational Math: Actuarial Science

Description: The BS in Applied & Computational Math (ACM) prepares students for myriad career opportunities as well as graduate study. This program emphasizes applied learning experiences in which students pursue research and/or participate in an internship, connecting their work to real world problems.

Degree Requirements
All degree at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 64 SH.

MAT 150 Math Seminar I	.5 SH
MAT 151 Math Seminar II	.5 SH
MAT 182 Calculus II	4 SH
MAT 207 Proofs	3 SH
MAT 222 Introductory Statistics	3 SH
MAT 272 Introduction to Linear Algebra	3 SH
MAT 281 Calculus III	4 SH
MAT 282 Ordinary Differential Equations	3 SH
MAT 322 Probability	3 SH

MAT 329 Actuarial Mathematics	3 SH
MAT 332 App. Linear Alg & Math of Machine Learning	
MAT 380 Math Modeling with Symbolic and Scientific Computing	3 SH
MAT 383 Introduction to Mathematical Analysis	3 SH
MAT 453 Senior Seminar	3 SH
MAT 468 Partial Differential Equations	3 SH
MAT 469 Numerical Methods for Ordinary and Partial Differential	3 SH
MAT 470 Application of Machine Learning and Wavelets	3 SH
ACTUARIAL SCIENCE OPTION	
One of these: MAT 468 Partial Differential Equations (DEs) **OR** MAT 469 Numerical Methods for Ordinary & Partial Differ. Equations (OPDEs) **OR** MAT 470 Applications of Machine Learning and Wavelets	3 SH
ACC 201 Financial Accounting	3 SH
ECO 211 Principles of Macroeconomics	3 SH
ECO 213 Principles of Microeconomics	3 SH
FIN 310 Principles of Finance	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
CS 143 Visual Basic **OR** CS 140 Intro to Programming	3 SH
Minimum GPA for the BS in ACM = 2.0.	

General Education*:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives**:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS ACM: Actuarial Science
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	ACC 201 Financial Accounting	3
MAT 181 Calculus I	4	MAT 182 Calculus II	4
CS 140 Intro to Programming **OR** CS 143 Visual Basic	3-4	MAT 222 Introductory Statistics	3

Gen Ed: Arts	3	ECO 211 Principles of Macroeconomics	3
Gen Ed: Speech Communication	3	COMP 101 Intro to Comp/Rhetoric*	3
Semester 3	**SH**	**Semester 4**	**SH**
MAT 207 Proofs	3	MAT 272 Intro to Linear Algebra	3
MAT 281 Calculus III	4	MAT 282 Ordinary Differential Eq.	3
ECO 213 Prin. of Microeconomics	3	Gen Ed: Natural Sciences & Technology	4
FIN 310 Principles of Finance	3	Gen Ed: Humanities	3
Gen Ed: Writing & Information Literacy	3	Elective	3
Semester 5		**Semester 6**	
MAT 322 Probability***	3	MAT 383 Intro to Math Analysis	3
MAT 380 Math Modeling***	3	MAT 469 Numerical Methods for OPDEs	3
Gen Ed: Arts or Humanities	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3
Summer 4			
Option to take MAT 470 Applications of Machine Learning Wavelets	3		
Semester 7		**Semester 8**	
MAT 329 Actuarial Mathematics**	3	MAT 453 Senior Seminar	3
MAT 332 Applied Linear Algebra and Math of Machine Learning**	3	Gen Ed: Personal Wellness	2
MAT 468 Partial Differential Equations**	3	Elective	3
Elective	3	Elective	3
		Elective	2

Total Credits Required for the BS in ACM = 120; Minimum GPA 2.0.

*May be taken in Semester 1 or Semester 2.

*MAT 329, 332, and 468 are offered on an even fall rotation.

** MAT 322 and 380 are offered on an odd fall rotation.

Bachelor of Science in Secondary Education – Mathematics (B.S.)

Description: This degree provides a math/education curriculum that imparts a broad base of knowledge about mathematics, so that students have the foundational knowledge they need to educate others.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: Math 43 SH, Cert 35 SH

MAT 150 Math Seminar I	.5 SH
MAT 151 Math Seminar II	.5 SH
MAT 141 Foundational Discrete Math	3 SH
MAT 181 Calculus I	4 SH
MAT 182 Calculus II	4 SH
MAT 207 Proofs	3 SH
One course from	
MAT 212 Math in the Middle Grades MAT 282 Ordinary Differential Equations MAT 322 Probability	3 SH
MAT 222 Introductory Statistics	3 SH
MAT 272 Introduction to Linear Algebra	3 SH
MAT 281 Calculus III	4 SH
MAT 343 Axiomatic Geometry	3 SH
MAT 375 Algebraic Structures	3 SH
MAT 443 Advanced Geometry	3 SH
MAT 383 Intro to Analysis **OR** MAT 429 Historical Development of Mathematics	3 SH
Math Elective 200-400 Level	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
Gen Ed: Fine Arts	3 SH
Gen Ed: Lab Science	4 SH
HIS 148 **OR** 149 American History	3 SH
CS 140 Introduction to Programming	4 SH
CERTIFICATION REQUIREMENTS	
ED 206 Introduction to Education	3 SH
ED 212 Educational Psychology: Childhood & Adolescence II	3 SH
HPX 215 Health Issues in Schools	3 SH
ED 385 Methods of Teaching in Secondary Schools *co-req ED 386*	3 SH
ED 386 Secondary Education Professional Dev. Experience *co-req ED 385*	1 SH
EPY 405 Introduction to Special Education	3 SH
ED 440 Integrating Language	3 SH
ED 449 Teaching Math in Secondary Schools	3 SH

ED 340 Assessment of Teaching Strategies	1 SH
ED 342 Student Teaching Secondary Education (Grade 7-12)	12 SH

Minimum GPA for the BS Secondary Education: Mathematics = 3.0.

General Education**:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Secondary Education: Math
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MAT 150 Math Seminar 1	.5	MAT 151 Math Seminar II	.5
MAT 141 Foundational Discrete Math	3	CS 140 Intro to Programming	4
MAT 181 Calculus I	4	MAT 182 Calculus II	4
Gen Ed: Social & Behavioral Sciences	3	COMP 101 Intro to Comp/Rhetoric*	3
HIS 148 **OR** 149 American History	3	Gen Ed: Personal Wellness	2
Gen Ed: First Year Experience	1	Elective	3

Semester 3	**SH**	**Semester 4**	**SH**
MAT 207 Proofs	3	MAT 212 Math in the Middle Grades **OR** MAT 282 Ordinary Diff. Equations **OR** MAT 322 Probability	3
MAT 281 Calculus III	4	MAT 222 Introductory Statistics	3
ED 206 Introduction to Education	3	MAT 272 Intro to Linear Algebra	3
HPX 215 Health Issues in Schools	3	ED 212 Educational Psychology: Childhood & Adolescence II	3
Gen Ed: Writing & Information Literacy (COMP 102 recommended)	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5	**SH**	**Semester 6**	**SH**
MAT 343 Axiomatic Geometry	3	MAT 443 Advanced Geometry	3
MAT 200-400 Elective	3	MAT 375 Algebraic Structures	3

Gen Ed: Natural Sciences & Technology	4	MAT 383 Intro to Math Analysis **OR** MAT 429 Hist. Dev. of Math	3
Gen Ed: Fine Arts	3	Elective	4
Gen Ed: Mathematical Reasoning	3		

Semester 7	**SH**	**Semester 8**	**SH**
EPY 405 Intro to Special Education	3	ED 340 Assessment of Teaching Strategies (W3)	1
ED 385 Methods of Teaching in Secondary Schools	3	ED 342 Student Teaching Secondary Education (Grade 7-12)	12
ED 386 Secondary Education Professional Dev. Experience	1		
ED 440 Integrating Language	3		
ED 449 Teaching Math in Secondary Schools	3		

Total Credits Required for the BS Secondary Ed in Math = 120; Minimum GPA 3.0.

* The BS Secondary Ed: Mathematics requires students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

See the Department of Education and Educational Psychology within the School of Professional Studies.

Minor in Mathematics (at least 17 SH)

Please see your advisor to review all program requirements.

Required Courses (8 SH):
MAT 181 Calculus I
MAT 182 Calculus II

Three (3) approved MAT electives (9-12 SH):
Courses selected from those that count toward a major in mathematics with approval of mathematics advisor.

In addition, the student must achieve a GPA of 2.0 or better in the courses used to fulfill the minor requirements.

Psychology

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Faculty

P. O'Neill	M. Aloni	**N. Gallucci, Chair**
B. Gee	J. Kraybill	T. Kuther
M. Murphy	M. Nelson	

Adjunct Faculty

B. Alvarado	M. Campbell	J. Chen
J. Conrad	R. Fernandes	R. Grant
J. Julian	M. Karas-Golka	P. Lemay
S. Lyons-Kelley	M. MacArthur	A. Murphy
J. Poling	L. R. Reynolds	N. Rivera
M. Sachse-Skidd	B. Salzman	A. Santucci

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 ~~psychi.org~~. 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

Bachelor of Arts in Psychology

Minor
Psychology

Bachelor of Arts in Psychology

Description: 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.

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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 39-45 SH.

PSY 280 Prof & Career Dev for Psychology	1 SH
PSY 204 Psychological Statistics	4 SH
PSY 324 Experimental Psychology	4 SH
Advanced Seminar in Psychology: Choose one from PSY 412, 415, 425, 426, 439, 450, 452	3 SH
Breadth Requirement: At least one course from each of the five areas:	
Area A – Cognitive: PSY 220 or 251	3 SH
Area B – Biological: PSY 230, 349, or 352	3 SH
Area C – Developmental: PSY 210, 211, 271, or 322	3 SH
Area D – Social-Personality: PSY 205 or 215	3 SH
Area E – Clinical-Counseling: PSY 202, 203, or 260	3 SH

Nine (9) Elective Credits: At least two courses (6 SH) at the 300-400 level.	9 SH
OPTIONAL: Students with a minimum GPA of 3.30 overall, 3.5 in the major may complete the courses below to qualify for a Distinction designation. A faculty mentor is required.	
PSY 475 Psychology Honors Guided Readings	3 SH
PSY 476 Psychology Honors Thesis	3 SH

MAJOR DESIGNATED GENERAL EDUCATION COURSES

PSY 100 Introduction to Psychology	3 SH

Minimum GPA for the BA in Psychology = 2.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Psychology
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan. PLEASE NOTE: COMP 101 MAY BE TAKEN IN THE FIRST OR SECOND SEMESTER.

Semester 1	**SH**	***Semester 2***	**SH**
COMP 101 Intro to Comp/Rhetoric	3	PSY Area A: PSY 220 or 251	3
Gen Ed: Mathematical Reasoning	3	Gen Ed: Writing & Information Literacy	3
PSY 100 Intro to Psychology	3	Gen Ed: Speech Communication	3

Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Writing Intensive Tier II	3
UNI 101	1	Gen Ed: Art	3

Semester 3	**SH**	***Semester 4***	**SH**
PSY 204 Psychological Statistics	4	PSY 324 Experimental Psych	4
PSY Area B: PSY 230, 349, **OR** 352	3	PSY Area C: PSY 210, 211, 271, **OR** 322	3
Gen Ed: Natural Sciences & Technology	3	PSY 280 Prof/Career Development for PSY Students	1
Gen Ed: Arts or Humanities*	3	Gen Ed: Humanities*	3
Elective	3	Gen Ed: Personal Wellness	2
		Elective	3

Semester 5	**SH**	***Semester 6***	**SH**
PSY Area D: PSY 205 or 215	3	PSY Area E: PSY 202, 203 or 260	3-4
PSY Elective – 300 level or higher	3	PSY Elective – 300 level or higher	3
Gen Ed: Natural Sciences & Technology	4	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

Semester 7	**SH**	***Semester 8***	**SH**
PSY Advanced Seminar: PSY 412, 415, 425, 426, 439, 450, 452	3-4	PSY 476 Honors Thesis** **OR** Elective	3
PSY 475 Honors Guided Reading** **OR** Elective	3	Elective	3
PSY Elective	3	Elective	3-4
Elective	3	Elective	3-4
Elective	3		

Total Credits Required for the BA in Psychology = 121; Minimum GPA 2.0

* All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

** The Psychology Honors track (475/476) is optional and requires prior departmental approval.

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 204, 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 use 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 use 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.

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. Please see your advisor to review all program requirements.

Required Course (3 SH):
PSY 100 Introduction to Psychology

Five (5) approved electives (15 SH)
Courses selected with the approval of psychology advisor

Social Sciences

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Faculty by major program focus:

Anthropology/Sociology

C. Bandhauer – Professor of Sociology
C. Hegel-Cantarella – Professor of Anthropology
M. Misra – Professor of Sociology
R. Whittemore – Professor of Anthropology

Political Science
J. Schofield
H.H. Williams
D. Delong – Adjunct
V. Dumitrascu – Adjunct
M. Santoro – Adjunct
B. Tran – Adjunct

Adjunct Faculty by major program focus:

Anthropology/Sociology

J. Funke (Geography & Sociology)	A. Garcia (Sociology)	L. Huber (Sociology)	E. Metzner (Anthropology)
A. Mukherjee (Sociology)	B. Quartey (Sociology)	K. Riley (Sociology)	F. Schneiderman (Anthropology)
M. Tepepa Covarrubias (Anthropology)	H. Tokke (Sociology)		

Political Science

J. Ledbetter	S. Balkaran	M. Santoro	M. Stankevitch

Overview

The Social Sciences have 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, including anthropology, geography, political science, and sociology.

The department awards the B.A. degree in 1) Political Science, and 2) Anthropology & Sociology (with the options in General Studies, Social Justice & Policy, or Global Studies);

The department sponsors a campus chapters of the Political Science Honor Society, *Pi Sigma Alpha* and the International Honor Society in the Social Sciences, *Pi Gamma Mu*. Membership in these honors societies gives recognition to scholastic achievement, thereby enhancing employer and graduate admissions consideration, and provide the opportunity for members to contribute their talent for the benefit of the university and general community. Students are eligible to receive department awards and scholarships, and receive faculty guidance to apply for funding to study overseas through the Fulbright, Boren, and Macricostas programs.

Students have extra- and co-curricular opportunities for experiential learning through the department's Connecticut Futures Lab, which facilitates community-engaged research and professionalization opportunities. Department faculty are campus leaders in a variety of social, political, and environmental justice initiatives, including the Undocumented student services via the UndocuAlly Task Force, the Racial Justice Coalition, and the Jane Goodall Institute. Students can apply to participate in the Oxford Human Rights program. In addition, the Social Sciences Club, the Roots and Shoots Club, and the Student Action Union are avenues for student-initiated projects, field trips, and social events.

Mission

The two programs in the Department of Social Sciences provide students with a holistic and critical understand of cultural, political, social, and economic facets of society. Our mission is to ensure that students graduate with foundational knowledge in their disciplines and the critical thinking, research, collaboration, and communication skills required for graduate school and/or for work in any number of fields.

B.A.: ANTHROPOLOGY/SOCIOLOGY

The combined major in Anthropology and Sociology offers ways of understanding both everyday life and complex social issues from local, national and global perspectives. Students use socio-historical, cultural, political, economic and environmental lenses to recognize, research and generate useful comparative and historically grounded understandings of the world. Anthropology/ Sociology majors gain from the specializations of our purposefully composed faculty who have geographically specific expertise reaching around the globe. Immersed into both disciplines, students hone critical thinking skills, craft their research techniques, and cultivate holistic approaches to social problems and cultural data. The major is crafted to meet the demand for research, analysis, and socio-cultural insights in industry, government agencies, and humanitarian organizations both locally and internationally. The degree in Anthropology/ Sociology prepares students for meaningful work within a variety of social service, social justice, education, public health, government, and business careers, as well as an array of graduate

programs.

Options: Students majoring in Anthropology/Sociology choose from three options: Global Studies, Social Justice & Policy, or a General Studies option that combines both.

- **The General Studies option** permits students to choose their own route whether by designing a unique combination of coursework, professional and research exploration found in the other options, or by enabling students to maximize time and workload efficiency.
- **The Global Studies option** builds on the Anthropology/Sociology major, offering access to a broader interdisciplinary experience. It offers a flexible and unique opportunity where students may elect to benefit from the expertise of faculty in other disciplines. The interdisciplinary approach affords students socio-cultural literacy, and a global perspective, both of which equip students to thrive in diverse communities locally and internationally. Students explore both the interconnectedness of our world as well as social issues in nearly every geographic region of the globe including Africa, East Asia, South Asia, Latin America and the Caribbean, the Middle East, and the United States. We also strongly recommend that students take advantage of the opportunity to study abroad through WCSU's affiliation with the ISEP program (https://www.wcsu.edu/isep/). Through this culmination of experiences, the major is crafted to meet the high demand for research, analysis, and social/cultural insights in industry, government agencies, and humanitarian organizations locally and internationally. The Global Studies Option prepares students for meaningful work within a variety of world-wide social service, social justice, education, public health, government, and business careers, as well as an array of graduate programs.
- **The Social Justice & Policy option** offers students a flexible and unique opportunity where students benefit from the expertise of faculty in multiple disciplines. Students explore and assess topical issues that grapple with inequities and injustices, and then learn to develop and implement effective policy. The major is crafted to meet the high demand for research, analysis, and social/cultural insights in industry, government agencies, and humanitarian organizations locally and internationally. The Social Justice & Policy Option prepares students for meaningful work within a variety of social service, social justice, education, public health, government, and business careers, as well as an array of graduate programs.

The Connecticut Futures Lab: All three options in the Anthropology/Sociology program include professionalizing opportunities in the Connecticut Futures Lab (CFL). The CFL, housed in the Department of Social Sciences, provides students unparalleled experiential learning through curricular initiatives, including independent research, research assistantships, and collaborative research with community partners. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students' experiences, build networks and sustain our community.

***Distinction**
All students within the combined Anthropology/Sociology major wishing to get the most out of the major may pursue the B.A. with a distinction. This requires a minimum of four courses above and beyond the regular requirements for the student's chosen degree option. These include: two additional courses within the Tier 1 ANT/SOC major electives, SS 300, both SS 400, and

ANT/SOC 420 CFL: Internship, a 3.5 GPA within the major.

The distinction designation will appear on the student's official transcript, and students will receive a distinction cord to wear with their academic regalia at commencement. Students graduating with Distinction will be invited to join the Pi Gamma Mu International Honor Society in the Social Sciences. Please inquire about graduating with distinction with your advisor.

Learning Outcomes for Anthropology/Sociology and Political Science Majors

At the completion of their studies, majors in Anthropology/Sociology and Political Science 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 used in anthropology, political science, and sociology.
3. Mastery of or proficiency in the application of their skills to address various cultural, social, and political problems and questions.
4. Mastery of or proficiency in information technology and literacy as required for social science research.

DEGREE PROGRAMS IN THE DEPARTMENT OF SOCIAL SCIENCES

Bachelor of Arts (B.A.) in Anthropology/Sociology

Students choose one of the three options below:
–General Studies
–Global Studies
–Social Justice and Policy

Bachelor of Arts (B.A.) in Political Science

-Political Science

Minor Programs
Anthropology
Cultural Resource Management
International Studies
Multicultural Studies
Multi-cultural Studies with elective African-American focus
Political Science
Sociology
Urban Studies
Women's Studies

B.A. in ANTHROPOLOGY/SOCIOLOGY

Objectives: The Program in Anthropology/Sociology provides students the opportunity to develop cross-cultural expertise, hone critical thinking skills, craft their research techniques, and cultivate holistic approaches to social problems and phenomena. Course offerings and material taught evolve in response to new research in our fields, emerging social phenomena, and the changing world. The major is crafted to meet the demand for research, analysis, and socio-cultural insights in industry, government agencies, and humanitarian organizations both locally and internationally. The degree in Anthropology/ Sociology prepares students for graduate programs and for meaningful work within a variety of social service, social justice, education, public health, government, and business careers.

Options: Students majoring in Anthropology/Sociology choose from three options: **Global Studies**, **Social Justice & Policy**, or a **General Studies** option that combines both.

Anthropology/Sociology B.A. With Distinction
All students within the combined Anthropology/Sociology major, in any of the three options, may pursue the B.A. with distinction. This requires a minimum of four courses above and beyond the regular requirements for the student's chosen degree option. These include: 1) two additional courses within the Tier 1 ANT/SOC major electives, 2) SS 300, 3) both SS 400, and ANT/SOC 420 CFL: Internship, a 4) 3.5 GPA within the major. The distinction designation will appear on the student's official transcript, and students will receive a distinction cord to wear with their academic regalia at commencement. Please inquire about graduating with distinction with your advisor.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Bachelor of Arts Anthropology/Sociology: General Studies (B.A.)

Description: This option allows flexibility in choosing electives in the major that will broaden a student's global perspective and build expertise in social justice issues and policy-making.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 34 credits minimum, or with distinction 47 credits minimum

Anthropology Foundation	
ANT 100 Cultural Anthropology **OR** ANT 104 Intro to Archaeology **OR** ANT 110 Physical Anthropology	3 SH
Sociology Foundation	
SOC 100 Intro to Sociology **OR** SOC 101 Social Problems **OR** SOC 120 Principles of Sociology, Writing Intensive	3 SH
Theory	
ANT/SOC 330 Social and Cultural Theory*	3 SH
CT Futures Lab Requirements	
SS 201 Researching Social Issues (required)*	
SS 300 Quantitative Research Methods (optional)*	
SS 400 Senior Thesis Research Seminar * **AND/OR** ANT/SOC/SS 420 CFL: Internship *	7-14 SH
Students seeking Distinction must take SS 300 and both SS 400 and ANT/ SOC 420	
Tier 1 Requirements	
Any two 200-400 level ANT/SOC courses*. May not include other disciplines except for courses cross-listed with ANT or SOC. *Students seeking Distinction must take a total of four courses.*	6-12 SH
Breadth Requirement	
One PS course at the 200-400 level*.	3 SH
Tier 2 Requirements	
Any two 300-400 level ANT or SOC courses*. May not include other disciplines except for courses cross-listed with ANT or SOC	6 SH

General Studies Course Lists:

This includes the ANT/SOC courses listed for the Global Studies and Social Justice & Policy options, as well as any other ANT/SOC courses.
Courses may not include other disciplines except for courses cross listed with ANT or SOC at the 200-400 level.

MAJOR DESIGNATED GENERAL EDUCATION COURSES

PSY 100 Intro to Psychology **OR** ANT/SOC 204 Mind, Self & Society (Students may take both)	3 SH

**Minimum Grade of C- required for these courses in the Major.*

Minimum GPA for the BA in Anthropology/Sociology = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses

which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Anthropology/Sociology: General Studies
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
SOC 100 Intro to Sociology **OR** SOC 101 Social Problems **OR** SOC 120 Princ. of Sociology	3	ANT 100 Cultural Anthropology **OR** ANT 104 Intro to Archaeology **OR** ANT 110 Physical Anthropology	3
Gen Ed: First Year Experience	1	PSY 100 Intro to Psychology **OR** ANT 204 Mind, Self & society	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3
Elective	3	Gen Ed: Natural Sciences & Technology	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
ANT/SOC 200-400 level course	3	ANT/SOC 200-400 level course	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Speech Communication	3
Gen Ed: Personal Wellness	2	Gen Ed: Social & Behavioral Sciences	3
Elective	3	Elective	3
Elective	3	Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
PS 200-400 level course	3	ANT/SOC 300-400 level course	3
SS 201 Researching Social Issues	3	SS 300 Quant. Research Methods or any MR course	3
ANT/SOC 300-400 level course	3	Gen Ed: Arts	3
ANT/SOC 330 Social & Cultural Theory	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3

Semester 7		**Semester 8**	
SS 400 Senior Thesis **OR** SS 420 CFL Internship **OR** Elective	3-4	SS 400 Senior Thesis **OR** SS 420 CFL Internship **OR** Elective	3 -4
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2-4	Elective	3
		Elective	2-4

Minimum C- or better for all courses required for the Major above the 100-foundational level.
Total Credits Required for the BA in Anthropology Sociology = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Bachelor of Arts in Anthropology/Sociology: Global Studies option (B.A.)

Description: Students choose from electives in the major that focus on cultivating a global perspective, exploring both the interconnectedness of our world as well as social issues in nearly every geographic region of the globe including Africa, East Asia, South Asia, Latin America and the Caribbean, the Middle East, and the United States. We also strongly recommend that students take advantage of the opportunity to study abroad through WCSU's affiliation with the ISEP program (https://www.wcsu.edu/isep/).

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 37 credits minimum, or with distinction 50 credits minimum.

Anthropology Foundation	
ANT 100 Cultural Anthropology **OR** ANT 104 Intro to Archaeology **OR** ANT 110 Physical Anthropology	3 SH
Sociology Foundation	
SOC 100 Intro to Sociology **OR** SOC 101 Social Problems **OR** SOC 120 Principles of Sociology, Writing Intensive	3 SH
Global Studies Option	
PS 104 World Governments **OR** GEO 100 Intro to Geography **OR** any World Perspectives course	3 SH
Theory	
ANT/SOC 330 Social and Cultural Theory*	3 SH
CT Futures Lab Requirements	
SS 201 Researching Social Issues (required)* SS 300 Quantitative Research Methods (optional)* SS 400 Senior Thesis Research Seminar * **AND/OR*** ANT/SOC/SS 420 CFL: Internship* *Students seeking Distinction must take at least two additional courses.*	7-14 SH
Tier 1 Requirements	
Two 200-400 level ANT, ECO, GEO, PS, &/or SOC courses, one 100-level WP course is permitted.* *Students seeking Distinction must take a total of four courses.*	6-12 SH
Breadth Requirement	
One 200-400 level PS course*. Choosing from the course list is recommended but not required.	3 SH

Tier 2 Requirements 6 SH
Two 300-400 level ANT or SOC courses from the Global Studies list*

Global Studies Course List:

ANT 204 Mind, Self & Society, SOC/ANT/SS 209 Climate Change & Society, ANT/SOC/AAS 212 Peoples & Cultures of Africa, ANT/SOC 216 Anthropology of the Middle East, ANT/SOC 232 Religion & Culture, ANT/WS 321 Gender & Globalization, ANT/SOC 352 Women & Gender in the Middle East.

Recommended Breadth Courses:
ECO 330, The Globalized Economy in the 21st Century, ECO 400 International Economics, PS 200 International Relations, PS 209 Model UN, PS/ECO 251 International Political Economy, PS 309 African Politics, PS/GEO 310 American Foreign Policy, PS 303 Building Peace & Security, PS 405 Women in Global Politics, Any WP course.
Students may seek approval for courses not listed here.

MAJOR DESIGNATED GENERAL EDUCATION COURSES

PSY 100 Intro to Psychology **OR** ANT/SOC 204 Mind, Self & Society (Students may take both) 3 SH

**Minimum Grade of C- required for these courses in the Major.*

Minimum GPA for the BA in Anthropology/Sociology = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Anthropology/Sociology – Global Studies
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
SOC 100 Intro to Sociology **OR** SOC 101 Social Problems **OR** SOC 120 Princ. of Sociology	3	ANT 100 Cultural Anthropology **OR** ANT 104 Intro to Archaeology **OR** ANT 110 Physical Anthropology	3

Gen Ed: First Year Experience	1	PSY 100 Intro to Psychology **OR** ANT 204 Mind, Self & Society	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3
Elective	3	Gen Ed: Natural Sciences & Technology	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
ANT/ECO/GEO/PS/SOC 200-400 level course	3	ANT/ECO/GEO/PS/SOC 200-400 level course	3
PS 104 World Governments **OR** GEO 100 Intro to Geography **OR** WP course	3	Gen Ed: Speech Communication	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2	Elective	3
Elective	3	Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
ANT/SOC 330 Social & Cultural Theory	3	ANT/SOC 300-400 level Global Studies course	3
SS 201 Researching Social Issues	3	PS-200-400 level course	3
ANT/SOC 300-400 level Global Studies course	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Arts	3	SS 300 Quant. Research Methods or any MR course	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
SS 400 Senior Thesis **OR** ANT/SOC/SS 420 CFL: Internship **OR** Elective	3-4	SS 400 Senior Thesis **OR** ANT/SOC/SS 420 CFL: Internship **OR** Elective	3-4
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3
Elective	2-4	Elective	3
		Elective	2-4

Minimum C- or better for all courses required for the Major above the 100-foundational level.
Total Credits Required for the BA in Anthropology/Sociology = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Bachelor of Arts in Anthropology/Sociology: Social Justice and Policy option (B.A.)

Description: Students choose electives in the major that allow them to explore and grapple with inequities and injustices that exist in the world today. The option is interdisciplinary and focuses on building expertise on contemporary social justice issues and developing the skills to assess, craft, and implement effective policy

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 37 credits minimum, or with distinction 50 credits minimum.

Anthropology Foundation	
ANT 100 Cultural Anthropology **OR** ANT 104 Intro to Archaeology **OR** ANT 110 Physical Anthropology	3 SH
Sociology Foundation	
SOC 100 Intro to Sociology **OR** SOC 101 Social Problems **OR** SOC 120 Principles of Sociology, Writing Intensive	3 SH
Social Justice & Policy Option	
PS 102 American Government	3 SH
Theory	
ANT/SOC 330 Social and Cultural Theory	3 SH
CT Futures Lab Requirements	
SS 201 Researching Social Issues (required)* SS 300 Quantitative Research Methods (optional)* SS 400 Senior Thesis Research Seminar* **AND/OR** ANT/SOC/SS 420 CFL Internship* *Students seeking Distinction must take SS 300 and SS 400 and ANT/ SOC 420.*	7-14 SH
Tier 1 Requirements	
Two 200-400 level ANT, ECO, GEO, PS, &/or SOC courses*, one 200-400 level SW course is permitted*. (Choosing from Social Justice Policy course list is recommended, but not required) **Students seeking Distinction must take a total of four courses.*	6-12 SH
Breadth Requirement	
One 200-400 level PS course*. Choosing from the Social Justice & Policy course list is recommended but not required.	3 SH
Tier 2 Requirements	
Two 300-400 level ANT or SOS courses from the Social Justice & Policy course list*	6 SH

Social Justice & Policy Course List:

SOC 200 Concepts of Race & Racism, SOC 210 Urban Sociology, SOC 211 Latinos/as/x in the U.S, ANT/SOC 222 Global Rural Cultures: Resistance & Change, ANT 233 Illness, Health & Culture, SOC/ANT/SS 309 Food, Justice & the Environment, ANT/SOC/WS 342 Women, Work, & Power, SOC/PS/ANT 410 Undocumented

Migration

Recommended Breadth Courses:
ECO 306 The Economics of Sports, ECO 308 Labor Economics, PS 213 Politics and the Court, PS 317 The Legislative Process, PS/WS 340 Gender, Justice & the State, any one 200-400 level SW course.
Students may seek approval for courses not listed here.

MAJOR DESIGNATED GENERAL EDUCATION COURSES

PSY 100 Intro to Psychology **OR** ANT/SOC 204 Mind, Self & Society (Students may take both)	3 SH

Minimum Grade of C- required for these courses in the Major.

Minimum GPA for the BA in Anthropology/Sociology = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Anthropology/Sociology – Social Justice and Policy option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
SOC 100 Intro to Sociology **OR** SOC 101 Social Problems **OR** SOC 120 Princ. of Sociology	3	ANT 100 Cultural Anthropology **OR** ANT 104 Intro to Archaeology **OR** ANT 110 Physical Anthropology	3
Gen Ed: First Year Experience	1	PSY 100 Intro to Psychology **OR** ANT 204 Mind, Self & society	3
COMP 101 Intro to Composition/Rhetoric*	3	Gen Ed: Writing & Information Literacy	3
PS 102 American Government	3	Gen Ed: Mathematical Reasoning	3
Gen Ed: Humanities**	3	Gen Ed: Arts of Humanities**	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**

ANT/ECO/GEO/PS/SOC 200-400 level course	3	ANT/ECO/GEO/PS/SOC 200-400 level course	3
PS 200-400 level course	3	Gen Ed: Speech Communication	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2	Gen Ed: Arts	3
Elective	3	Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
ANT/SOC 300-400 level Social Justice & Policy course	3	SS 300 Quant. Research Methods or any MR course	3
SS 201 Researching Social Issues	3	ANT/SOC 330 Social & Cultural Theory	3
Gen Ed: Social & Behavioral Sciences	3	ANT/SOC 300-400 level Social Justice & Policy course	3
Elective	3	Gen Ed: Natural Sciences & Technology	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
SS 400 Senior Thesis **OR** ANT/SOC/SS 420 CFL Internship **OR** Elective	3-4	SS 400 Senior Thesis **OR** ANT/SOC/SS 420 CFL Internship **OR** Elective	3-4
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2-4	Elective	2-4

Minimum C or better for all courses required for the Major above the 100-foundational level.
Total Credits Required for the BA in Anthropology/Sociology = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Bachelor of Arts in Political Science (B.A.)

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 40 semester hours (SH).

PS 102 American Government	3 SH
PS 104 World Governments	3 SH
PS 200 International Relations **OR** PS 201 Political Theory	3 SH
SS 201 Researching Social Issues	3 SH
SS 300 Quantitative Research Methods in the Social Sciences	3 SH
SS 400 Senior Research Thesis (Students must contact department advisor one semester prior to registering for this course).	4 SH
Social Science Breadth: Select any two approved courses from ANT, ECO, GEO, HIS, or SOC (Contact your advisor for a list of approved courses.)	6 SH
Major Electives: Select any five approved political science courses. (Contact your advisor for a list of approved courses.)	15 SH

You must earn a C or better in all courses in the major.

Minimum GPA for the BA in Political Science = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Political Science

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
PS 102 American Government	3	PS 104 World Governments	3
Gen Ed: First Year Experience	1	Gen Ed: Writing & Information Literacy	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Mathematical Reasoning*	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Arts or Humanities**	3
Gen Ed: Humanities**	3	Elective	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
PS 200 International Relations **OR** PS 201	3	ANT/ECO/GEO/HIS/SOC 200-400 Level	3

Political Theory		Elective	
ANT/ECO/GEO/HIS/SOC 200-400 Level Elective	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Speech Communication	3
Gen Ed: Arts	3	Gen Ed: Personal Wellness	2
Gen Ed: Natural Sciences & Technology	3	Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
SS 201 Research Social	3	SS 300 Quant. Research Methods in the Social Sciences	3
PS 200-400 Level Elective 1	3	PS 200-400 Level Elective 3	3
PS 200-400 Level Elective 2	3	PS 200-400 Level Elective 4	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
SS 400 Senior Thesis Research Seminar **OR** Elective	3-4	SS 400 Senior Thesis Research Seminar **OR** Elective	3-4
PS 200-400 Level Elective 5	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3-4

You must earn a C or better in all courses in the major.
Total Credits Required for the BA in Political Science = 120; Minimum GPA 2.0.

*COMP 101 and Gen Ed: Mathematical Reasoning may be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Social Sciences Interdisciplinary Minor Programs

Please see your advisor to review all program requirements.

Minor in Conflict Resolution

Faculty Advisor: C. Hegel-Cantarella or R. Whittemore

Six classes (eighteen credit hours) are required. At least 3 courses (9 credit hours) must be taken at WCSU. No more than 3 courses (9 credit hours) may overlap with another major or minor.

Required Courses: 6 SH
ANT 100 Introduction to Cultural Anthropology

ANT 110 Introduction to Physical Anthropology

Approved Anthropology Electives (all of which must be 200-level or above) **12 SH**

Minor in Conflict Resolution
Faculty Advisor: J. Schofield

Six classes (eighteen credit hours) are required. At least 3 courses (9 credit hours) must be taken at WCSU. No more than 3 courses (9 credit hours) may overlap with another major or minor

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 advisor listed above. In addition to two required foundation courses, SS 401 and PS 401 or SS 402, your advisor will help you select four additional elective courses from the list below. The program advisor 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 advisor.

Required Courses (6 SH):
SS 401 Fundamentals of Conflict Resolution *AND*
SS 402 Mediation: Theory & Practice *OR* PS 401 Global Conflict Resolution

Four (4) Approved Electives (12 SH):
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 303 Building Peace & Security
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 Diversity Equity & Inclusion

Minor in Cultural Resource Management

Faculty Advisor: C. Hegel-Cantarella

Required Courses (18 SH)
ANT 104 Intro to Archaeology (3 SH)
200-400 level archaeology course/s and/or HIS 294: Introduction to Historical Research (3-6 SH)
ANT 229 Archaeological Field Methods (3-6 SH)
ANT 341 Cultural Resource Management (3 SH)
Ant 297 Cooperative Education: or: Ant 420 Connecticut Futures Lab: Internship (with a CRM firm, museum, historical society, or related organization) (3-4 SH)

Minor in International Studies: Interdisciplinary (18 SH)
Faculty Advisor: J. Schofield or R. Whittemore

Six classes (eighteen credit hours) are required. At least 3 courses (9 credit hours) must be taken at WCSU. No more than 3 courses (9 credit hours) may overlap with another major or minor.

The object of the international studies minor is to encourage students to adopt a more expansive view of the world around them through the study of comparative politics and world governments; social, cultural, and linguistic diversity; global history; geography; and the global economy.

To fulfill the requirements of the international studies minor the student must:

1. Satisfactorily complete two 100-level courses which examine cultures other than European or American (WP designations) **(6 SH).**
2. Satisfactorily complete four 200-level or above courses, the content of which are substantially international in nature (**12 SH)**. The faculty advisor will have a list of the appropriate courses. These four courses must be selected from at least two of the following six interdisciplinary categories:

- ANT/SOC/SS
- ED/HED
- ECO/FIN/MKT
- FR/SPA
- ENG/COM/PHI
- GEO/HIS/PS

Minor in Multi-cultural Studies (with elective African-American Focus) (18 SH)
Faculty Advisor: C. Bandhauer

Six classes (eighteen credit hours) are required. At least 3 courses (9 credit hours) must be taken at WCSU. No more than 3 courses (9 credit hours) may overlap with another major or minor.

In addition to the required course, SOC 200 Concepts of Race and Racism, courses may include those listed for the Multi-cultural Studies Courses may be in any other discipline (100-400 level), provided (a) the student requests and receives approval from the Minor Faculty Advisor and (b) the university catalog course descriptions of those alternative courses indicate substantial ethnic, minority and cultural diversity subject coverage.

Required Course (3 SH):
SOC 200 Concepts of Race and Racism

Multicultural Studies Option: Must choose 1 course from each of the following categories (12 SH):
1. ANT/COM 208 Intercultural Communication OR ANT/SOC 322 Comparative Minority Relations OR ANT/SOC 340 Culture Change & Planning
2. PS/COM 310 Political Sociology
3. ANT/SOC 221 Human Family Systems OR SOC 225 Alt. to Traditional American Families OR SW 220 Diversity Equity & Inclusion
4. Any AAS (200-level) OR AAS/ANT 212 Peoples and Cultures of Africa; ANT 213 North American Indians

Additional Multicultural Studies Option: Must choose 1 course from the following (3 SH):
SOC 211 Latinos/as/x in United States
ANT/SOC/AAS 212 Peoples & Cultures of Africa
ANT/SOC 216 Anthropology of the Middle East
ANT/WS 236 Culture, Sex and Gender
SOC 301 Globalization and Migration
ANT/WS 321 Gender & Globalization
ANT/SOC/WS 352 Women & Gender in the Middle East

African American focus:
Requires at least 12 SH in African-American studies (AAS) courses.

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 Political Science 18 SH

Faculty Advisor: H. Williams or J. Schofield

***Required Courses* 6 SH**
PS 102 American Government

PS 104 World Governments

4 (four) Approved Political Science Electives (must be 200-level of above) **12 SH**

Minor in Sociology 18 SH
Faculty Advisor: C. Bandhauer or M. Misra

Required Courses **(6 SH)**
SOC 100 Introduction to Sociology or SOC 120 (CT, W2)
SOC 101 Social Problems

4 (four) Approved Sociology Electives (all of which must be 200-level or above) **12 SH**

In total, six classes (eighteen credit hours) are required. *At least 3 courses (9 credit* hours) must be taken at WCSU. No more than 3 courses (9 credit hours) may overlap with another major or minor

Minor in Urban Studies
Faculty Advisor: C. Bandhauer or C. Hegel-Cantarella

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.

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
Faculty Advisor: C. Hegel-Cantarella

Six classes (eighteen credit hours) are required. At least 3 courses (9 credit hours) must be taken at WCSU. No more than 3 courses (9 credit hours) may overlap with another major or minor.

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.

Required: WS 200 Introduction to Women's Studies (3 SH)

Choose from among the following WS electives (15 SH):
See cross-listed entry in Course Catalog for course descriptions of the following:

WS/COM 211 Women, Language and Communication

WS/PSY 217 Psychology of Women

WS/PHI 260 Philosophy of Women and Gender

WS/JLA 301 Women and Criminal Justice

WS/HIS 319 Women in Medieval and Early Modern Europe

WS/ANT 321Gender and Globalization

WS/ECO 327 Economics of Gender

WS/ENG 334 Women Writers

WS 339/PHI 339 Women in the History of Philosophy

WS/PS 340 Gender, Justice, and the State

WS/ANT 342 Women, Work, and Power

WS/ANT 352 Women and Gender in the Middle East

WS/PS 405 Women in Global Politics

WS/COM 444 Women and the Media in the U.S.

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/HIS 320 Women and Leadership

Recommended cognate elective courses for Women's Studies
SOC 221 Human Family Systems
SOC 305 Contemporary Family Problems
SW 220 Diversity Equity & Inclusion

World Languages, Cultures & Interdisciplinary Studies

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S. Pena, *Spanish*
R. Ludanyi, *German*
J. Matranga, *French*
M. Purgatorio, *Spanish*
M. Oliveira, *Portuguese*
Y. Toma, *Chinese*
P. Farina, *Italian*

E. Fabrizio-Garcia,
Spanish

Overview

The Department of World Languages, Cultures & Interdisciplinary Studies opens doors to the 21st century global economy with the continued growing demand for language skills for business, government, community groups, and international organizations.

Major programs in the Bachelor of Arts degree in Spanish, and education programs in 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.

Humanistic studies courses are interdisciplinary courses that emphasize, encourage, and support creative and critical thinking in addressing the complex questions, problems, and challenges of an interconnected world. Every Humanistic studies course focuses on topics, subjects, and real-world problems that are inherently interdisciplinary. These courses explore subjects, topics, and real-world problems from the perspective of at least three integrated disciplines, drawing from the arts, the humanities, the sciences, the social sciences, and professional studies. Students are expected to not only gain knowledge and skills from a variety of integrated disciplines, but they are also expected to learn to think from cross-disciplinary, multidisciplinary, and transdisciplinary perspectives, which are all germane to interdisciplinarity.

Mission

Objectives

Learning Outcomes for Students in World Languages
The Department of World Languages, Cultures & Interdisciplinary Studies 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

Learning Outcomes for Students in Interdisciplinary Studies
Students who complete the B.A. in Interdisciplinary Studies will be able to:

1. Demonstrate knowledge of interdisciplinarity and interdisciplinary studies;
2. Defend the combination of concentrations that they chose for their major as a productive alliance;
3. Produce a senior capstone project that successfully integrates their two concentrations; and
4. Present convincing arguments clearly and effectively in polished prose, using discipline-appropriate documentation.

Degree Programs

B.A. in Spanish
B.S. in Secondary Education: Spanish
B.A. in Interdisciplinary Studies

Minors

Humanistic Studies
Science and Society
Spanish
Spanish Translation
Sustainability

Bachelor of Arts in Spanish (B.A.)

Description: The Department of World Languages, Cultures & Interdisciplinary Studies 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 33 SH.

Choose four 200-level intermediate courses: SPA 203 Cultural Conversations: Film; SPA 212 Spanish for Business; SPA 213 Spanish for Health Professional; SPA 214 Introduction to Spanish Translation; SPA 221 Cultures: Spain; SPA 222 Cultures: Latin America; 227 Cultural Conversations: Food;	12 SH

SPA 228 Cultural Conversations: Borders; SPA 229 Cultural Conversations: Arts	
Choose five 300-level courses: SPA 311 Spanish Translation: Theory and Practice; SPA 330 Global Voices: Spain; SPA 331 Global Voices: Latin America; SPA 360 Translating America; SPA 365 Global Voices: Social Justice; SPA 370 Translating Latina/o/x; SPA 371 Global Voices: Caribbean	15 SH
SPA 400 Applied Linguistics: Spanish	3 SH
Spanish Elective: Any 200-400 level SPA course	3 SH

Minimum GPA for the BA in Spanish = 2.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Spanish

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Gen Ed: Writing & Information Literacy	3
Gen Ed: Humanities (First Level SPA, depending on placement)	3	Elective (2nd Level SPA, if needed)	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Mathematical Reasoning*	3	Gen Ed: Arts or Humanities	3
Gen Ed: Speech Communication	3	Elective	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
SPA 200-Level Intermediate Course 1	3	SPA 200-Level Intermediate Course 3	3
SPA 200-Level Intermediate Course 2	3	SPA 200-Level Intermediate Course 4	3
Gen Ed: Arts	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Natural Sciences & Technology	3	Gen Ed: Personal Wellness	2
Elective	3	Elective	3

Semester 5	SH	Semester 6**	SH
SPA 300-Level Course 1	3	SPA 300-Level Course 3	3
SPA 300-Level Course 2	3	SPA 300-Level Course 4	3
SPA 200-400 Level Elective	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3

Semester 7	SH	Semester 8	SH
SPA 400 Linguistics	3	SPA 300-Level Course 5	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

Total Credits Required for the BA in Spanish = 120; Minimum GPA 2.0

*Gen Ed: Mathematical Reasoning may be taken in Semester 1 or Semester 2.

**Students who major in Spanish are strongly encouraged to consider a study-abroad experience. Junior year is an opportune time for this. Speak with your advisor for guidance.

Bachelor of Science in Secondary Education: Spanish (B.S.)

Description: This degree provides foundations in Spanish language usage, and the literature and cultures of many Spanish-speaking countries such that graduates are prepared to educate others in this field.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 33 SH, 35 Certification.

Choose four 200-level intermediate courses: SPA 203 Cultural Conversations: Film; SPA 212 Spanish for Business; SPA 213 Spanish for Health Professional; SPA 214 Introduction to Spanish Translation; SPA 221 Cultures: Spain; SPA 222 Cultures: Latin America; 227 Cultural Conversations: Food; SPA 228 Cultural Conversations: Borders; SPA 229 Cultural Conversations: Arts	12 SH
Choose five 300-level courses: SPA 311 Spanish Translation: Theory and Practice; SPA 330 Global Voices: Spain; SPA 331 Global Voices: Latin America; SPA 360 Translating America; SPA 365 Global Voices: Social Justice; SPA 370 Translating Latina/o/x; SPA 371	15 SH

Global Voices: Caribbean

Spanish Elective: Any 200-400 level SPA course	3 SH
SPA 400 Applied Linguistics: Spanish	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
Gen Ed: Fine Arts	3 SH
Gen Ed: Lab Science	4 SH
Gen Ed: Mathematical Reasoning	3 SH
HIS 148 **OR** 149 American History	3 SH
CERTIFICATION REQUIREMENTS	
ED 206 Introduction to Education	3 SH
ED 212 Educational Psychology: Childhood & Adolescence II	3 SH
HPX 215 Health Issues in Schools	3 SH
EPY 405 Intro to Special Education	3 SH
ED 385 Methods of Teaching in Secondary Schools *co-req ED 386*	3 SH
ED 386 Secondary Education Professional Dev. Experience *co-req ED 385*	1 SH
ED 440 Integrating Language	3 SH
ED 447 Teaching in Secondary Schools	3 SH
ED 340 Assessment of Teaching Strategies	1 SH
ED 342 Student Teaching Secondary Education (Grade 7-12)	12 SH

Minimum GPA for the BS Secondary Ed in Spanish = 3.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Secondary Ed – Spanish
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Gen Ed: Natural Sciences & Technology (CST 110 recommended)	3

Gen Ed: Humanities (First Level SPA, depending on placement)	3	Elective (2nd Level SPA if needed)	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Fine Arts	3
Gen Ed: Mathematical Reasoning*	3	Gen Ed: Social & Behavioral Sciences	3
EHIS 148 **OR** 149 American History	3	ENG Literature	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
SPA 200-Level Intermediate Course 1	3	SPA 200-Level Intermediate Course 3	3
SPA 200-Level Intermediate Course 2	3	SPA 200-Level Intermediate Course 4	3
Gen Ed: Writing & Info Literacy (COMP 102 recommended)	3	HPX 215 Health Issues in Schools	3
Gen Ed: Natural Sciences & Technology	4	ED 212 Educational Psychology: Childhood & Adolescence II	3
ED 206 Introduction to Education	3	Gen Ed: Personal Wellness	2

Semester 5	**SH**	**Semester 6 ****	**SH**
SPA 300-Level Course 1	3	SPA 300-Level Course 4	3
SPA 300-Level Course 2	3	SPA 300-Level Course 5	3
SPA 300-Level Course 3	3	SPA 200-400 Level Elective	3
SPA 400 Applied Linguistics: Spanish	3	Gen Ed: Social & Behavioral Sciences	3
Elective	3	Elective	3
Elective	3		

Semester 7	**SH**	**Semester 8**	**SH**
EPY 405 Intro to Special Education	3	ED 340 Assess. of Teaching Strategies	1 SH
ED 385 Methods of Teaching in Secondary Schools *co-req ED 386*	3	ED 342 Student Teaching Secondary Education	12 SH
ED 386 Secondary Education Professional Dev. Experience *co-req ED 385*	1		
ED 440 Integrating Language	3		
ED 447 Teaching in Secondary Schools	3		

Total Credits Required for the BS Secondary Ed Spanish = 120; Minimum GPA 3.0

*Gen Ed: Mathematical Reasoning may be taken in Semester 1 or Semester 2.

**Students who major in Spanish are strongly encouraged to consider a study-abroad experience. Junior year is an opportune time for this. Speak with your advisor for guidance.

See the Department of Education and Educational Psychology within the School of Professional Studies.

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

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 Composition 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, Cultures & Interdisciplinary Studies, or any one semester of a language course at the intermediate level or above that is taught in the target language, not in English.

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 – www.wcsu. edu/spain
- Wintersession in Florence – www.wcsu.edu/italy
- ISEP – www.wcsu.edu/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. Assessment at this level is conducted by faculty teaching the course in a final exam or project at the end of the semester.

Arabic 101 and 102 and Chinese 162 and Chinese 164 are available as Student Independent Studies.

Bachelor of Arts in Interdisciplinary Studies (B.A.)

Description: This major allows students to combine two different fields to best suit their interests and career plans. With two courses designed to help students integrate their learning combined with concentrations in two different fields, students design their learning experiences around specific academic and career goals. Please contact the Department of World languages, Cultures & Interdisciplinary Studies to initiate a major in Interdisciplinary Studies.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 42 SH.

HUM 151 Introduction to Interdisciplinary Studies	3 SH
Concentration I: Any discipline in the Macricostas School of Arts & Sciences: 18 credits (usually six courses) in one subject. At least two classes must be at the 300/400 level.	18 SH
Concentration 2: Any discipline at the University. 18 credits (usually six courses) in one subject. At least two classes must be at the 300/400 level.	18 SH
HUM 451 Advanced Interdisciplinary Studies	3 SH
Minimum GPA for the BA in Interdisciplinary Studies = 2.0 overall.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Interdisciplinary Studies
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Concentration 1 any level***	3
HUM 151 Intro. to Interdisciplinary Studies	3	Concentration 2 any level	3
Gen Ed: Arts or Humanities**	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Speech Communication	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Humanities**	3	COMP 101 Intro to Comp/Rhetoric*	3
Elective	2		

Semester 3	**SH**	**Semester 4**	**SH**
Concentration 1 any level	3	Concentration 1 any level	3
Concentration 2 any level	3	Concentration 2 any level	3
Gen Ed: Mathematical Reasoning	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Natural Sciences & Technology	2	Gen Ed: Personal Wellness	2
Gen Ed: Arts	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5	**SH**	**Semester 6**	**SH**
Concentration 1 any level	3	Concentration 1 300-400 level	3
Concentration 2 any level	3	Concentration 2 300-400 level	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3
Elective		Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
Concentration 1 300-400 level	3	HUM 451: Adv. Interdisciplinary Studies	3
Concentration 2 300-400 level	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

Total Credits Required for the BA in Interdisciplinary Studies = 120; Minimum GPA 2.0

*COMP 101 may be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

*** Upper-level courses usually have prerequisites. Be sure to check this as you plan your concentrations.

Minor in Humanistic Studies (18 SH)

Required Course (3 SH):
HUM 151 Introduction to Interdisciplinary Studies

Fifteen credits (15 SH) in Approved HUM electives. (15 SH)
At least nine credits (9 SH) at the 200-level or above. All current HUM courses can be applied toward the minor.

Minor in Science and Society (17-18 SH)

The Minor in Science and Society requires 17-18 credits, including *HUM 292 Science and Society* (3 credits) and the remaining 14-15 elective credits to be selected from the two groups specified below. No more than 9 credits may be taken within the student's major, and no more than 9 credits may be taken within the same discipline. Students must maintain a 2.0 minimum GPA in the minor.

Required Course (3 SH):
HUM 292 Science and Society

Group I Electives: (Choose 8-9 credits from the following courses. Choose either two 4-credit courses or three 3-credit courses.)
BIO 100 Concepts of Biology
BIO 107/202 Scientific Inquiry in the Field
BIO 150 Science of Climate Change
CHE 102 Everyday Chemistry I
CHE/HUM 293 The Science and Culture of the Atomic Bomb
CS 102 3D Modeling and Printing
CS 103 Computer Animation and Scripting
CS 110 Website Production
CS 135 Problem Solving with Computers
CS 140 Introduction to Programming
CS 172 Intermediate Java Programming
MAT 110 Great Ideas in Mathematics
MAT 113 Introduction to the History of Mathematics
MAT 127 Introduction to Cryptology
MAT 363 History of Mathematics
PSY 230 Introduction to Brain and Behavior
PSY 251 Psychology of Cognition
PSY 352 Cognitive Neuroscience

Group II Electives: (Choose six (6) credits from the following courses.)
HUM 213 Artificial Intelligence: Minds and Machines
HUM 222 Sustainability: Economics, Ecology, Ethics

HUM 290 Science and Technology in Film
HUM 391 Big Data and Society
PSY 260 Health Psychology
PSY 270 Psychology of Sustainability
PSY 309 Social Psychology and the Law
PSY 347 Developmental Psychology and Social Policy

Minor in Spanish

Please see your advisor to review all program requirements.

18 SH (eighteen credits) in Approved Spanish Electives
-Course electives must be approved by a World Languages and Composition Advisor.
-Students shall select electives above the course level of SPA 164 Introductory Spanish II

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. Please see your advisor to review all program requirements.

Required courses (12 SH):
SPA 212 Spanish for Business
SPA 213 Spanish for Health Professions
SPA 214 Introduction to Spanish Translation
SPA 311 Spanish Translation: Theory & Practice

And choose two (2) courses from the following (6 SH):
SPA 330 Global Voices: Spain;
SPA 331 Representative Authors: Spanish America;
SPA 360 Translating America;
SPA 361 Gender & Sexuality in Spanish America;
SPA 365 Global Voices: Social Justice;
SPA 370 Translating Latina/o/x

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.

Required Course (3 SH):
HUM 222 Sustainability: Economics, Ecology, Ethics

Five (5) courses from the approved lists below (15 SH):

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 246 Indigenous Spirituality & Environmental Activism (3)
HPX/HUM 247 Approaches to Well Being in Indo-Tibetan Philosophy (3)
HPX 353 Environmental and Global Health (3)

Humanistic Studies Courses
HUM/HPX 246 Approaches to Well Being in Indo-Tibetan Philosophy (3)
HUM/HPX 247 Indigenous Spirituality & Environmental Activism (3)

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)
PHI 421 Developmental & Humanitarian Ethics (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.

Writing and Literature

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Faculty

Prof. Terrence Cheng	**Dr. Brian Clements, Co-Chair**	Prof. Brian Cordell
Prof. Anthony D'Aries	**Dr. Oscar De Los Santos, Co-Chair**	Dr. Heather Levy
Dr. Donald Moore	Prof. John Roche	Prof. Kiedra Taylor

Overview

The Department of Writing and Literature offers Bachelor of Arts programs in Writing and English (including Creative Writing, Business and Technical Writing, and Journalism and Public Relations options), a Bachelor of Science program in Secondary English Education, and a Master of Fine Arts in Creative and Professional Writing.

Our department is committed to enriching lives through the study of writing and literature; to exploring issues of justice, identity, and equity across our curricula; and to preparing students for writing, editing, publishing, and teaching careers.

Students in Writing and Literature have opportunities to enrich their learning experiences through two Honor Societies (Pi Epsilon Pi and Sigma Tau Delta), three magazines and a student-run newspaper (*The Echo*), internships and work experiences on and off campus, visiting writers and lecturers, and our innovative Writers' Studio course sequence.

Mission

1. Engage students in excellent and innovative programs with emphasis on the writing process, writing as a key to critical thinking, the development of style and voice, attunement to genre, purpose, and audience, and the production of high-quality imaginative, critical, and factual

texts.
2. Lead WCSU in the development of community through writing and literature.
3. Advise and consult with other departments to foster writing across the curriculum in the General Education sequence.
4. Play a key role in General Education and thereby prepare students to integrate writing and critical thinking in their chosen fields and to exercise lifelong confidence as writers.
5. Deliver one-to-one writing instruction to any student who seeks assistance in the Writing Center.
6. Maintain, enhance, and develop innovative new programs and courses in writing, literature, publishing, and related fields.
7. Train graduate students to teach writing in the classroom and undergraduate and graduate students to teach writing through service in the Writing Center.
8. Create synergies among all levels of the department—from first-year writing through the MFA program—and with other departments and offices across the university.
9. Immerse students in a wealth of literary programming, writing events, and learning opportunities in the region.

Learning Outcomes—BA Professional Writing

At the successful completion of the program, Writing Majors 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.

Learning Outcomes—BA English and BS in Secondary Education: English

At the successful completion of the program, English Majors will:

1. Demonstrate familiarity with representative literary texts.
2. Read, interpret, and analyze literary texts within their proper historical, cultural, and 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.

Pi Epsilon Pi

The Writing program in the Department of Writing and Literature sponsors the Connecticut Alpha Chapter of Pi Epsilon Pi, a national writing honor society. Students inducted into the chapter are among the university's most successful and active students and are eligible for Departmental Distinction. All

Writing major and minor students with at least Junior standing, at least two Writing courses completed beyond the W2 requirement, at least 24 credits earned at WCSU, GPA of at least 3.33 in Writing courses, and standing in the top 35% of their class are eligible for induction.

Sigma Tau Delta
The English program 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 Writing

The Bachelor of Arts in Professional Writing in the Department of Writing and Literature prepares students for careers and advanced study in fields that include creative writing, technical writing, public relations, online and print journalism, and publishing, as well as writing-intensive professions such as the law, publishing, business, and education.

Bachelor of Arts 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
Sports Media

Degree Programs in English

Courses in 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.

BA in English

BS Secondary Education: English

Minor Programs
English
American Literature

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 electives for a total of 120 semester hours.

B.A. in Professional Writing – Business and Technical Writing Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 51 SH.

Writing Core	
WRT 171 Conversations with Predecessors	3 SH
WRT 172 Conversations with Contemporaries	3 SH
WRT 274 Form and Inspiration	3 SH
Writer's Studio	
WRT 190 Writer's Studio	3 SH
WRT 290 Writers' Studio II	3 SH
WRT 390 Writer's Studio III	3 SH
Required Upper-Level Courses	
LNG 320 Modern English Grammar	3 SH
WRT 442 Publication Design & Development	3 SH
WRT 465 Thesis	3 SH
Required WRT Electives: Two courses (6 SH) in WRT at 200 level or above.	6 SH
Business and Technical Writing Option	
WRT 210W Managerial Writing	3 SH
WRT 245W Technical Writing	3 SH
Select four courses from the following: WRT 246 Science Writing,	12

WRT 247 Multimedia Writing, WRT 255 Advertising, Copywriting, and Promotion, WRT 270 Newswriting, WRT 321W Legal Writing, Research, and Analysis, WRT 340W Public Relations Writing, Concepts, and Practices, WRT 490 Practicum/Internship Minimum GPA in major 2.0.	SH

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Professional Writing: Business & Technical Writing Option

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	WRT 171 Conversations with Predecessors	3
COMP 101 Intro to Comp/Rhetoric	3	WRT 210W Managerial Writing	3
WRT 190 Writers' Studio	3	Gen Ed: Arts	3
WRT 274 Form and Inspiration	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Speech Communication	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Mathematical Reasoning*	3		

Semester 3	**SH**	**Semester 4**	**SH**
WRT 172 Conversations with Contemporaries	3	WRT 245 Technical Writing	3
WRT 290 Writers' Studio II	3	LNG 320 Modern English Grammar	3
Gen Ed: Social & Behavioral Sciences	3	Business & Tech. Writing Elective I	3
Gen Ed: Writing & Information Literacy	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3

Semester 5		**Semester 6**	
WRT 390 Writers' Studio III	3	WRT 442 Publication Design & Development	3
Gen Ed: Social & Behavioral Sciences	3	WRT Elective II	3
Business & Tech. Writing Elective II	3	Business & Tech. Writing Elective III	3

Gen Ed: Personal Wellness	2	Elective	3
WRT Elective I	3	Elective	3

Semester 7		**Semester 8**	
Business and Tech. Writing Elective IV	3	WRT 465 Thesis Project	3
Elective	3	Electives	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

You must earn a 2.5 overall GPA or higher in Writing Major courses.

Total Credits Required for the BA in Professional Writing = 120; Minimum GPA in major 2.0.

*May be taken in Semester 1 or Semester 2

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

B.A. in Professional Writing – Creative Writing Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 51 SH.

Writing Core	
WRT 171 Conversations with Predecessors	3 SH
WRT 172 Conversations with Contemporaries	3 SH
WRT 274 Form and Inspiration	3 SH
Writer's Studio	
WRT 190 Writer's Studio	3 SH
WRT 290 Writers' Studio II	3 SH
WRT 390 Writer's Studio III	3 SH
Required Upper-Level Courses	

LNG 320 Modern English Grammar	3 SH
WRT 442 Publication Design & Development	3 SH
WRT 465 Thesis	3 SH
Required WRT Electives:	
Two courses (6 SH) in WRT at 200 level or above.	6 SH
Creative Writing Option	
Select six courses from the following: WRT 242 Poetry Workshop I, WRT 243 Fiction Workshop I, WRT/THR 244W Playwriting Workshop, WRT 247 Multimedia Writing, WRT 261 Forms of Poetry, WRT 262 Forms of Fiction, WRT 271 Human Interest Writing, WRT 339 Creative Essay, WRT 342 Poetry Workshop II, WRT 343 Fiction Workshop II, WRT 345 Writing Prose Poetry and Flash Fiction, WRT 346 Playwriting Workshop II, WRT 373 Editing & Copyediting, WRT 441 Magazine Editing.	18 SH

Note the following course prerequisites:

Prerequisite for WRT 342 Poetry Workshop II is WRT 242 Poetry Workshop I or WRT 261 Forms of Poetry.

Prerequisite for WRT 343 Fiction Workshop II is WRT 243 Fiction Workshop I or WRT 262 Forms of Fiction.

Minimum GPA in major 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Professional Writing: Creative Writing Option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	WRT 171 Conversations with Predecessors	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & information Literacy	3
WRT 190 Writers' Studio	3	Gen Ed: Arts	3

WRT 274 Form and Inspiration	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Speech Communication	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Mathematical Reasoning*	3		

Semester 3	**SH**	**Semester 4**	**SH**
WRT 172 Conversations with Contemporaries	3	LNG 320 Modern English Grammar	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
WRT 290 Writers' Studio II	3	Creative Writing Elective II	3
Creative Writing Elective I	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3

Semester 5		**Semester 6**	
WRT 390 Writers' Studio III	3	WRT 442 Publication Design & Development	3
Social & Behavioral Science course III	3	Creative Writing Elective IV	3
Creative Writing Elective III	3	WRT Elective II	3
Gen Ed: Personal Wellness	2	Elective	3
WRT Elective I	3	Elective	3

Semester 7		**Semester 8**	
Creative Writing Elective V	3	WRT 465 Thesis Project	3
Elective	3	Creative Writing Elective VI	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2	Elective	3

Total Credits Required for the BA in Professional Writing = 120; Minimum GPA in major 2.0.

*May be taken in Semester 1 or Semester 2.

**All Bachelor of Arts degrees at WCSU require that students complete a language at or above the elementary II level. Students who have completed three years of a foreign language at a minimum of a C average in high school have met this requirement.

B.A. in Professional Writing – Journalism & Public Relations Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 51 SH.

WRITING CORE	
WRT 171 Conversations with Predecessors	3 SH
WRT 172 Conversations with Contemporaries	3 SH
WRT 274 Form and Inspiration	3 SH
Writer's Studio	
WRT 190 Writer's Studio	3 SH
WRT 290 Writers' Studio II	3 SH
WRT 390 Writer's Studio III	3 SH
Required Upper-Level Courses	
LNG 320 Modern English Grammar	3 SH
WRT 442 Publication Design & Development	3 SH
WRT 465 Thesis	3 SH
Required WRT Electives: Two courses (6 SH) in WRT at 200 level or above.	6 SH
JOURNALISM AND PUBLIC RELATIONS OPTION	
WRT 270 News Writing	3 SH
WRT 340W Public Relations Writing, Concepts and Practice (WIL)	3 SH
WRT 373 Editing and Copyediting	3 SH
Select three courses from the following: WRT 247 Multimedia Writing, WRT 255 Advertising, Copywriting, and Promotion, WRT 271 Human Interest Writing, WRT 279 Sports Writing, JLA/WRT 321W Legal Writing, Research, and Analysis, WRT 335W Fact-Based Opinion Writing, WRT 338 Writing about Specialized Subjects, WRT 375 Book, Performance, and Restaurant Reviewing, WRT 441 Magazine Editing, WRT 490 Practicum/Internship, COM 230 History of Mass Media, COM 243 Broadcast Writing	9 SH
Minimum GPA in major 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education

program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Professional Writing: Journalism & Public Relations Option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: Mathematical Reasoning*	3	WRT 171 Conversations with Predecessors	3
COMP 101 Intro to Comp/Rhetoric	3	WRT 270 News Writing	3
WRT 274 Form and Inspiration	3	Gen Ed: Arts	3
Gen Ed: Speech Communication	3	Gen Ed: Social & Behavioral Sciences	3
WRT 190 Writers' Studio	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: First Year Experience	1		
Semester 3	**SH**	**Semester 4**	**SH**
WRT 172 Conversations with Contemporaries	3	Journalism/PR Elective I	3
Gen Ed: Social & Behavioral Sciences	3	LNG 320 Modern English Grammar	3
WRT 290 Writers' Studio II	3	Gen Ed: Writing & Information Literacy	3
Elective	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Humanities**	3	Gen Ed: Arts & Humanities**	3
Semester 5		**Semester 6**	
WRT 390 Writers' Studio III	3	WRT 442 Publication Design & Development	3
Gen Ed: Social & Behavioral Sciences	3	WRT 340W Public Relations Writing, Concepts, & Practices	3
Journalism/PR Elective II	3	WRT 373 Editing & Copyediting	3
Gen Ed: Personal Wellness	2	Journalism & PR Options Course III	3
WRT Elective I	3	Elective	3
Semester 7		**Semester 8**	
WRT Elective II	3	WRT 465 Thesis Project	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2	Elective	3

Total Credits Required for the BA in Professional Writing = 120; Minimum GPA in major 2.0.

*May be taken in Semester 1 or Semester 2

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Minors in Professional Writing

Minor in Broadcast Journalism (18 S.H.)

***Required Communication course (3 SH)*:**
COM 146 Basic Video Production

Two (2) courses selected from the following list (6 SH):
COM 243 Broadcast Writing
COM 246 Intermediate Video Production
COM 247 Live News & Election Coverage
COM 252 Media Performance Techniques
COM 270 Fundamentals of Radio Broadcasting
COM 442 Communication Law

***Required Writing course (3 SH)*:**
WRT 270 News Writing

***Two (2) courses selected from the following list (6 SH)*:**
WRT 279 Sports Writing
WRT 335W Fact-Based Opinion Writing
WRT 338 Writing about Specialized Subjects
WRT 375 Book, Performance, and Restaurant Reviewing
WRT 490 Internship/Practicum in Writing

Minor in Creative Writing (18 S.H.)

Required Course (3 SH):
WRT 242 Poetry Workshop I (CP) **OR** WRT 243: Fiction Workshop I (CP)

Five (5) courses selected from the following list (15 SH):
WRT 242 Poetry Workshop I
WRT 243 Fiction Workshop I
WRT/THR 244 Playwriting Workshop
WRT 247 Multimedia Writing
WRT 261 Forms of Poetry
WRT 262 Forms of Fiction
WRT 274 Form and Inspiration
WRT 275 Topics in Professional Writing
WRT 339 The Creative Essay
WRT 342 Poetry Workshop II
WRT 343 Fiction Workshop II
WRT 345 Writing Prose Poetry & Flash Fiction
WRT/THR 346 Advanced Playwriting Workshop
WRT 371W Writing the Weird: Conspiracy Theories
WRT 377W The Writing Life

COM 242 Scriptwriting

Note: In order to take WRT 342 Poetry Workshop II, the student must first take WRT 242 Poetry Workshop I and WRT 261 Forms of Poetry. In order to take WRT 343 Fiction Workshop II, the student must first take WRT 243 Fiction Workshop I and WRT 262 Forms of Fiction.

Minor in Journalism (18 S.H.)

Required course (3 SH):
WRT 270 News Writing

Five (5) courses from the following list (15 SH):
WRT 247 Multimedia Writing
WRT 255 Advertising, Copywriting, and Promotion
WRT 271 Human Interest Writing
JLA/WRT 321W Legal Writing, Research, and Analysis (W2)
WRT 335W Fact-Based Opinion Writing
WRT 338 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 (6 SH):
WRT 210W Managerial Writing
WRT 245W Technical Writing

Two (2) of the following Creative Writing courses (6 SH):
WRT 242 Poetry Workshop I
WRT 243 Fiction Workshop I
WRT/THR 244 Playwriting Workshop
WRT 247 Multimedia Writing
WRT 345 Writing Prose Poetry & Flash Fiction
WRT 349 Creative Essay

Two (2) of the following Journalism/Public Relations courses (6 SH):
WRT 247 Multimedia Writing
WRT 255 Advertising, Copywriting, and Promotion
WRT 270 News Writing
JLA/WRT 321W Legal Writing, Research, and Analysis
WRT 338 Writing about Specialized Subjects
WRT 340W Public Relations Writing, Concepts and Practices

Note: In order to take WRT 342 Poetry Workshop II, the student must first take WRT 242 Poetry Workshop I and WRT 261 Forms of Poetry. In order to take WRT 343 Fiction Workshop II, the student must first take WRT 243 Fiction Workshop I and WRT 262 Forms of Fiction.

Minor in Sports Media (18 S.H.)

Required Courses (9 SH):
COM 146 Basic Video Production
WRT 270 News Writing
WRT 279 Sports Writing

Three (3) courses from the following list (9 SH):
CS 110 Website Production
DIMA 100 Introduction to Digital Interactive Media
COM 243 Broadcast Writing
WRT 247 Multimedia Writing
COM 252 Media Performance Techniques
COM 270 Fundamentals of Radio Broadcasting
Sports Writing Internship
Other courses by advisement

BACHELOR OF ARTS IN ENGLISH (B.A.)

Description: The study of literature prepares 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: the ability to read analytically, to think critically, and to write clearly.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH), including major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 42 SH.

ENG 130W English Seminar	3 SH
ENG 209 American Literature to 1865	3 SH
ENG 210 American Literature from 1865	3 SH
ENG 211 English Literature to 1798	3 SH
ENG 212 English Literature from 1798	3 SH
ENG 214 African American Literature **OR** ENG 227 Voices of Empowerment	3 SH
ENG 307W Shakespeare I **OR** ENG 308W Shakespeare II	3 SH
ENG 315 Critical Theory	3 SH
ENG 470 Senior Seminar	3 SH
Required Major Electives as follows:	
One 200-level literature course	3 SH
Two 300-level literature courses	6 SH
Two 400-level literature courses (not ENG 402 Teaching Literature in Schools)	6 SH

Minimum GPA for the BA in English = 2.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA English
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	ENG 130W English Seminar	3
ENG 209 American Lit to 1865	3	ENG 210 American Lit from 1865	3
Gen Ed: Social & Behavioral Sciences	3	COMP 101 Intro to Comp/Rhetoric	3
Gen Ed: Speech Communication	3	ENG 214 African American Literature	3
Gen Ed: Arts	3	Elective	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
ENG 211 English Lit to 1798	3	ENG 212 Eng. Lit from 1798	3
ENG 200 Level Major Elective	3	Gen Ed: Personal Wellness	2
Gen Ed: Natural Sciences & Technology	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Mathematical Reasoning	3	Gen Ed: Arts or Humanities*	3
Gen Ed: Humanities*	3	ENG 300 Level Literature Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
Gen Ed: Social & Behavioral Sciences	3	ENG 315 Critical Theory	3
ENG 307W Shakespeare I **OR** ENG 308W Shakespeare II	3	ENG 300-Level Literature Elective	3
ENG 400 Level Major Elective	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Writing & Information Literacy	3	Elective	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
ENG 400 Level Major Elective	3	ENG 470 Senior Seminar	3

Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

Total Credits Required for the BA in English = 120; Minimum GPA in 2.0

* All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

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 – ENGLISH (B.S.)

Description: This degree provides students with the breadth of knowledge of literature, writing, and modes of inquiry in the humanities, so that students have the foundational knowledge they need to educate others.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH), including major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 42 SH, Certification 35 SH

ENG 130W English Seminar	3 SH
ENG 209 American Literature to 1865	3 SH
ENG 210 American Literature from 1865	3 SH
ENG 211 English Literature to 1798	3 SH
ENG 212 English Literature from 1798	3 SH
ENG 214 African American Literature **OR** ENG 227 Voices of Empowerment	3 SH
ENG 276 English Language Skills	3 SH
ENG 307W Shakespeare I **OR** ENG 308W Shakespeare II	3 SH
ENG 315 Critical Theory	3 SH
WRT 347 Teaching Writing in the Schools	3 SH
ENG 402 Teaching Literature in the Schools	3 SH
ENG 470 Senior Seminar	3 SH

Required Major Electives as follows:

One 300-level literature course	3 SH
One 400-level literature course (not ENG 402 Teaching Literature in Schools)	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
Gen Ed: Fine Arts	3 SH
Gen Ed: Lab Science	4 SH
Gen Ed: Math	3 SH
HIS 148 **OR** 149 American History	3 SH
CERTIFICATION REQUIREMENTS	
ED 206 Introduction to Education	3 SH
ED 212 Educational Psychology: Childhood & Adolescence II	3 SH
HPX 215 Health Issues in Schools	3 SH
EPY 405 Intro to Special Education	3 SH
ED 385 Methods of Teaching in Secondary Schools *co-req ED 386*	3 SH
ED 386 Secondary Education Professional Dev. Experience *co-req ED 385*	1 SH
ED 440 Integrating Language	3 SH
ED 447 Teaching in Secondary Schools	3 SH
ED 340 Assessment of Teaching Strategies	1 SH
ED 342 Student Teaching Secondary Education (Grade 7-12)	12 SH

Minimum GPA for the BS in Education: English = 3.0 overall.

General Education: All students must complete the General Education curriculum. General Education Requirements include both competency and breadth requirements. In some cases, major courses will satisfy competencies. These are indicated in the parentheses after the course title. For a complete description of the General Education program, follow this link. https://catalogs.wcsu.edu/ugrad2021/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Secondary Education: English
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	ENG 130W English Seminar	3
ENG 209 American Lit to 1865	3	ENG 210 American Lit from 1865	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Mathematical Reasoning*	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts or Humanities**	3	Elective**	3
HIS 148 **OR** 149 American History	3		

Semester 3	SH	Semester 4	SH
ENG 211 English Lit to 1798	3	ENG 212 Eng. List from 1798	3
ENG 227 Voices of Empowerment (fall) **OR** ENG 214 African American Literature (spring)	3	ENG 300-level Literature Elective	3
ENG 276 English Language Skills	3	EPY 212 Ed PSY: Child & Adol. II	3
ED 206 Intro to Education	3	HPX 215 Health Issues in Schools	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Social & Behavioral Sciences	3
		Gen Ed: Personal Wellness	2

Semester 5	SH	Semester 6	SH
ENG 307W Shakespeare I **OR** 308W Shakespeare II	3	WRT 347W Teaching Writing in High School	3
ENG 315 Critical Theory	3	ENG 402 Teaching Literature in Schools	3
Gen Ed: Natural Sciences & Technology (CS 110 recommended)	3	ENG 470 Senior Seminar	3
ENG 400-level Literature Elective	3	Gen Ed: Fine Arts	3
Elective	3	Elective	3

Semester 7	SH	Semester 8	SH
EPY 405 Intro to Special Education	3	ED 340 Assessment of Teaching Strategies	1
ED 440 Integrating Language	3	ED 342 Student Teaching Secondary Education	12
ED 447 Teaching in Secondary Schools	3		
ED 385 Methods of Teaching (7-12)	3		
ED 386 Sec. Ed. Prof. Dev. Exp.	1		

Total Credits Required for the BA in English = 120; Minimum GPA in 2.0

*The BS Secondary Ed: English degree requires students to study a language other than English to at least the elementary level I. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Minors in English

Minor in American Literature (18 SH)

Please see your advisor to review all program requirements.

Required Courses (3 SH):
ENG 130W English Seminar

Five (5) courses from the following list (15 SH):
ENG 209 American Literature to 1865
ENG 210 American Literature from 1865
ENG 214 African American Literature
ENG 217 American Dream: Visions & Revisions
ENG 348 Early American Literature
ENG 349 American Literature of Identity 1820-1920

Students may petition the Chair to apply the following courses to the minor when, in the Chair's judgment, the topic is appropriate:
ENG 227 Topics in Ethnic and Minority Literature
ENG 414 Road Scholar
ENG 450 Studies in Major Authors
ENG 453 Special Topics in Literature

Minor in English (18 SH)

Please see your advisor to review all program requirements.

Required Courses:
ENG 130W English Seminar
Two (2) 200-level English courses
Two (2) 300-level English courses
One (1) 400-level literature course

Associate in Science Program

Program advisers can be found at the Academic Advisement Center – Old Main Floor 2

This degree requires students to complete one of each of the following general education requirements:

- UNI 101 First Year Experience
- COMP 101 Intro to Comp/Rhetoric
- Writing & Information Literacy
- 3 Credits in Arts
- 3 Credits in Humanities
- 3 Credits in Arts or Humanities
- 3 Credits in Speech Communication
- 9 Credits of Social & Behavioral Sciences
- 4 Credit Laboratory Science
- 3 Credits in Natural Sciences & Technology
- 3 Credits in Mathematical Reasoning
- 2 Credits in Personal Wellness
- Global Diversity and Racial Justice

When these are completed, students are encourage to explore coursework in any discipline. The total requirements for this degree is 60 credits. The minimum GPA is 2.0.

Students who choose to complete the AS in Liberal Arts should consider selecting courses outside of their general education requirements that are foundations for four-year degree programs, so that they have the option to continue their education, should they choose to do so. WCSU's pre-major pathways should serve as a guide.

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~~.

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, Ancell 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/WP 109 Equatorial African Cultures 3 SH
See WP/AAS 109.

AAS/WP 113 Southern African Cultures 3 SH
See WP/AAS 113.

AAS/HIS 147 Atlantic Slavery 3 SH
See HIS/AAS 147

AAS/ANT/SOC 212 Peoples & Cultures of Africa 3 SH
See ANT/AAS/SOC 212.

AAS/HIS 470 Slavery and Abolition in the Atlantic World 3 SH
See HIS/AAS 470

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

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.

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 Mind, Self and Society 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/SOC/SS 209 Climate Change and Society 3 SH
This is an interdisciplinary course designed to provide students with an understanding of the relations between the climate system and human societies. This course explores the socio-economic origin of our current environmental problems and their effect on social organizations and vice versa. It analyzes how industrialization and free-market capitalism contribute to global warming. Finally, it evaluates the theoretical debates in the field of socio-environmental studies regarding the causes of and possible solutions to current environmental degradations and climate change.

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 prehistoric 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/SOC 222 Global Rural Cultures: Resistance & Change 3 SH
To learn about agrarian lives and their relationship to other parts of a wider society (including gentry, clergy, entrepreneurial classes, and townspeople), as well as to global capital is to appreciate how "folk" traditions, more than exotic remnants, have become indigenous local ecologies of resistance with an international impact. Such comprehensive understanding, of what was once labelled as "peasant" life, is a necessity borne of contemporary accommodations within, as well as warranted socio-political and economic demands upon, our global futures.

ANT/SOC 223 Contemporary Family Problems
Please see also 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.

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 233 Illness, Health and Culture 3 SH
Cross-cultural perspectives on human ideology and behavior concerned with health, illness, and treatment. *Prerequisites:* Intro to Soc. or Cult. Anthropology

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 211 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 Buddhistic societies through an ethnographic approach. Topically, the course considers Therevada, 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 200 or permission of instructor.

ANT 297 Cooperative Education

ANT 298 Faculty Developed Study 1–6 SH

ANT 299 Student Developed Study 1–6 SH

ANT/SOC/SS 309 Food, Justice, and the Environment 3 SH
This course will offer students a comprehensive understanding of the challenges facing the global food system in the context of energy-intensive food production, wasteful consumption, climate change, and biodiversity loss. It critically engages with the relevant theoretical perspectives to interrogate how the corporatization of the food system has led to global food insecurity and environmental destruction. It will help students explore how certain mainstream food practices and discourses marginalize racialized social groups. It will analyze alternative food movements' insistence on a 'politics of consumption', which may promote apolitical strategies, reproduce neoliberalism, and reinforce the existing race-class divides. Finally, it will introduce students to the concept of 'food justice' as a better analytical framework that attends to the questions of sustainability, power, and equity in the food system.

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. Major selections of classical, modern, post-modern, and critical theories will be read in relation to the theorists' historical and cultural milieus. These theories will be analyzed, applied, and critiqued in order to investigate both the substance of the theories and the theorists' methods of approach. Every fall semester. *Prerequisite:* Junior standing or above, or permission from instructor.

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/SOC 360 Public anthropology & Sociology: Research for Social Change 3 SH
This course will examine multiple models of applied, engaged, and public anthropology and sociology, including 1) participatory action or (politically) engaged research designed to facilitate community-level advocacy work; 2) public interest ethnography with/for municipal agencies and non-profit and civic organizations to identify needs, assess the impact of policy and develop strategies to redress various forms of inequality (i.e., environmental justice, healthcare access, immigrant rights, poverty alleviation, etc.); 3) applied research in industry and the non-profit sector for institutional problem-solving and organizational development, 4) participatory design research for product, service, or systems "innovation," and 5) public anthropology via creative practices. Students will practice how to apply qualitative (and to a lesser degree, quantitative) research methods and anthropological and sociological perspectives and insights in various contexts by modeling a set of applications drawn from real-life case studies and projects. If possible, students will attend (virtually or in person) the Society for Applied Anthropology annual conference in March. *Prerequisite:* ANT 100 or SOC 100 and one additional course in anthropology or sociology.

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.

ANT/SOC/PS 410 Undocumented Migration 3 SH
This course offers a refined understanding of undocumented migration by exploring the legacy, causes, experiences and impacts of undocumented migration from a socio-historical and global perspective. Students explore the rise and growth of international migrations as they parallel the development of the capitalist the world-system and how they grow increasingly predictable as a result of shifts in the global economy and are further agitated by climate change. Relatedly, the course examines the transformation and formalization of laws regulating human migration, the development of citizenship and related legal regulatory systems, including the rise and militarization of borders. Students explore the lived experiences of undocumented peoples at subject and family levels, as well as the impacts on sending and receiving communities. Further the course assesses resistance to undocumented populations, including racist nativism, the international rise of anti-immigrant movements, and the hostile targeting of undocumented people. To complement this, the course examines the rise of immigrant rights movements. *Prerequisites*: SOC 100 or ANT 100 or PS 104 or PS/ECO 251 or GEO 100.

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); Global Diversity***

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; Global Diversity***

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***.

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.***

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)

Atmospheric & Climate Sciences

ACS 103 Planet Earth 3 SH
This team-taught course is designed to acquaint the student, and the study of Earth within the framework of the solar system, including introductions into the physical characteristics of Earth's atmosphere and oceans; its surface activities and processes. This introduction provides a foundation for further study in planetary and atmospheric science, physical oceanography and earth science. Field trips may be required.

ACS 136 Energy 4 SH
This course will investigate present and possible future energy sources, and discuss human use and misuse of the different forms of energy and the effects of these energy uses on society (3 hrs. lecture, 2 hrs. laboratory). This course may include field trips.

ACS 150 Introduction to Meteorology 4 SH
This course is a general introduction to meteorology. Topics to be discussed include atmospheric vertical structure, radiation and heating, wind and atmospheric motion, moisture and stability, cloud formation and precipitation, planetary jet streams, the global circulation, air masses and fronts, mid-latitude cyclone structure and evolution, thunderstorms and tornadoes, hurricanes, and elements of physical and regional climatology (3 hrs lecture, 2 hrs laboratory). *Prerequisite:* MAT 100 or equivalent.

ACS 210 Physical Oceanography and Climate 4 SH
This course describes the basic characteristics of the oceans such as the ocean basins and 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. Climate phenomena from El Nino events to the effects of the oceans on global climate are emphasized. The laboratory session includes hands-on use of instrumentation as well as numerical models and data available online to understand the oceans. *Prerequisite:* PHY 111 or PHY 121.

ACS 221 Quantitative Concepts in Atmospheric & Climate Science 4 SH
This course is designed to introduce and reinforce key quantitative concepts and methods essential for upper-level meteorology and climate science courses. Students will develop a strong conceptual understanding of the relevant principles without the need for advanced mathematics. The course will focus on basic applied mathematical and physical concepts relevant to atmospheric and climate sciences, with a strong emphasis on graphical and conceptual understanding, along with problem solving. (3 hrs. lecture, 2 hrs. laboratory) *Prerequisite:* MAT 118 or MAT 133; Pre/Co-requisite PHY 121.

ACS 231 Weather Analysis & Forecasting 4 SH
This is a quantitative approach that 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.

Prerequisite: ACS 150, ACS 221 or MAT 182, PHY 111 or 121

ACS 240 Climatology 3 SH
This is an introductory course in climatology. Topics include solar and terrestrial radiation, and 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 Weather Center/Lab will be used to reinforce course material. *Prerequisite:* ACS 150.

ACS 321 Acquisition and Analysis of Atmospheric, Oceanic and Climate Data 3 SH
This course provides a comprehensive introduction to the acquisition, processing and analysis of geophysical data through scientific computing methods. Students write computer programs to manipulate data, produce figures and animations as well as perform mathematical and statistical operations on data. The course is structured to assimilate concepts through hands-on examples and exercises. Competency is developed with an emphasis on practical applications. (1 hr. lecture — 4 hrs. laboratory).

ACS 370 Internship in Atmospheric & Climate Science 4 SH
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 Atmospheric and Climate Science is a minimum requirement. Students will be required to (i) obtain a qualified internship sponsor, and submit a detailed written proposal prior to undertaking the internship, (ii) attend regular weekly meetings with the instructor, and (iii) write a term paper and give an oral presentation/seminar focusing on the scientific aspects of atmospheric and/or climate science as outlined in their internship proposal and successfully demonstrate these aspects as applied to their internship experience. One SH credit will be granted per 50 internship hours for a total of 200 hours required. *Prerequisite:* ACS 231 and ACS 240, minimum GPA 2.0.

ACS 410 Atmospheric Thermodynamics 3 SH
This course will develop the basic concepts of classical thermodynamics with an application toward the Earth's atmosphere. Topics to be discussed include the first and second laws of thermodynamics, moisture variables, thermodynamic diagrams, atmospheric stability, the equation of state for a gaseous mixture, phase changes for water, adiabatic and diabatic processes for dry and saturated air. *Prerequisites:* Acceptance into the BS Accelerated ACS degree program and MAT 181, MAT 182, PHY 110, and PHY 111.

ACS 411 Atmospheric Dynamics 3 SH
This course develops the basic concepts of atmospheric dynamics. Topics to be discussed include: meteorological applications of fluid kinematics and dynamics, divergence, the equations of motion on a rotating Earth, scale analysis, geostrophic, gradient, and thermal winds, vorticity and potential vorticity equations, ageostrophic flow, dynamics of synoptic-scale motions, quasi-geostrophic theory, atmospheric waves and instabilities. *Prerequisites:* Acceptance into the BS Accelerated ACS degree program and MAT 181, MAT 182, PHY 110, and PHY 111.

ACS 430 Meteorological Instrumentation and Remote Sensing 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. *Prerequisite:* ACS 321 and PHY 121 or PHY 111.

ACS 450 Research in Atmospheric & Climate Science 4 SH
This course will consist of the student collaborating closely with ACS faculty on an individual research project of mutual interest. Emphasis will be placed on introducing the student to ACS 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. *Prerequisite:* ACS 221 or ACS 321.

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;

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.

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, and genetics. *Prerequisite:* A level 2 placement in Math (Math100) or higher, and placement in WRT101 or higher. 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.

BIO 104 General Biology II 4 SH
This is the second half of a two-semester introductory Biology course, and this half focuses on the diversity of life. The course examines principles and theories that drive biodiversity and emphasize process and pattern of unique biological traits across organismal groups. (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.

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:* A level 2 placement in Math (MAT 100) or higher, and placement in WRT 101 or higher.

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.

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).

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.

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.

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.

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.

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 108 or CHE 111 or CHE 121, and BIO 106. Not open to students who have passed Bio 216.

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 225 Cancer Biology 3 SH
This course is an introduction to the molecular mechanisms underlying cancer. How cells grow, behave, and communicate will be discussed in the context as to how cancer develops. Current therapeutics and treatments will be examined. *Prerequisites: Completion of BIO 103 and BIO 104 with a C- or better, or permission of the instructor.*

BIO 250 Introduction to Bioinformatics 3 SH

Bioinformatics, the intersection of computer science and biology, to generate, visualize, store, and manage biological data. It is considered as the sine qua non of 21st-century biology. While bioinformatics has been related to genomics, other sciences (e.g., systematics) benefit also from this discipline. This course will give an overview of how to use some of the most important bioinformatic resources to address questions in biology, focusing on genomics. Students will learn to use the most important genomic databases (i.e., GenBank, UniProt), which will be useful in upper-level courses. Offered even fall years. *Prerequisites: BIO 104 or permission of the instructor.*

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 using scientific writing conventions 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 utilize available technologies to search for scientific literature, to distinguish between reliable and unreliable sources of information, and about the ethical and social implications of scientific publishing, including the production of scientific knowledge. Students will also learn about the economic aspects, including open access. Students will be introduced to the legal aspects of science, including publishing data, patents, and questions of who owns or has the rights to scientific data. *Pre-requisites:* WRT 101 grade of C- or better and BIO 104 grade of C- or better.

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 407 Biodiversity of Fungi 3 SH
The fungal kingdom includes an estimated 1.5 million species, with the majority still undescribed. Fungi are found in every known ecosystem, acting as decomposers, mutualists, commensals, and pathogens. They have evolved numerous adaptations for growth in extreme environments. In human health, some fungi are sources of antibiotic discovery, while others are causes of allergies and disease. Invasive fungi may lower diversity of plant or animal species, even threatening some with extinction. Thus, understanding fungal biodiversity is critical for understanding ecosystem functioning and conservation. In this course, students will read and discuss a mix of primary literature and review articles on current research in fungal biodiversity in a range of ecosystems. Students will evaluate study design, with a focus on hypothesis generation, scale and sampling strategies, and identification of open questions in the field. Students will complete a review and analyze metadata to investigate an area in fungal biodiversity relating to their interests. *Prerequisites: BIO 260, MAT 120 and permissions of course instructor.*

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 455 Conservation Physiology 3 SH
This course involves discussions of principles and current research on the physiological responses and adaptations of animals for survival in changing environmental conditions. The effects of human-induced environmental change including climate change as well as other chemical, physical, and biotic stressors on organismal functions as well as their population and ecosystem-level consequences are explored. This course will also explore how physiological knowledge and tools are used to inform policy and to

support management decisions aimed at conserving biodiversity and protecting biological resources. Prerequisites: BIO 205, BIO 260, MAT 115 or 120, and at least one 300-level biology course or permission by the instructor. Offered every 3 years during the Fall semester. *Prerequisites: BIO 205, BIO 260, MAT 115 or 120, and at least one 300-level biology course or permission by the instructor.*

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). Instructor Permission is required when off-campus research activities are involved.

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).

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).

CHE 105 Survey of Forensic Chemistry 4 SH
Crime scene investigation. Finger print analysis. Forensic drug testing. DNA fingerprinting. This course will provide the students with a fundamental understanding of chemical principles and topics that include atomic theory, acid/base chemistry, solution chemistry, gases, organic chemistry, nuclear chemistry, and etc. in order to appreciate the forensics topics that will be covered in this course. The students will be exposed to forensics topics that include soil analysis, types of fingerprinting, explosives, carbon-14 dating, poisons, drug analysis, DNA analysis, and etc. The students will also be given the opportunity to explore many of these forensics topics in a laboratory setting where they will have hands-on experiences to complement what is taught in lecture.

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.

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.

CHE/ENV 205 Analytical Chemistry Lecture 3 SH
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 1 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.

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 210*: CHE 110 and a "D-" or better in CHE 111 or equivalent. *Prerequisite for CHE 211*: CHE 210 or equivalent. CHE 210: fall semester, CHE 211: spring semester.

CHE 250 Chemistry Seminar 0.5 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/HUM 293 Science and Culture of the Atomic Bomb 3 SH
This interdisciplinary course covers the history of the atomic theory and the development of nuclear science and the chemical and physical principles relevant thereto. The dawn of the atomic age and its influence on aspects of politics, literature, art, music and the human psyche are explored.

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 polymetric 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:* Minimum grade of D- in the following: CHE 205, CHE 206, CHE 211

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, 206, and 211. Co-requisite: CHE 400.

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 423 Biophysical Techniques 3 SH
The purpose of the course is to guide the student through fundamental biophysical techniques used in the study of biological systems at the cellular and molecular level. Topics covered will include methods to examine biomolecules with a focus on proteins. The course is intended for students who seek an introduction to modern biophysical experimental methods and will have a heavy focus on current literature. Minimally offered every third spring semester. *Prerequisites: CHE 421*

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.

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**. G*eneral Education: Humanities/World Languages and Cultures. (if CHI 164 is successfully completed); Global Diversity*.**

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; Global Diversity.***

Composition

COMP 101 Composition 1: Introduction to Composition and Rhetoric 3 SH
Composition 1: Introduction to Composition and Rhetoric is for students to gain confidence and fluency with writing and reading at the college level. The course teaches students how to write for various rhetorical situations in academic and non-academic genres. Through complex readings, students gain rhetorical knowledge as they critically analyze the audience, purpose, genre, and context of various forms; this knowledge is applied to their own writing. Students gain an introduction to finding, evaluating, and incorporating sources to support their own ideas. In addition, students learn to reflect critically on their writing and themselves as writers to encourage independent writing and revision in the future. All sections will have a trained course-embedded peer tutor attached, along with a requirement for interacting with the tutor and/or the Writing Center. This course fulfills the General Education Tier 1 Writing Competency.

COMP 102 Rhetoric and Research 3 SH
This is a course dedicated to curiosity: formulating questions, tracking down answers, and writing the results using credible, intentional sources. Students practice the forms, styles, and motivations for academic and public research writing from an inquiry perspective. The course builds on the composing skills, rhetorical strategies, and source-supported arguments learned in WRT 101/COMP 101. Students will write and research for various contexts, and the course will culminate in a substantive, source-supported project. *Prerequisites:* Successful completion of COMP 101 / equivalent or appropriate placement.

COMP 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 or appropriate placement.

COMP 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.

COMP 337 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. *Prerequisite*: WRT 101/101P or appropriate placement.

COMP 347 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.

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.*

CS 103 Computer Animation & Scripting 3 SH
This course will provide students the opportunity to design and produce 2D computer animations using both feely 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.

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. Students will benefit from knowledge of algebra; completion of MAT 100, MAT 100P, MAT 110E, MAT 118E or MAT 120E is strongly encouraged. *General Education*: Computer Science.

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.*

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/Linus 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 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 304 Topics in Security 4 SH
This course covers selected topics in the area of information security and defense. Examples are the specific tools and techniques for operating systems security, database security, network security, the

software development for security by design and secure coding, the methods for information assurance, tools and techniques for digital forensics, etc. Each offering of the course will focus on one or several related topics with emphasis on the newest developments. Repeat policy invoked only under the same topic. *Prerequisite:* CS 240.

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 CS 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. Spring semester. *Prerequisite:* C or better in CS 221 and C or better in either MAT 181 or MAT 171.

CS 321 Artificial Intelligence 4 SH
Artificial Intelligence (AI) is a growing field with many applications. Today AI is used in a variety of applications, from song and entertainment recommendations to home appliances and healthcare, and the demand for AI skills is growing. This course introduces the classical and modern AI methods in a breadth-first approach. It covers the history and foundations of AI, the structure and behavior of intelligent agents in a variety of environments, common algorithms for solving problems by state space searching, game theory and heuristic search, constraint satisfaction, backtracking, knowledge-based agents, knowledge representation and the basics of knowledge engineering and automated planning. *Prerequisites*: CS 221 and C or better in MAT 222 and C or better in either MAT 304 or in MAT 207.

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; 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*.

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

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).

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.

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 207 Understanding the U.S. Economy and Policy 3 SH
This course explores how the U.S. economy works and how public policy shapes economic outcomes, with a central focus on the tension between efficiency and equity. Students learn core economic principles and apply them to issues such as inequality, health care, discrimination, and climate change. Using economic reasoning, students analyze how economic forces shape the distribution of resources and opportunities and how these dynamics inform debates about fairness, access, and social justice. Students gain the economic literacy and analytical skills needed to understand the U.S. economy and its challenges. No prerequisites.

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*: FIN 230 or MAT 118 or higher.

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:* FIN 230 or MAT 118 or higher.

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/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 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.

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 330 Capitalism and the Globalized Economy 3 SH
This course focuses on the mix of government regulations and capitalism and how the choice of this mix is decided in each country. As the political system influences the choice of the economic system of a country, the course will ask students to examine the intersection of the decisions that the country collectively makes that affects the economy, specifically the markets, income distribution, health care system, and others. Prerequisite: ECO 211 and ECO 213.

ECO/PS 351 Money, Trade, and Politics 3 SH

This course explores the concepts and theoretical foundations of the study of political economy. Course topics include: international trade, foreign aid, monetary policy, currency exchange, and economic development. The course also explores the relevant major theories underpinning the debate between free-market capitalism and economic protectionism. These topics are examined through both a domestic and an international framework. *Prerequisite:* PS 104 or instructor permission.

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 402 Introductory Econometrics 3 SH
A survey of the statistical methods commonly used in empirical economic research will be examined with emphasis on the economic application of these techniques rather than their theoretical development. *Prerequisite*: ECO 211, ECO 213, and MAT 120.

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 of 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.

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

A number of courses currently offered by the Department of Writing and Literature fulfill the General Education Tier-2 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 l04 Introduction to Nonfiction (W sections only)
ENG l05 Introduction to Poetry (W sections only)
ENG l06 Introduction to Fiction (W sections only)
ENG l07 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

ENG 104 Nonfiction and Research Writing 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. *Prerequisites:* COMP 101 or equivalent. **General Education: Writing II and Information Literacy (WIL)**

ENG 105 Introduction to Poetry 3 SH
This course introduces students to the world of poetry, such as sonnet, elegy, dramatic monologue, and ode, to gain an understanding of the structure, imagery, figures, tropes, and forms that distinguish poetic language from other types of writing. The course develops students' abilities to read, appreciate, and analyze highly concentrated language. Not for major credit. Every semester. *Prerequisite*: 105W sections only: WRT 101 or equivalent or placement exam. ENG 105 sections have no prerequisite.

ENG 106 Fiction and Research Writing 3 SH
This course introduces students to a range of representative fictional works: novel and short story, classic and contemporary, western and global. It helps students develop abilities to read, appreciate, and analyze fictional texts in their literary, cultural as well as historical contexts. Not for major credit. *Prerequisite*: COMP 101 or equivalent. **General Education: Writing II** and **Information Literacy (WIL).**

ENG 107 Introduction to Drama 3 SH
This course introduces students to a range of representative dramatic works, from ancient Greek drama to contemporary plays. It helps students develop abilities to read, appreciate, and analyze plays in their literary, cultural as well as historical contexts. Not for major credit. *Prerequisite*: ENG 107W sections only: COMP 101 or equivalent. ENG 107 sections have no prerequisites.

ENG 108 Literature and Research Writing 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. *Prerequisite*: COMP 101 or equivalent. **General Education: Writing II** and **Information Literacy (WIL)**

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 and a research paper that goes through various drafts. *Prerequisites*: COMP 101 or equivalent. **General Education: Writing II** and **Information Literacy (WIL).**

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. *Prerequisites:* ENG 131W sections only: COMP 101 or equivalent. ENG 131 sections have no prerequisites.

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.

ENG 209 American Literature to 1865 3 SH
A survey of American literature from first European contact with Native American peoples up to and including the Civil War and emancipation, designed to develop students' engagement with American culture and its initial diversity, and to provide them with the knowledge and skills for more focused study at advanced levels. Every fall.

ENG 210 American Literature from 1865 3 SH
A survey of American literature from the end of the Civil War and emancipation though the modern period, which is designed to develop students' engagement with American culture and literature as it assumes a uniquely American identity inclusive of all American peoples. This course will provide students with the knowledge and skills for more focused study at advanced levels. Every spring. Successful completion of ENG 209 is recommended but not required before taking this course.

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.

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. Successful completion of ENG 211 is recommended but not required before taking this course.

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*: COMP/WRT 101 or equivalent or permission of the instructor.

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.

ENG/AS 217 The American Dream: Visions & Revisions 3 SH
See AS/ENG 217.

ENG 227 Voices of Empowerment 3 SH
In this course, students will explore texts that depict diverse representations of racialized identity, place, class, gender, ability, and/or sexual orientation. By analyzing a variety of genres, forms, and time periods, students will develop a critical awareness of instances of linguistic marginalization and a deep understanding of historically minoritized and systematically underrepresented voices. This course may be repeated for credit, provided the subject matter is different. Alternate spring.

ENG 274 Studies in Drama 3 SH
A focused and in-depth study of a drama-related topic, e.g., Ancient Greek and Roman Drama, Shakespeare's Contemporaries, Modern Drama, Theatre of the Absurd, African American Drama. This course may be repeated for credit provided the post-colon subject matter is different.. This course may be repeated for credit provided the subject matter is different. Alternate fall.

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.

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:* C or better in WRT 101 or equivalent placement.

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:* C or better in WRT 101 or equivalent placement

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*: C or better in WRT 101 or equivalent placement. ***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:* C or better in WRT 101 or equivalent placement.

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: C or better in WRT 101 or equivalent placement Alternate spring.

ENG 348 Early American Literature 3 SH
Through close reading and critical study of a variety of texts from the pre-Colonial period to the early 1800s, students will develop a deep understanding of the complex spectrum of American identities. Coursework may include sections from Native American oral traditions and literature and authentic historical accounts and/or stories of exploration, freedom, colonization, slavery and/or genocide told from diverse perspectives. *Prerequisite*: C or better in WRT 101 or equivalent placement.

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, Chesnutt, Crane, Jewett, Freeman and Wharton. Alternate spring. *Prerequisite*: C or better in WRT 101 or equivalent placement.

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 World Literature: Topic 3 SH
This course studies literatures of Asia, the Middle East, Africa, Latin America, and the Caribbean, and/or postcolonial literature. The course may focus on a single region, nation, or culture, or it may use a comparative approach. This course may be repeated for credit provided that the subject matter is different. *Prerequisite:* C or better in WRT 101 or equivalent placement.

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.

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/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); Global Diversity.***

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:* "C-" grade or higher in FR 162 or Level 2 language placement in French. ***General Education: Humanities/World Languages and Cultures; Global Diversity.***

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 298 Faculty Developed Study 1–6 SH

GEO 299 Student Developed Study 1–6 SH

GEO/PS 301 American Foreign Policy 3 SH
See PS/GEO 301

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); Global Diversity.***

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:* "C-" grade of higher in GER 162 or Level 2 language placement in German. ***General Education: Humanities/World Languages and Cultures; Global Diversity.***

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.

HIS 104 Reacting to the Past 3 SH
This course designed especially for first year students will apply first year (FY) competencies to explore themes in either American, European or World history through FY assignments integrated when possible, with two interactive, interdisciplinary role-playing "games." In each of the four- to five-week-long Reacting to the Past games, students are assigned roles shaped and developed using classic primary source texts in the history of ideas as well as a range of secondary source articles. Media modules and activities that focus on building skills and experiences helpful to first year students will be integrated into the course.

HIS 105 Introduction to Public Humanities 3 SH
This course introduces students to the field of Public Humanities: the study and practice of bringing humanities scholarship into the public sphere. Students will explore how communities, institutions, and cultural organizations engage with the past and present through museums, archives, heritage sites, digital platforms, oral history, and public programming. The course combines classroom learning with applied, experiential activities. Students will examine core questions such as: How is knowledge produced and shared with the public? What stories are told, and who gets to tell them? And how can humanities work respond to contemporary social, cultural, and political issues?

HIS 106 Social Justice and World History 3 SH
This course introduces students to methods of historical and cultural analysis by introducing a critical topic in current events and placing that topic in historical and cultural context. In addition, this course is designed to provide students with an introduction to navigating the college experience at WCSU and utilizing the resources available to students at this university.

HIS/WP 115 Latin American and Caribbean Civilization
See WP/HIS 115.

HIS/AAS 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.

HIS 148 American History: To 1877 3 SH
An examination of America's history from colonial times through the Civil War and reconstruction.

HIS 149 American History: Since 1877 3 SH
An examination of American history since 1877, focusing on major social, political and economic trends

and examining the rise of industry, World War I and the civil rights movement.

HIS/WP 152 World History and Culture to 1500 3 SH
This survey course will emphasize world history in areas other than Europe and the United States. It will focus on the rise of Middle Eastern, African, Indian, East and Southeast Asian, and pre-Columbian civilization to the fifteenth century. The course will take a thematic approach, considering such topics as the rise of major religions, trade, migration, and empire.

HIS/WP 153 World History and Culture Since 1500 3 SH
This survey course will emphasize non-American, non-European world history, considering the impact of industrialization, global slavery, and the rise of Empire after 1500. The course will take a thematic approach, considering such topics as modernization, colonialism, trade, the Two World Wars, and the Cold War.

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.

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.

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.

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 participate in a multi-ethnic eating tour of New York City's Lower East Side.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

HIS/PS 262 American Constitutional History 3 SH
A description and analysis of the history of the American Constitution from its origins during the colonial period to today. Spring semester.

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.

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.

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.

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.

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.

HIS 288 The Renaissance & Reformation 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.

HIS 289 Scientific Revolution and Age of Enlightenment 3 SH
This class focuses on the history of Europe during the early modern period, roughly the 14th until the early 17th centuries. Discussion begins with the question of what makes the events of these centuries "modern" rather than "medieval ". 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. Students will work closely with a number of primary sources and documents. *Prerequisite:* Sophomore standing or written permission of the instructor.

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.

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.

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.

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.

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. In this course, a debate between two or more professional historians is presented to students, and the student must design a research project that takes a unique position on the debate at hand. The student will develop the facility to ask relevant historical questions, evaluate data, and to present generalizations in a variety of written and graphic forms. *Prerequisite*: HIS 100, COMP 101.

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.

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.

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.

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.

HIS/WS 319 Women in Medieval and Early Modern Europe 3 SH
See WS/HIS 319

HIS 321 Medieval Cities 3 SH

This course focuses on the development of European cities and urban culture from the Fall of Rome in 476 until the Renaissance in the fourteenth century. The course is based on lecture, videos, required readings and primary source documents. Students spend the first half of the course studying urban government, economy, culture and spiritual significance across Europe. The second half of the course is dedicated to sharing student research. Each student will be asked to choose one city and to then create an oral presentation explaining the significance of that city and a creative project that will help them connect deeply to the experience of living in that medieval city. Offered every other Fall.

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. *Prerequisite*: WRT 101/101P or appropriate placement.

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.

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.

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. *Prerequisite:* HIS 148 or HIS 149 or COMP 101 or permission of the instructor.

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.

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. *Prerequisite:* HIS 148 or HIS 149 or COMP 101 or permission of the instructor.

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. *Prerequisite*: HIS 148 or HIS 149 or COMP 101.

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. *Prerequisite: WRT 101/101P or appropriate placement.*

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 101/101P or appropriate placement.

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.

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.

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 415 Great American Thinkers 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 149.

HIS 416 Race and Power in U.S. History 3 SH
This course examines how race has functioned historically in relation to conceptions of "Americanness." This course considers theoretical approaches to race and explores how various groups continue to navigate racial hierarchies in the United States. *Prerequisite*: HIs 148 or HIS 149 and WRT 101/101P or appropriate placement ..

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. *Prerequisite: COMP 101 or appropriate placement.*

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 and WRT 101/101P or appropriate placement.

HIS/AAS 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 roles 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:* COMP 101 or appropriate placement.

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 101/101P 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.

HIS 490 Senior Seminar 3 SH
A seminar designed to reinforce research methods and provide students an opportunity to produce a significant project. Students will either complete a research paper or a final project. Final projects might be multimedia presentations, curriculum proposals, advocacy papers, or other creative projects. Students should complete a resume and cover letter assignment. Students should complete an annotated bibliography on a research topic of their choice. *Prerequisite:* HIS 100; HIS 294; Junior or Senior standing.

HIS 494 Independent Research Project 3 SH
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

Humanistic Studies

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.

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.

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.

HUM 151 Introduction to Interdisciplinary Studies 3 SH
This course focuses on a variety of different questions, problems or themes that are conducive to an interdisciplinary approach. Students will study various interdisciplinary theories and strategies and then apply them to various topics chosen for each class. Every semester.

HUM 154 Interdisciplinary Problems 3 SH
This interdisciplinary course introduces both majors and non-majors to interdisciplinary studies research and aims to develop interdisciplinary thinking and problem-solving skills which are essential in the 21st century. Each semester the course will examine different topics well-suited to interdisciplinary exploration. Students will learn how to conduct interdisciplinary research and to present that research to their peers.

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.

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. *Prerequisite: WRT 101/101P or appropriate placement.*

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.

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.

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/HPX 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.

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 environment actions, and the views and actions opposing them.

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.

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.

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." *Prerequisite: WRT 101/101P or appropriate placement.*

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.

HUM 291 Utopia and Dystopia 3 SH
Using an interdisciplinary approach, this course examines utopias and dystopias (political, feminist, technological and environmental) in films, TV shows and fiction.

HUM 292 Science and Society 3 SH
This interdisciplinary course explores the social, economic, ethical and political implications of some of the significant scientific research on climate change, genetics, neuroscience, AI and robotics.

HUM/CHE 293 Science and Culture of the Atomic Bomb 3 SH
See CHE/HUM 293

HUM 298 Faculty Developed Study 1-6 SH
HUM 299 Student Developed Study 1–6 SH

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.

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.

HUM 317 Discipline and Punishment 3 SH
This interdisciplinary course draws from cultural studies, critical rhetoric, semiotics, and moral philosophy to identify, analyze, and critique the myriad forms of discipline and punishment in western cultural formations such as the United States and identify their ideological and philosophical premises. The subjects of discipline and punishment play integral roles in every facet of cultural formations. Broadly, this course identifies, explains, analyzes, and critiques the various forms of discipline and punishment that human beings impose on other human beings to create and maintain a particular way of life and uphold a particular value system or moral order. This course also examines the ways in which human beings-subjects-individuals accept, normalize, reinforce and maintain, obey, reject, question and/ or critique particular types and forms of punishment and discipline in a particular social order within a particular cultural context and within a particular historical period. *Prerequisites:* Any HUM course or permission of the instructor and all prior Culminating Experience (CE) prerequisites.

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 390 Interdisciplinary Approaches to the Moving Image 3 SH
This interdisciplinary course provides in-depth study of a topic specified in the focus of the title. The course may be repeated for credit, provided that the subject matter is different. Prerequisite: Any HUM course or permission from instructor.

HUM 391 Big Data and Society 3 SH
New types of smart devices and sensors are insinuating themselves into every facet of human life, leading to an ever-expanding torrent of data that clever people are learning to tap into and exploit. This "big data," as it is called, is now being deployed everywhere from meteorology to medicine, but it is also being used to inform, predict and alter human behavior. It is being wielded in an effort to identify future criminals, monitor communications, identify falsehoods and promote social conformity. In this interdisciplinary course, we will consider both the benefits and the practical and ethical risks that arise through these many new uses of big human data and attempt to discern what sort of future these uses may ultimately bring about. *Prerequisites:* Any HUM course or instructor permission.

HUM 451 Advanced Interdisciplinary Studies 3 SH
In this course, students will first review the guiding principles of interdisciplinary studies. They will then choose a research project, learn how to conduct interdisciplinary research and produce a senior capstone project that successfully integrates their two concentrations. *Prerequisite:* HUM 151; Senior standing; and at least 75% of the coursework in each of the two IDS concentrations. Every semester.

Kathwari Honors Program

HON 100 The Nature of Inquiry 1 SH
The purpose of this course is to introduce students to the Kathwari Honors Program at WCSU and its focus on innovative learning and entrepreneurial thinking in a compassionate community. As an introductory honors seminar, the class format is mostly centered on discussion. We will explore the modes of inquiry used by various academic disciplines to understand issues, explain phenomena, and discover innovative solutions. We will examine various texts and viewpoints, analyze information and opinions, and delve deeper into issues with a multifaceted approach. The course will allow time for self-reflection and discovery to help students lay the foundation for their journeys in the Kathwari Honors Program, WCSU, and their future career paths.

HON 201 Advanced Ethics & Compassion 3 SH
In this course students will learn how practicing ethics is required to cultivate compassion. They will discover how to develop or increase genuine compassion based on the idea of compassion as a biological trait. It will also detail that compassion is a strength rather than a weakness, and demonstrate methods to cultivate it without sacrificing one's happiness. Compassion is more than action. Compassion must live in the mind and be present regardless of circumstances. Compassion is a practice that is accessible to all but is frequently misunderstood and underutilized. Students will be able to explore the true nature of compassion in many iterations and will have multiple opportunities to delve deeply into this truly profound human experience and expression in order to overcome the difficulties they face in daily life. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 202 Americans in London 3 SH
For centuries, the trans-Atlantic relationship between London and North America has been central to our understanding of American history, religion, politics, economics, and culture. Americans traveled to and lived in London as diplomats and politicians as well as students, artists, and activists through the American Revolution marked a dramatic fissure between England and America, the ensuing years saw two nations on parallel paths to confront the major issues of the nineteenth and twentieth centuries: the abolition of the slave trade and enslavement as well as universal suffrage for all people regardless of race or gender. As part of the course's experience, students travel to London. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 203 Americans in Paris 3 SH
Paris has long been a destination for Americans seeking artistic shelter and inspiration as well as a welcoming space for writers and artists across race, gender, and sexualities. As David McCullough states in his work, The Greater Journey: Americans in Paris, "Not all pioneers went west." Some voyaged to Europe in search of intellectual capital. In addition to well-recorded visits to Paris by such American founding fathers as Benjamin Franklin and Thomas Jefferson, the first Americans to land in France in the nineteenth century were an eclectic group: medical students, artists, and writers. The U.S. was better for their efforts; for example, it was alongside black students at the Sorbonne that Sumner first discerned the inconsistencies undergirding America's racial system. As he recorded in his journal in January 1838, "The distance between free blacks and whites among us is derived from education, and does not exist in the nature of things." It is this "nature of things" on a broader cultural, historical, political, and artistic canvas that we hope to explore in this course. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 204 Americans in the Confederacy 3 SH
Americans Confederacy: Slavery and Race in American Memory explores the history and legacy of slavery in the United States. The class meets seven times during the semester. It will run at the same time as Dr. Don Gagnon's honors course, Crossing the Danger Water, which focuses on slavery and memory in theatre and literature. In two of the seven scheduled classes, the groups will come together to learn from one another and will travel together on a field study trip for seven days to New Orleans in May.

Americans in the Confederacy focuses on the social, cultural, political, and historical forces that shaped the antebellum era and continued to exert influence on American life in the wake of the Civil War. Beginning with an in-depth examination of the institution of slavery in the American colonies and the United States, from the 17th century through the antebellum period, the course will then explore slavery's legacy, though scholarly literature and public history. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 205 American Sojourners 3 SH
Many Americans have come to understand the United States and its history through the experience of its immigrants. Immigration to the U.S. often is told as a narrative of incorporation and assimilation. By examining the observations of sojourners and travelers to the United States over two centuries, this interdisciplinary course explores counter-narratives about U.S. development and its situation in the world. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 206 Conversing with the Devil 3 SH
The first half of this honors course will explore the social, political, economic, and religious context for Salem Witch Trials, with an emphasis on the construction of gender in the seventeenth century. The second half of the course will examine changing representations of the Salem Trials from the seventeenth century to the present and include field study in Salem and a group project addressing the way the town of Salem, Massachusetts tells the story of this dark period in its history. Exploration of the Salem Witch Trials serves as a powerful lens on fear, persecution, political and judicial power. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Technology. General Education: Humanities).*

HON 207 Economics of Social in-Justice 3 SH
The seminal text on capitalism in the 21st century by Piketty (2014) shows a significant relationship between capitalism and inequalities. Specifically, wealth inequalities are an outcome of capitalism going rampant, which is what happened in many developed countries, such as the United States. This is the focus of this course, which will examine the intersections between racism, class, gender, environmental problems, and economic inequalities in the U.S. This course is designed to be a primer in understanding capitalism, the resulting economic injustices, and their implications. Moreover, students will evaluate proposals that aim for better wealth/income redistributions and a more egalitarian economic system. *(Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis. General Education: Social & Behavioral Sciences; Racial Justice).*

HON 208 Exercise as Medicine 3 SH
From a historical context, students will learn about the history of modern exercise epidemiology beginning in the 1950s and moving forward to the current day. This review will follow a timeline perspective. Students will be asked to compare and contrast information from the three federal guidelines issued over the past 30 years to see how the field has changed. From a socio-cultural

perspective, discussions will include awareness-raising about the bias inherent in much of US research into health issues – predominantly white male subjects – and a discussion on generalizability to other groups. Students will be asked to review and analyze the impact of exercise as medicine as a growing profession and its influences on socio-political implementations, such as public policies, career expansions, and public opinions. *(Modes of Inquiry: Historical, Social & Cultural Analysis; Wellness. General Education: Personal Wellness).*

HON 209 Exercise in Australia 3 SH
Almost 90% of Australians live near the coast, which means outdoor physical activity is common. This course will review a quintessentially Australian mode of physical activity, bushwalking (hiking), explore disease risk prevalent in Australia associated with outdoor activity (skin cancer), and increase awareness of Australian indigenous culture, a point of emphasis of the colonial Australian society. Students will simultaneously engage in cardiorespiratory and strength training 2 days/wk. *(Modes of Inquiry: Historical, Social & Cultural Analysis; Wellness).*

HON 210 Global Rural Cultures: Resistance & Change 3 SH
To learn about agrarian lives and their relationship to other parts of a wider society (including gentry, clergy, entrepreneurial classes, and townspeople), as well as to global capital is to appreciate how "folk" traditions, more than exotic remnants, have become indigenous local ecologies of resistance with an international impact. Such comprehensive understanding, of what was once labelled as "peasant" life, is a necessity borne of contemporary accommodations within, as well as warranted socio-political and economic demands upon, our global futures. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities; Global Diversity).*

HON 211 Human Rights 3 SH
Overview of the study of human rights as defined by international law. Includes a focus on the conception of human rights, the development of international law to codify human rights, the determinants of human rights violations, and the approaches to limiting human rights abuses. The course also includes general discussions of human rights conditions around the world and uses case studies of specific rights and issues in both domestic and international contexts. The course relies on quantitative and qualitative research within political science. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Social & Behavioral Sciences; Global Diversity).*

HON 212 Introduction to Piano 3 SH
The objective of this course is for students from any major to develop both a wide range of basic functional performance skills and an overview of piano literature. This will enable students to utilize the piano/keyboard for their own enjoyment and to provide a steppingstone for further studies in piano. Included in the course are studies in sight-reading, harmonization, repertoire, accompanying, transposition, improvisation, and other creative activities. Students will also develop a fundamental understanding of the history of the piano, as well as the cultural contexts that have influenced pianists. Students also will have an opportunity to attend a concert in the New York City at the venue like Carnegie Hall or Lincoln Center. At the end of semester, students will acquire a basic repertoire of pieces they can perform and will be able to listen and understand music when they go to a live performance. *(Modes of Inquiry: Artistic Creation; Historical; Social & Cultural Analysis. General Education: Arts).*

HON 213 Jazz History 3 SH
An in-depth study of jazz as a true "world music:" from its roots in African communal music and American folk music, through its emergence as a popular dance music in the early 20th century to its

present status as an art form. The course will rely on analysis and discussion of the individual artists who were prominent and essential to the development of the music as well as societal realities and trends that influenced these artists. The course is designed to trace the historical development of jazz and to recognize current trends/ideas/philosophies of performance and pedagogy within their historical context. Topics covered will include the music's African and American origins, Ragtime, New Orleans, the swing era, the be-bop revolution, hard bop, the avant garde, fusion, neo-classicism and Contemporary music. (*Modes of Inquiry: Artistic Creation; Historical, Social & Cultural Analysis. General Education: Arts).*

HON 214 Model United Nations 3 SH
This course provides an overview of the mission, structure, and operation of the United Nations. The course is presented through the framework of Model United Nations in which students develop a deeper understanding of the organization by adopting roles as representatives of member nations. The course utilizes a semester-long simulation in which students draft policy proposals, hold negotiations, practice problem solving, and present statements and arguments in front of the class. The course will also discuss many of the organizations within the United Nations umbrella, including the World Health Organization, the International Criminal Court, the World Bank and others. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Social & Behavioral Sciences).*

HON 215 New York City: The City as Text 3 SH
This course explores the social, political, economic, and cultural history of New York City, with special attention to the urban landscape and museums as tools for the study of history. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 216 Post-War Cities & The Wire 3 SH
HBO's The Wire is thought by some to be one of best series in the history of U.S. television. Set in Baltimore, The Wire is notable for its riveting drama and memorable characters. This series also may be one of the most powerful commentaries on contemporary American cities. This course will examine American cities through the lens of The Wire, but also from the perspective of journalists, historians and social scientists. Students will be analyzing and reflecting on the Wire in detail by looking at some of the goals, main points, and themes of each episode through cultural and contemporary perspectives. In this course, the Wire is not simply a commentary on contemporary American cities, but will also be regarded and critiqued by the students as a vehicle of artistic expression. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 217 Solidarity! Adventures in Labor Archive 3 SH
Students in this course will have the unique opportunity to explore Danbury and Connecticut history through a range of activities, including research in one of the premier labor history archives in the world, at New York University. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Social & Behavioral Sciences).*

HON 218 The [ ] Election 3 SH
The course will combine substantive lessons on elections with hands-on practical activities in which students predict election outcomes. Readings will draw on scholarly literature on the development of American elections and the history of voting. Students will learn about the specific dynamics underlying local-, state-, and federal-level races. Using both historical materials and current events, students will investigate the multiple ways that pollsters and political scientists predict elections and poll voters. At the end of the semester, students will produce an election debrief that objectively assesses the election and predicts future possibilities for American democracy. *(Modes of Inquiry: Critical Analysis;*

Historical, Social & Cultural Analysis. General Education: Social & Behavioral Sciences).

HON 219 Understanding the World Through Board Games 3 SH
This course introduces students to game theory, a strategic model approach to decision-making by individuals and groups. The course begins by exploring traditional game theory concepts including Nash Equilibrium and Prisoner's Dilemma. We will then utilize strategic board games like Settlers of Catan, Diplomacy, and Pandemic among others to simulate bargaining, alliance formation, deterrence, cooperation, and conflict under conditions of uncertainty. These games can be used to build an understanding of strategic decision-making in international relations. Students will design a game for the final project. Modes of Inquiry: Historical, Social & Cultural Analysis; Leadership, Collaboration & Team-Based Learning). *(Modes of Inquiry: Historical, Social & Cultural Analysis; Leadership, Collaboration & Team Building.).*

HON 302 3D Printing and Design 3 SH
After learning some elementary construction techniques, students will learn and apply planar construction methods in Fusion 360 to create 3D designs from 2D drawings. Further students will describe the shapes created for artistic elements. The last phase of the course will be to learn how to take a CAD design and prepare it for the 3D printer. Students will need to register for a free student account with AutoCAD and download the appropriate version of Fusion 360. *(Modes of Inquiry: Scientific & Mathematical Analysis; Artistic Creation; Technology. General Education: Mathematical Reasoning).*

HON 303 Adaptions from Page and Stage to Screen 3 SH
Students in this course will discuss the storytelling conventions of novels, short stories, plays, and even video games and compare those strategies to storytelling in film and in episodic drama for tv and streaming, identifying limitations and opportunities among the various genres but also strategies for overcoming or re-inventing expectations and conventions. Students also will think about and discuss the implications of the automation of creative industry work and how that could change whole creative fields and the lives of artists and audiences. How will we adapt to these new technologies and storytelling models, and what are the ethical challenges they create? *(Modes of Inquiry: Critical Analysis; Artistic Creation; Ethics. General Education).*

HON 304 Afro-Caribbean Literature: Narratives of Identity, Culture, and Resistance 3 SH
This Honors course offers students an in-depth examination of a variety of source material in history, literature, art, music, film, sociology, and politics emanating from the Caribbean, a region marked by its tumultuous history of colonization, slavery, and the struggle for independence and identity formation. By engaging with a range of genres including novels, poetry, essays, and short stories, students will uncover the historical and contemporary importance of Afro-Caribbean voices in shaping a distinct literary and cultural identity. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Humanities; Racial Justice).*

HON 305 Agentic Intelligence: Ethics, Design, and Society 3 SH
This interdisciplinary course examines "agentic" AI, a large language models, tool-using agents, and decision-support systems that act in human contexts. Students from diverse majors study how these systems represent data, make decisions under uncertainty, and communicate explanations. Through discussion, case studies, and hands-on activities with explainable AI, students evaluate accuracy, bias, transparency, and accountability, and propose human-centered improvements for real settings such as healthcare, security, and media. No advanced math or coding is required; concepts are taught with plain language, pseudocode, and visual simulations. *(Modes of Inquiry: Ethics; Leadership, Collaboration & Team-Based Learning; Technology).*

HON 306 Ancient Approaches to Modern Maladies 3 SH
The course will examine and study the philosophy, principles and multidimensional (holistic) nonwestern approaches to health and wellbeing, including Traditional Chinese Medicine, Ayurveda, Native American healing practices as well as others, for overall health and well-being. An overview of herbs and other botanicals, flower essences, and essential oils will be included, and emphasis will be placed on practices for the prevention and mitigation of infection and disease. The prevention and management of the inflammatory response relative to disease development will be emphasized and explored. Dietary practices, positive stress management, physical, mental, and spiritual activities, community and social involvement and support, sleep and rest, and the minimal use of tobacco or other risky substances will be studied in each of these cultures, with special attention to how these habits and behaviors help prevent many of the chronic diseases experienced by many 21st Century Americans. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis, Wellness. General Education: Personal Wellness).*

HON 307 Ancient Eastern Psychology 3 SH
In this course students will learn how practicing ethics is required to cultivate compassion. They will discover how to develop or increase genuine compassion based on the idea of compassion as a biological trait. It will also detail that compassion is a strength rather than a weakness and demonstrate methods to cultivate it without sacrificing one's happiness. Compassion is more than action. Compassion must live in the mind and be present regardless of circumstances. Compassion is a practice that is accessible to all but is frequently misunderstood and underutilized. Students will be able to explore the true nature of compassion in many iterations and will have multiple opportunities to delve deeply into this truly profound human experience and expression in order to overcome the difficulties they face in daily life. (*Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis, Wellness).*

HON 308 Artificial Intelligence and the Future of the Humanities 3 SH
This course explores the impact of artificial intelligence on the humanities and how it will shape the future of these fields. Students will engage with primary texts and case studies to examine the ethical, social, and cultural implications of AI and its potential to transform the ways we think about and practice the humanities. (*Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Technology. General Education: Humanities).*

HON 309 Black American Theatre 3 SH
Maya Angelou has claimed, "There is no greater agony than bearing an untold story inside you," and playwright Ossie Davis once wrote, "Some of the best acting in the world has been done in front of white people," bearing witness to the fact that African American life in the 21st century is beginning to expose, in very public ways, the cumulative effects of the four hundred-year jeremiad of Black experience in the United States. Public performance of Black self-hood and self-agency have long been masked to varying degrees, but recent political events have torn that mask away and revealed to many unsuspecting Americans the agony of which Angelou spoke. This course will examine what it means to perform black identity both onstage and in the public sphere. Within the context of American theatrical, social, and political histories, we will interrogate primarily how some of the country's foremost Black and Black-identified playwrights interpret that performance in theatrical form. In addition, we will explore the history of Black/American theatre in the United States and how enslavement and post-enslavement phenomena also shaped public performance of blackness, in and out of the theatre. We will contextualize cultural, historical, performative, and theatrical modes of expression within the plays under examination to development an ethical understanding of the legacy of performing race and ethnicity before and into the 21st century. (*Modes of Inquiry: Critical Analysis; Historical, Social &*

Cultural Analysis; Equity & Belonging. General Education: Arts; Racial Justice).

HON 310 Breaking Bad: Drug Economics and Crime Theory in Context 3 SH
Breaking Bad is far more than just great entertainment; in its five seasons of nearly 50 viewing hours, it reveals situations of crime patterns, criminal typologies, and economic complexities of the drug market that are quite accurate when compared to real-world situations. This course requires students to watch the entire series of Breaking Bad in their own time (about 3-4 episodes per week), utilizing assigned readings (criminal case studies, newspaper articles, journal articles, statutory law, textbook chapters, etc.), and guest speaker presentations to analyze the content of each week's assigned viewing. Students will (re)view the show with an "academic eye" towards inquiry and analysis to determine fact vs. fiction in comparison to today's crime problems and drug market economy. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Ethics. General Education: Social & Behavioral Sciences).*

HON 311 Capoeira, History, and Globalization 3 SH
Capoeira is an African Brazilian martial art, sometimes described as a mix of a dance and a fight, though it is both and neither. The history of Capoeira stretches from 1800, when it emerged in the historical record, to the present as a globalized practice parallel to but more developed than other African dance and martial arts forms (Danmyé, Knocking and Kicking, Tango, Break Dancing, Krumping, etc.) in the Americas. Originally an African practice, used for both self-defense and leisure, Capoeira has been alternately embraced by larger populations and targeted as a criminal practice. It was legally prohibited in the late nineteenth century and a few decades later championed as evidence of Brazilian racial democracy. This class will cover the relevant history, questions of identity in a global era, cultural tourism, and will introduce students to the basic movement and music of the art. *(Modes of Inquiry: Historical, Social & Cultural Analysis; Equity & Belonging; Wellness. General Education: Humanities; Global Diversity).*

HON 312 Danbury Hatters: Local History 3 SH
In this hands-on class, students will explore and engage in in-depth research on local histories of labor, immigration, and power. The class explores the "Danbury Hatters Case," a 1908 Supreme Court case that had local, state, and national political significance. Students will conduct original research in local archives concerning the Hatters Case. Throughout the semester the hatting industry will serve as a linchpin in a study of how Danbury remembers and presents its past. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 313 Documentary Poetry 3 SH
Documentary poetry applies the outward-looking, journalistic mission typical of documentary filmmaking to a genre (poetry) that our culture typically perceives as an inward, expressive endeavor. In recent years, many poets have taken up documentary poetry as a mode for discussing important cultural conflicts and issues. Claudia Rankine's Citizen, for example, confronts American racism, using current media representations against themselves; C. D. Wright's One with Others combines references to newspaper and media stories with personal interviews of people who lived through the Civil Rights era in the mid-south to paint a portrait of the ways in which Americans miscommunicate and miss each other. In addition to considering important works of documentary poetry, students will design and compose their own semester-long documentary poetry projects. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Arts).*

HON 314 Engaged Philosophy 4 SH

The aim of this course is to introduce students to an understanding of what peace and justice is and entails drawing from historical, philosophical, anthropological, political and other sources. An important component of this course will be a practicum experience (1 credit); a form of engaged philosophy where students will be linked up with a local organization working on peace and justice issues. *Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Ethics. General Education: Humanities).*

HON 315 Fungi and Culture 3 SH
Fungi, including mushrooms and molds, have been revered and feared in multiple human societies. Whether pursued as delicacies, exploited for poisonous medicinal properties, or used in religious/ cultural ceremonies, they have played a critical role in shaping culture and inspiring art. This course will examine fungal biology (diversity, ecology, and evolution), the impact fungi have had on human history, their portrayal in literature, and use in the fine arts as both medium and inspiration. The goals of the class are for students to learn to find and identify wild fungi, experiment with them in the lab to understand their biology, and to gain a broad understanding of how fungi have affected history, literature, and the arts. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis. General Education: Natural Sciences & Technology).*

HON 316 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. Topics may include: sex trafficking; refugee, colonial, tourist and labor migrations; the slave trade; and a variety of international and transnational experiences such as development, migration policies, challenges to national identities and national security, anti-immigrant sentiment and racism. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Social & Behavioral Sciences; Global Diversity).*

HON 317 History of American Music to 1900 3 SH
Our goal is to piece together a picture of the early American music makers, where they come from, their lives, cultures, and struggles. We also look at the historians who give us these pictures and try to understand their environment, how and why they present the pictures of the people they are writing about. We will trace the pathways of music from across the Atlantic to the American shores. We will see that this is just the beginning of a complex path through race, culture and class as the various ethnicities meet, assimilate or not, evolve and are re-translated over time. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 318 Investments: Historical Insights and Portfolio Construction 3 SH
In this course, students will build a foundation in investing by learning key investment concepts, understanding how the economic system functions, and analyzing historical financial bubbles and crises to uncover the underlying mechanisms and forces—such as economic and technological advancements—that shape these events. Additionally, students will explore insights from legendary investors. Throughout the course, they will create customized investment portfolios through experiential simulations to deepen their understanding of the concepts, while also engaging with related literature and historical events to enhance their ability to invest more effectively. *(Modes of Inquiry: Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis; Technology. General Education: Mathematical Reasoning).*

HON 319 Issues in Urban Public Education 3 SH
This course will enhance students' knowledge of urban schooling as it relates to economic factors, race, educational reform, assessment, shifting demographics, and alternative forms of governance. Urban public schools exist in a myriad of controversies and contradictions; therefore, a variety of topics will be addressed to help students think critically, debate, and reconsider core assumptions about how education operates in the nation's city centers. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Social & Behavioral Analysis; Racial Justice).*

HON 320 Latinos/as/x in the US 3 SH
The course offers a comparative look at the rich and varied experiences of Latino/a/x populations both past and present in the US social structure. We will begin the semester with some basic definitions and by looking at some general statistics. Then we will delve right into an historical exploration of what ties Latin American countries to the US. We will survey US political, economic and cultural expansionism and imperialism in Latin America and the Caribbean. This will help to show how a singular economy within the Americas has been forged and how transnational migrations and cultural flows have been encouraged. We will discuss the extent to which these transnationalisms have created an American society that goes well beyond the southern border of the United States of America. In the second half of the semester we will explore many social and political struggles, issues and milestones. Some topics include labor struggles and organizing, and a variety of intersectional identities. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Ethics. General Education: Social & Behavioral Analysis; Racial Justice).*

HON 321 life in the Anthropocene 3 SH
Humans as a group have always feared the future. People who have endured natural disasters and wars are naturally apprehensive about this Great Unknown. We are good at reckoning the dangers right before us. No doubt that comes from the savannah of our early experiences. We see and understand how to avoid the dangers of the mundane world, the cobra in the grass, the leopard in the tree, the wildfire in the distance. Even the forces of nature, the hot sun, lightning, and strong winds we learn to live with and understand by personifying them and turning them into stories. These stories guide our behavior and to some degree protect us. The future, by contrast, is an undiscovered land. We have no frame of reference for the future, other than the past, and can't always remember that. Perhaps this is why so many human cultures see time as a wheel. We fear the future because we expect the next war to be a repeat of the last war, but it never is. We tell stories about the future and we get that wrong, too. We even try to shape the future, by shear force and violence rebuilding society based on principles we believe to be rational and scientific. In the end, civilizations are made of people and people are not always rational. Having seen far too much of it, modern culture assumes the worst of human nature. When we tell stories about the future they are more likely to be dystopias than utopias. And lets face it, dystopias in literature and popular culture can be very interesting and utopias tiresome. Today we are faced with a very real potential for dystopia, the existential threat of climate change. Human civilization has no choice but to adapt to meet it. Climate change is everything change. This century and the millennia to come will be profoundly different than anything we have known. But climate change offers not only a great challenge, but also a great opportunity to create a better world. (Can we do that without force and violence?) Some have proposed that the effects of humanity on Earth's geology and its ecosystems are so profound that we have entered a new geological epoch, the Anthropocene (Age of Humanity). Although the International Commission on Stratigraphy has not yet adopted this name, it has been used informally for several years. *Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Ethics. General Education: Natural Sciences & Technology).*

HON 322 Life, the Universe, and Everything 3 SH

Humanity has produced many narratives describing the beginning, the workings, and the ending of the universe. Many of these stories are told with great beauty. Not the least beautiful are the explanations of modern science on the formation of the universe, the accretion of our solar system, and the appearance of life. Why and how did the universe form? Where and how did life appear in our solar system? What sorts of places should we explore for life? What is life? *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis. General Education: Natural Sciences & Technology).*

HON 323 Marriage and Family 3 SH
The majority of coursework in undergraduate and graduate psychology programs is centered on individual modes of treatment and problem etiology. Only 12% of private practice clinicians in the U.S. are marriage and family therapists, and this is the only field that requires any course work or clinical experience with families or couples. As no one human is an isolate (each has a web of relationships that influence the life experience), understanding the psychological impact of human relationships and systems theory is imperative to the health of any person in relationship with others . Additionally, understanding the power and complexity of human interactions, and having tools to impact these courses, is beneficial to everyone in both their personal and professional relationships. The goals of this class are to, 1. Be knowledgeable about the history of, and trends in traditional and modern couples and families, 2. Understand a sampling of issues (e.g., infidelity, divorce, religious beliefs) that impact couples and families , 3. Create a personal genogram of one's family of origin, and identify problematic patterns, 4. Be familiar with tools and techniques to use in relationships with others that can increase the health of them. *Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Wellness. General Education: Social & Behavioral Sciences).*

HON 324 Music, Universal Language of Peace 3 SH
Music is a universally expressive mode of communication that has the transcending power to be empathetic and healing during and after times of crisis. In this contemporary time of social conflicts and violence, music can rehabilitate and restore. It motivates reflection in more aspects than worship, and it encourages a peace culture of solidarity in more times than that of war. This 3 credit course (with no prerequisites) will encourage an appreciation of music as a peace promoter, and because of its ability to create powerful feelings of solidarity and nationalism, will also develop an understanding of how it can be a powerful propaganda tool for political means for those in power. Solidarity pieces also have the power to work against peace during revolutionary times. The class will compare unification pieces with those that "call to arms." *(Modes of Inquiry: Critical Analysis, Artistic Creation; Historical, Social & Cultural Analysis. General Education: Arts, Global Diversity).*

HON 325 Performing Anxiety 3 SH
An exploration and practice of methodologies for the performer whether it be for the concert hall or the stage of life. This is a 3-credit course with no prerequisites. Each week we will explore a different author/teacher's perspective on dealing with the stress of creative performing. For example, we will look at a journalist for NightLine and Good Morning America who had a televised panic attack and how the event inspired his healing (or shall we say "dealing") process. We will explore musicians, actors, psychologists, scientists, and Buddhist practitioners. In class we will create a lab experiment of the stress reduction methods applied to our mini-creative performances and then continue the method process for the week by ourselves, documenting the experience in a practice log, a questionnaire and a journal. (*Modes of Inquiry: Critical Analysis, Artistic Creation; Wellness. General Education: Arts).*

HON 326 Positive Organizational Psychology 3 SH
Organizational psychology is "the science of psychology applied to work and organizations".

Psychology, when applied to work, has often adopted a problem-focused perspective and focused on avoiding or alleviating negative consequences of work, such as stress, burnout, and social conflicts. However, during this class, students of the course will focus on solutions and strengths – on the positively deviant (rather than only neutral or negative) psychological and also social phenomena and processes at work. This course is designed to give students a working and practical knowledge of the growing domain of positive organizational scholarship (POS) based on an intensive immersion in POS research and practice. POS is an interdisciplinary approach to leading and being in work organizations in ways that call forth the best in people, resulting in individual and collective flourishing. Flourishing is a term that captures the optimal state of functioning of individuals, groups or organizations, with indicators such as thriving, engagement, health, growth and creativity as well as other markers of being in a state of positive deviance. *(Modes of Inquiry: Critical Analysis, Historical, Social & Cultural Analysis, Wellness. General Education: Social & Behavioral Sciences).*

HON 327 Queer Theatre 3 SH
In a 2005 book called What's Queer About Queer Studies Now? several theorists attempt to answer to the title question. First and foremost, the authors interpret the term "queer" as a "political metaphor without a fixed referent." Queerness signifies resistance to ingrained notions of identity; it is a strategy of defamiliarization and disidentification, and so queer theatre—performance works by, for, and/or about lgbtq+-identified people—is by definition a public act of political resistance and deconstruction. This course in Queer Theatre will examine a series of theatrical texts via queer lenses in order to help students understand the varied ways in which the plays resist and deconstruct gender and sexual hegemony. In particular, it will examine American theatre of the 20th and early 21st centuries as a particularly formative site of queer resistance to cis-heteronormative epistemologies—and ontologies–via a series of queer-identified cultural and aesthetic practices, from "the closet" to queer coding to Pride parades to drag. (*Modes of Inquiry: Critical Analysis, Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Arts).*

HON 328 Racism, Nationalism, and Resistance 3 SH
After the 1960s, especially after Barack Obama was elected president in 2008, many people felt we had moved on to a "post-racial" world where racism and related white supremacist social movements no longer warranted concern. However, in the US, that has been challenged directly with the continued disproportionate killings of African Americans by law enforcement, and the establishment of the current US presidential administration which has direct ties to white nationalists. Furthermore, in many countries worldwide we have seen a surge in white nationalism (using a variety of names like ultra-right, alt-right, etc.) and surges in violent attacks against non-white and/or non-Christian peoples, giving much of the world pause to reconsider how problematic racism continues to be.

This class will examine how racism and white nationalist movements have emerged, formed, and transformed over the course of modern history, focusing mostly on the US. We shall explore how racism and related social movements are intricately woven into the modern world-system and go through waves that tend to parallel these macro-structural global economic ebbs and tides.

We will look closely at the context in which and reasons why white supremacy and nationalist groups form and continue to persist as well as what they want, how they vary, and the role of the State in legitimizing them. Relatedly, we will examine concepts of whiteness and non-whiteness, their formation, intersectionality, and identity politics. More, we'll explore how racism binds, transforms, and foments in relation to political ideology, religious beliefs, notions of gender, sexuality, and a range of other cultural formations.

Further, we will closely examine antisemitism, anti-Mexican racism, anti-Black racism, and Islamophobia as well as social movements emerging in resistance to white supremacy, such as Black nationalism, the Chicano Movement, the American Indian Movement, the Immigrant Rights Movement, and more: there's no strict limitation with regard to the groups cover addressed in the course, and all conversations are welcome. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis. General Education: Social & Behavioral Sciences; Racial Justice).*

HON 329 Rolling for Knowledge 3 SH
Students in this course will explore a variety of topics from probability and combinatorics through the lens of Role Playing Games. We will also look at how role playing games have impacted and been impacted by society and individuals. Finally, we'll consider how RPGs are a form of story telling. (*Modes of Inquiry: Scientific & Mathematical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Mathematical Reasoning).*

HON 330 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. (*Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Technology. General Education: Humanities).*

HON 331 Science Writing 3 SH
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 COMP 101 or its equivalent, or placement into a WIL course. (*Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis. General Education: Humanities).*

HON 332 Social Emotional Learning 3 SH
This course introduces students to Social Emotional Learning (SEL). Social Emotional Learning is a term used to describe the way people develop social and emotional skills needed to manage emotions, make responsible decisions, handle stress, set goals, and build healthy relationships. Course content includes simulations, instructional strategies, historical data, theoretical viewpoints, and intervention approaches. (*Modes of Inquiry: Historical, Social & Cultural Analysis; Equity & Belonging; Wellness. General Education: Social & Behavioral Sciences).*

HON 333 Stop Motion Animation as Agents 3 SH
This course will investigate information we consume from news coverage to social media and visually respond to current event issues through the medium of stop motion animation. Students will create artwork to socially engage an audience of their peers. Through the process of making art, students will begin to see the world differently as the medium of drawing—specifically charcoal-rendered stop motion animation—becomes a tool for communicating ideas. Students will choose a current crisis (ie. consumer culture or global warming) that they will turn into their stop motion animation. (*Modes of*

Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Arts).

HON 334 Taoism Tai-Chi Buddhist Mediation 3 SH
The purpose of this class is to introduce students to the art of mindfulness through the study and practice of Meditation, Qi-Gong, and Tai-Chi. This will be a hands on, mind on, body on study of meditation. The science of meditation shows how the brain is affected by the practice of meditation. This in turn will show how one's behavior is affected by meditating. (*Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Wellness. General Education: Global Diversity).*

HON 335 The Art of Bookmaking 3 SH
This course is a studio introduction and survey of the techniques, processes, and equipment that introduce the basic techniques of bookmaking. Through demonstrations and hands-on projects, students will learn how to create pamphlets, multi-section bindings, and art books. This class will explore conceptual book structures and contemporary applications of bookbinding. Students will learn skills relevant to both design and art with a focus on creativity, design, and craftsmanship. We will also examine the history of bookmaking and the techniques used to create books during different time periods. This will include a brief overview of the cultural contexts that influenced the creation of books. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Arts).*

HON 336 The Ethics of Climate Change 3 SH
This course will offer students an opportunity to delve more deeply into some of the ethical issues underpinning climate change now, and in the future, which extends to political philosophy, particularly on the topics of political will and political responsibility. Phenomena such as warmer temperatures, extreme flooding, storms, wildfires, drought, water scarcity, forced displacement, migration, etc. are just some of the issues confronting us now, and which will only exacerbate over the years. The course will also include understanding what human and non-human flourishing means particularly in a context of sustainability. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Ethics. General Education: Natural Sciences & Technology).*

HON 337 The Inanity of Insanity 3 SH
This course is designed to give students an overview of the history and evolution of the criminal defense of "Insanity" as we know it today. A careful examination of the origins of the defense, its successes and failures over the past 150 years, and the continued controversy over its application will be navigated. The seminar will focus on the difference between psychiatric insanity and legal insanity, using case studies and examples of the Insanity Defense to demonstrate its strengths, weaknesses, and questions surrounding its political nature and unequal application. (Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Ethics. General Education: Social & Behavioral Sciences).

HON 338 the Social Lives of Garbage 3 SH
Throwing things "away" is a universal phenomenon, and garbage is an omnipresent and yet often overlooked aspect of social life. This course will challenge students to reckon with the fact that there is no "away" through the study of the social and economic conditions that allow the devaluation of things, people, and places in our increasingly throwaway world. Scholars in many fields study waste and discard and we will study it from different angles, looking at the logistics and politics of waste management systems, the emergence of false solutions to the waste problem, the impact of waste on bodies and environments, and movements to change how and what we throw away. Waste is an unstable social concept and, much like race, the ways we conceptualize and interact with it has deep implications

for social relations and human and environmental well-being. The course will include readings, films, a field trip to our local waste management facility, guest speakers, and hands-on research and making projects that enable students to connect directly to the topic. *Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Leadership, Collaboration and Team-Based Learning).*

HON 339 There's No Place Like Home 3 SH
Housing is a form of shelter, providing protection from the elements. Home, on the other hand, is something much more complex for humans around the world. Home is a space of kin relations and primary attachments, an affective space of memory and emotion, and a repository of material objects that do affective work. At the same time, "home" as a literal and metaphoric space can be absented, fragmented, or traumatizing, through relocation, migration, or violence. Using the tactics of art, ethnography, film and design, this course will offer a cross-cultural and multi-disciplinary perspective on the meanings and materiality of home and home-making. This topic is not only omnipresent – everyone has some relation to home, even if it is a lack thereof – but also timely. The Covid-19 pandemic, which made home variously a refuge or a prison, was/is a historical moment in which home also became a semi-permanent space of work and school, and raised questions for people around the world about who to make a home with and how to keep it safe. At the same time, evictions and homelessness are on the rise, as is global migration, which forces us to grapple with the economic and social forces that constrain people's abilities to retain attachments to people, places and things, and to find refuge in a rapidly changing world. Students in this class will engage in creative expression and auto-ethnography, in conjunction with cross-cultural and comparative analysis of films, artworks, scholarly and fiction writing, to consider their own and others' affective ties and displacements that manifest through the resonant space of home. This same course will be taught simultaneously at Pace University in NYC, and WCSU students and Pace students will have opportunities to interact and collaborate. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Arts).*

HON 340 Transnational Families 3 SH
International migration is one of the defining characteristics of our contemporary world. It is a reality for millions of people who face treacherous socio-economic and often violent changes in their countries of origin, some even being stateless. This course focuses on the impact of international migration of families, particularly, though not exclusively, families for whom one or more members is an undocumented migrant. What is often neglected in the media and even by scholars is that international migration almost always involves families, and, except for the most fortunate migrants, it often involves long protracted periods of separation, a transformation of the communication and social relations within families, heavy impacts on children and their development, and can often mean the death of a family member. The phenomena of transnational families reflect global socio-structural change, that has already transformed whole nations, cultures and communities. It is a common attribute of the last century and, particularly with ongoing economic hardship, increasingly hastened by climate change, transnational families will continue to be characteristic of our future ahead.*(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Social & Behavioral Sciences; Global Diversity).*

HON 341 Undocumented Migration 3 SH
This course explores the legacy, causes, experiences and impacts of undocumented immigration from a socio-historical and global perspective. Students will explore the rise and growth of international migrations as they parallel the development of the capitalistic world-system and how they grow increasingly predictable as a result of the rise of neoliberal capitalism and are further agitated by climate change. Relatedly, the course examines the transformation and formalization of laws regulating human

migration, the development of citizenship and related legal regulatory systems, including the rise and militarization of borders. Students will explore the lived experiences of undocumented peoples at subject and family levels, as well as the impacts on sending and receiving communities. Further the course assesses resistance to undocumented populations, including racist nativism, the international rise of anti-immigrant movements, and the hostile targeting of undocumented people. To complement this, the course examines the rise of immigrant rights movements. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Social & Behavioral Sciences; Global Diversity).*

HON 342 Utopia and Dystopia 3 SH
Using an interdisciplinary approach, this course examines utopias and dystopias (political, feminist, technological and environmental) in films, TV shows and fiction. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Ethics. General Education: Humanities).*

HON 343 World Music 3 SH
This course will examine themes in music and culture around the world through dance, song, and texts. In the beginning of the course, students will study the music of Ghana, Mali and surrounding countries in order to understand the full diversity of the music in Africa. The course will then shift its focus to Cuba to see an example of how the cultures of Africa, Europe and the New World influenced each other and analyze the dynamics between the people and the culture of the three regions.

We move to India, surveying some of the folk forms of music leading int the Classical music of both South and North India.

We end with a deep study of Arabic music and culture. Starting with classical Arabic music, Sufi music, and finally, a study of how Arab culture influenced European culture. The course uses music and dance to examine the social, economic, political, and cultural changes in the world over time.

This course will be extremely hands-on. Students will be learning to play and dance a piece from Ghana and to demonstrate the oral rhythm tradition of South India as well as the solfege singing techniques used in both the vocal and instrumental music instruction. No prior musical experience is required, just a can-do attitude. The class will spend the whole semester playing with these pieces and there will be parts for any and all abilities. It is important to note that there is an abundance of reading and listening in order to develop a full understanding of how music and cultures are related. Our main objective is to experience other cultures through the practice and the study of their music. Students will learn how their world has been influenced by these cultures. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Arts; Global Diversity).*

HON 400 Honors Capstone Seminar 3 SH
During their senior year or the final semester of their junior year, each Honors student will complete an individual project that synthesizes knowledge and skills acquired in their previous courses and that may be related in some way to the subject of that semester's Kathwari Honors Program Spring Seminars. Students will attend the Seminar events and complete a capstone project under supervision of the instructor.

HON 401 Biological Illustration 3 SH
Biological illustration is a field of study that examines all areas of biological sciences. This course will introduce students to the fundamental principles of the intertwining of visual art with natural sciences and how illustration can benefit scientific study. Both the arts and sciences are historically based upon

observation, scientific research, and the study of multiple disciplines that allow us to view the biological world from different perspectives with greater accuracy. This enriches the work of both the scientist and the artist. Students will explore scientific terms and concepts that will assist them in creating accurate drawings used in research, teaching, scientific journals and publication, presentations, and other applications. (Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Arts).

HON 402 Black Mirror 3 SH
Writing for The Guardian in 2011, Charlie Brooker, the creator of Black Mirror, described the premise of his soon-to-be-famous sci-fi drama anthology: "If technology is a drug –and it does feel like a drug –then what, precisely, are the side-effects? This area –between delight and discomfort –is where Black Mirror.. . is set." Depicting"the way we live now" and imagining "the way we might be living in 10 minutes' time if we're clumsy," Brooker's Black Mirror brings to life a slew of contemporary concerns ranging from digital cloning to memory recording, from autonomous weaponized robots to the on-going exploitation of black bodies.In this course we will analyze many of the vivid nightmares Black Mirror has conjured up for its audience in relevant scientific, social,historical and cultural contexts. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Technology. General Education: Humanities).*

HON 403 Chemia Cafea–Chemistry of Coffee 3 SH
While coffee is ubiquitous in the morning ritual of many people, its chemistry, history, and artistic nature are not. This one little bean has changed the course of cultures and communities, both ancient and modern. Its ultimate transformation into coffee evokes strong emotions for or against it. For those that gravitate towards it, what they prefer is rarely based on scientific exploration. This honors capstone course provides a pathway into the historical, social, cultural, psychological, and artistic parts of coffee, all through the overarching eye of chemistry. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Natural Sciences & Technology).*

HON 404 Climate & Civilization 3 SH
This multi-disciplinary course will introduce students to the Earth's climate and its effects on the development of human civilization. As the topic of global warming and various methods of addressing this issue become more and more salient in both domestic and international politics and other socio-economic arenas, it is now, more than ever, necessary to gain a basic and broader understanding of the science and history of the dynamics between climate and the development of human civilization. Students will be exposed to and expected to integrate and reflect upon the following central themes in class discussions, activities, and papers: how we study climate, how climate has provided the context for evolutionary and cultural changes, and the likely effects that climate change will have on our future. In addition to the above, students will be first provided with a basic understanding of the works of, evolutionary changes, and history of climate and civilization, first as separate entities, then as a whole. They will also examine and critique several case studies provided in class lectures and assigned readings that date all the way back to the Ice Age, to the Medieval Warm Period, and to the more recent Industrial Revolution. Also, students will be exposed to the works of experts, contemporary issues and debates, as well as proposed solutions in this field from both a scientific and socio-cultural perspective. Lastly, the students will be expected to construct a simple earth energy model and reconstruct past a past climate using climate proxies using Excel and existing climate archives. The content of this course will include presentations on the technical aspects of climate, and class discussions of assigned readings and videos. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis; Ethics. General Education: Natural Sciences & Technology).*

HON 405 Crossing the Danger Water 3 SH
The slave trade between Africa and the Americas marked the Atlantic Ocean as the site of what Henry Louis Gates, Jr. and others have called "the largest unmarked graveyard in the world." Whether referred to as "The Danger Water," "The Middle Passage" or "The City of Bones," among other designations, the Atlantic serves as an unmarked gravesite for more than a million Africans who died of either physical trauma and deprivation or intentional self-sacrifice. As such, it has since become a fertile ground for African American literature in its task of reviving the ancestors' spiritual power to enrich the lives of their descendants. In particular, African American writers of the twentieth and twenty-first centuries have consecrated the experience of the Middle Passage as a sacred one and its Atlantic geography as a sacred site. It is marked by monuments and literary tributes to its spiritual value in acknowledging the value of the lives lost in an attempt to restore visibility and, therefore, power to the souls lost along the journey. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Humanities; Racial Justice).*

HON 406 Disinformation, Censorship, Protests, and Porn 3 SH
Beginning with a discussion of John Milton's Areopagitica, John Stuart Mills' On Liberty, the John Peter Zenger trial, and Thomas Paine's Common Sense, this course will explore First Amendment rights pertaining to free speech, public assembly, and a free press. Through critical study and analysis, students will explore the modern challenges to free speech protections and why ensuring continuing protection of free speech rights serves as the vanguard to creeping authoritarianism. Historical efforts to limit free speech protections, both domestically and internationally, will be discussed and analyzed. This will include free restrictions in the U.S. during times of war or national emergency, and those restrictions citizens of other countries face in places like Egypt, China, India, the Soviet Union, and post-colonial nations (Singapore, Malaysia, Kenya, and Nigeria.) *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Equity & Belonging; Ethics)*

HON 407 Flash of the Spirit 3 SH
In this course, we will pursue two goals: studying and familiarizing five different African cultures and understanding the introduction of as well as the transitions and reinventions of these cultures in the New World. Using the book 'Flash of the Spirit' by Robert Ferris Thompson as a guide, students' will be encouraged to open up their own world views and be exposed to new possibilities of personal expression and community building through the mediums of language, art, film, music, spirituality, architecture, and even weaving. The course is divided into 5 parts: Yoruba (Nigeria); Kongo (Northern Angola, Western Congo); the Rara of the Universe (Benin); Round Houses and Rhythmized Textiles (Mali); and, the Emblems of Prowess (Cross River: Calibar region). Throughout the course, students must keep in mind some of the central components of these cultures and how they've evolved or were assimilated on their journey to and within the New World. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Arts; Global Diversity).*

HON 408 Fund of Conflict Resolution 3 SH
This course will examine the two basic models of conflict resolution: the competitive and collaborative approaches. Variations on that theme include third-party intervention and negotiation paradigms. Conflict resolution styles and skills, as well as the theory and practice of managing conflicts of values and needs, are discussed and applied to everyday interpersonal and group disputes. The course will also explore the ethical, cultural, gender, and racial implications of conflict resolution. We will take a building block approach to learning and skill-building by presenting the concept or skill, demonstrating it, providing a practice or discussion opportunity, and finally, critiquing the skill or concept. Students will then use the concepts and skills outside of class and write about their experiences in their

journals. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Leadership, Collaboration & Team-Based Learning. General Education: Social & Behavioral Sciences).*

HON 409 Latin American Music 3 SH
This course is an interdisciplinary introduction to the evolution of music in Latin America. Latin America is divided into three major regions: South America, the Caribbean, and Middle America. Through a musical and historical perspective, we will study the cultures of Latin America. We will read, discuss, and critique the ideas of race, gender, social class, and the impact of geographical location on these diverse cultures within Latin America through a musical lens. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Arts, Global Diversity).*

HON 410 Live News and Election Coverage 3 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, teamwork is necessary, and individual responsibility is a must. Lectures provide concepts and theories about news production work, industry practices and techniques, interviewing, and information regarding civics, government, and politics. Production work beyond class time is expected. Live News & Election Coverage may be used by Media Arts Production students as a major elective and non-majors as a free elective. Majors may repeat the course as a free elective. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Technology. General Education: Humanities).*

HON 411 Math, Literature, and Movies 3 SH
In this course, we will explore the ways in which mathematics has been represented in literature and in movies. This includes looking at mathematics and its use (and possible abuse) by creative artists. Ultimately, students will develop their own work of mathematical fiction.

Automathography: You will start the semester by writing a summary of your own experiences with mathematics. What math have you taken over the course of your lifetime? What did you like? What didn't you like?

"Reading" Journal: As you read through the stories of mathematics and mathematicians, you need to write down your thoughts on what you have read. What surprised you? Did the reading stir up any memories or feelings from your own life? Was there anything in the story that struck you as particularly significant?

Group Work Write Ups: You will spend most days, after a hopefully brief introduction, working in groups to understand some aspect of mathematics either from or related to what you are reading. The group work may be based directly on the readings for the class or on supplementary materials after some instruction. After each class, it is the responsibility of each group to write a reflection on what they did that day. Each student needs to take at least one turn writing a reflection. The reflection must include examples of the mathematics you discussed and the group's thoughts. You must write about the mathematics with as much precision and clarity as you would employ in any other piece of writing.

Biography: Many of our readings, even some of the fictional ones, involve real mathematicians. Pick a mathematician to research. You can not pick any of the mathematicians who were central characters in

the readings or movies, but you can certainly pick an ancillary character. You might also want to look toward your final project; researching the life and works of a mathematician who could be a part of your story is a good way to add depth and realism to your work.

Final Project: For your culminating experience in this class, you will work with a group to create a work of mathematical fiction and present it to the class. You can write a short illustrated story (comic), or a one or two scene play or movie. Whatever you create needs to be thoroughly researched and include real, though perhaps not deep, mathematics. You will be evaluated on how well you tell your story, the humanity of your characters, and how accurately you portray your mathematics. You will also write a reflection on the choices you made and why you made them. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Artistic Creation; Historical, Social & Cultural Analysis. General Education: Mathematical Reasoning).*

HON 412 Navigating Life: Survival Guide 3 SH
In a world where technology has become integral to daily life, many of us no longer rely on our most powerful tool: ourselves. Navigating Life: A Survival Guide to Thrive in the Real World will introduce students to a series of challenges and scenarios in which they will not have access to the amenities we are so used to today (cellphones, the internet, sometimes even clean water). The course will offer students alternative ways to improvise, adapt, and overcome in the face of these situations, and will provide them with low-tech solutions for survival in a high-tech world. The course will introduce students to basic first aid and CPR training, AED training, fire safety training, the concepts of lifelong fitness, personal finance, navigation and orienteering, and public speaking, among other things. Students should expect to be mentally and physically challenged by this course, and should be prepared to be pushed outside of their comfort zone. As a culminating project, students will participate in an overnight backpacking trip, where they will discuss and demonstrate some of the key skills that they learned throughout the course. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Leadership, Collaboration & Team-Based Learning. General Education: Social & Behavioral Sciences).*

HON 413 Positive Health and Stress Management 3 SH
Stress has become a worldwide epidemic. According to the World Health Organization, over 80% of chronic disease and illness is related to stress and unhealthy stress management practices. College students face a myriad of stressors and often lack the resources, internally and externally, to cope with stress effectively and in a healthy manner. The development and utilization of positive stress management skills and strategies are critical for creating, maintaining, and sustaining health and wellbeing throughout life. This is especially important to students at varying levels of academic and social preparation, many of whom are first and second generation Americans and/or who are the first members of their families to attend college. WCSU provides many resources and services to guide and support students in the transition and adjustment to college life. This course will provide the information and experiences necessary to help them navigate and succeed in their college career and beyond. *(Modes of Inquiry: Critical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Wellness. General Education: Personal Wellness).*

HON 414 Positive Psychology 3 SH
This course provides an introduction to the study of topics related to happiness and the positive aspects of human experience including positive experiences, positive character strengths, positive relationships, and the institutions and practices that facilitate their development. Positive experiences include the mental states of flow and mindfulness and emotions about the present, past, and future. The positive character traits include wisdom, courage, compassion, love, humanity, justice, temperance, self-efficacy,

resilience, grit, imagination, creativity, and transcendence. Positive relationships include the factors that enhance meaning and well-being among couples, family, co-workers and the community. Positive institutions include positive education models, positive work environments, healthy families, positive leadership, and the development of civic virtues. Some of the central themes include the nature of happiness, well-being including the nature and measurement of happiness, the biological basis of positive emotions, savoring, positive experiences, gratitude, flow, the authentic self and upward spiral. Topics include measurements of happiness, an overview of positive trait theories, self-esteem, mindset, the mind body connection, physical activity, and emotional intelligence. Modes of Inquiry: Textual Analysis, Historical, Social, and Cultural Analysis, Scientific and Mathematical Analysis, and Artistic Creation and Analysis. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematic Analysis; Historical, Social & Cultural Analysis; Wellness. General Education: Social & Behavioral Sciences).*

HON 415 Psychology of Sex 3 SH
This course will provide an exploration of human sexuality and the psychological links to a variety of sexual choices. Students will examine sexual behavior from multi-dimensional perspectives, including biological, psychological, sociocultural, and systemic. Students will explore the origins and history of sex therapy, be provided with a broad systemic basis for evaluating individuals or relationships that present with sexual dysfunction, understand the possible stigmatization and psychological/emotional impact of such dysfunction on a person and his or her partner, and learn about the progression of treatment options, including the history and practice of sex surrogacy. This class examines the cultural context within which our values about sexuality are developed and defined, including the messages from our family of origin and religious community. We will be discussing in depth such issues as sexual exploitation, the influence of pornography on body image, and its link to addiction, brain changes, and sexual expectations. Students will look at the development of sexual orientation, sexual behavior, and the diversity of sexual expression. Additionally, topics for review will include possible causation of "deviant" sexual practices, fetishism, the distinction between erotica and pornography, possible reasons for infidelity and the effects of an affair on a relationship, how choices of "swinging" or "open marriage" are decided in a relationship and the possible psychological and emotional impact of this choice, sexual expression and practices in the physically disabled population, psychological effects of unwanted pregnancy/abortion. We will look into the psychological and emotional motives behind the current (increasing) preference of today's youth and casual sex (or "hook ups") instead of the more traditional dating arrangements. The possible consequences of childhood sexual abuse on later sexual dysfunction issues and behavior will also be explored, as well as how infertility or parenthood impacts sexuality, and the sexual changes that occur as we age. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis; Wellness. General Education: Social & Behavioral Sciences).*

HON 416 Queer Art of Failure 3 SH
In a culture obsessed with success, failure has a bad rap. We pay lip service to the importance of failure, but it has no place in our lives beyond our private shame. Yet, failure has been a recurring theme in art for centuries, whether it emerges as a failure of craft or ideology. One could argue that every shift in artistic style and expression has been a kind of failure to adhere to the previous era's dominant artforms. We will look at failure from the perspective of queer theory, which examines the way that power legitimizes and enforces the repression and control of gender and sexuality. We will use a queer perspective on failure as an artistic methodology to counter, resist, and dismantle everyday hegemonies. We will ask: How can failure be generative of new outcomes, new ways of thinking, and new ways of living? How can we fail more, and fail better? This is a studio class, but no art experience is necessary. In fact, less experience could be beneficial! The course content will be introduced through short readings and discussed as a group with the goal of making art in response to the themes raised in class. We will

experiment together with 2D, 3D, and time-based materials working towards an independent final project. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Artistic Creation; Historical, Social & Cultural Analysis; Equity & Belonging. General Education: Arts).*

HON 417 Understanding Suicide 3 SH
This course will provide an in-depth exploration of suicide, and the psychological and societal links to this phenomenon. Students will examine suicide from multi-dimensional perspectives, including biological, psychological, sociocultural, and systemic. Students will explore the origins and history of suicide, be provided with a broad systemic basis for evaluating and understanding individuals that present with such ideation, understand the possible stigmatization and psychological/emotional impact of this presentation on individuals, families, friends, and community, and learn about the current prevention and treatment options, including trauma work, psychoeducation, psychopharmacology, psychedelics, and other therapeutic modalities. *(Modes of Inquiry: Critical Analysis; Scientific & Mathematical Analysis; Historical, Social & Cultural Analysis; Wellness. General Education: Social & Behavioral Sciences).*

HON 418 Warrior or Guardian 3 SH
Beginning with criminal justice reforms after Minneapolis and the death of George Floyd, this course with explore police accountability programs, instances of systemic and individual officer misconduct, and the function of police in our democracy. Through critical study and analysis students will explore the cultural shift of policing from guardian model to warrior model, and the impact of 9/11 on American policing. Past reform efforts such as those established by the Christopher Commission, Mollen Commission, Knapp Commission, and Seabury Commission, will be explored and compared to present day issues involving race, use of force, police officer selection and training, corruption, and fair and impartial policing. *(Modes of Inquiry: Critical Analysis; Historical, Social & Cultural Analysis; Equity & Belonging; Ethics. General Education: Social & Behavioral Sciences).*

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.

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); Global Diversity.***

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:* "C-" grade or higher in IT 162 or Level 2 language placement in Italian. ***General Education: Humanities/World Languages and Cultures; Global Diversity.***

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: S*uccessful 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
In this course we explore linear equations, algebraic techniques including manipulation of algebraic expressions, solution of linear equations and inequalities, graphing of linear equations and applications. The three semester hours for this class do not count towards graduation; the course does not satisfy the general education requirement in Mathematical Reasoning.

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 100/100P or appropriate placement.

MAT 110E Great Ideas in Mathematics 4 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. Not open to students who have passed MAT 100 or MAT 100P. Algebra concepts introduced

as necessary to support course content. Equivalent to MAT 110 for major requirements.

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 even fall. *Prerequisite:* An "A" in MAT 098 or a pass in MAT 100/100P 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 100/100P or appropriate test score.

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. Every semester. *Prerequisite:* "C" or higher in MAT 100 or appropriate test score.

MAT 118E Elementary Applied Mathematics Enhanced 4 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. Every Semester. Not open to students who have passed MAT 100 or MAT 100P. Algebra concepts introduced as necessary to support course content. Equivalent to MAT 118 for major requirements.

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 100/100P or appropriate test score.

MAT 120E Elementary Statistics Enhanced 4 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 100 or MAT 100P. Algebra concepts introduced as necessary to support course content. Equivalent to MAT 120 for major requirements.

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.

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. *Prerequisite:* Major in Pre-Education and MAT 100 or appropriate placement. Spring semester.

MAT 133 Precalculus 4 SH
In this course students will review and learn about the functions needed for the study of calculus. These will be presented from numerical, graphical, and algebraic points of view. Polynomial, exponential, logarithmic, and trigonometric functions are included. Graphing calculators are used throughout the course. This course satisfies the general education mathematical reasoning requirement. *Prerequisite:* B or higher in MAT 100 or appropriate placement score.

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 100/100P or appropriate test score.

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 constrains. 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 100/100P 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.

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.

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 100/100P 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.

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 100/100P or appropriate placement.

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.

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.

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.

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. *Prerequisite:* CS 140 or above, may be taken concurrently, and MAT 141 or above, may be taken concurrently.

MAT 199 Student Developed Study 1–6 SH

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: Foundational Discrete Mathematics, students with CSCU Pathway Transfer A.A. Degree in Math Studies may take MAT 141 concurrently with MAT 207.

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:* A grade of *C* or higher in 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 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
This course is a comprehensive introduction to solution methods for ordinary differential equations. Students will be introduced to a variety of ordinary differential equations of various orders and types. Fundamental analytical solution methods for ordinary differential equations and systems of linear ordinary differential equations, including necessary linear algebra for the latter, will be discussed. Students will also be exposed to the occurrence and use of ordinary 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(s):* MAT 182 with a grade of C or better.

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 311 Connections in Mathematics 3 SH
A survey of connections of mathematics across the humanities as it relates to the K-6 curriculum. Connections to History, Literature geometry and art will be explored in the context of the Mathematics Common Core State Standards. Some attention to licensing test preparation will be included. *Prerequisite:* Junior standing in the Elementary Interdisciplinary Education Major and C or better in MAT 211.

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. Offered fall semester in odd years. *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. Offered fall semester in even years. *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. Offered fall semester in even years. *Prerequisite:* MAT 322 and MAT 272 with a grade of C or better.

MAT 343 Axiomatic Geometry 3 SH
Elementary geometry focuses on objects and properties in the Euclidean plane. Topics include postulates for neutral and Euclidean geometry: triangle congruence, quadrilaterals, exterior angle theorem, the triangle inequality, properties of circles, area constructions, similar figures, and the Pythagorean theorem. Emphasis will be placed on postulates and theorems that are independent of the parallel postulate. Offered fall semesters in even years. *Prerequisite*: MAT 207 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 spring semester. *Prerequisite:* C grade or better in MAT 141, and C or better in either MAT 207 or MAT 304.

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. Offered spring semester in odd years. *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. Offered fall semester in odd years. *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. Offered as needed. *Prerequisite*: MAT 383.

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. Offered spring semester in even years. *Prerequisites:* MAT 207 and MAT 182.

MAT/ED 386 Secondary Education Professional Development School Experience 1 SH
See ED/MAT 386

MAT 399 Student Developed Study 1–6 SH

MAT 412 Intro to Group Theory 3 SH
Groups are one of the fundamental mathematical objects that help us to understand how and why things work as they do in mathematics. They are significant in their own right, and are important in applications of mathematics to physics, chemistry, and information security. As such, students can greatly benefit from a clear understanding of their properties and structures. *Prerequisite:* MAT 375: Algebraic Structures, or equivalent.

MAT 414 Measure Theory and Integration 3 SH
This is a second undergraduate course in Real Analysis. Topics include rings and algebras of sets, Borel sets, measures on the real numbers as well as Riemann, and Lebesgue integrals of real-valued functions. Also studied are abstract measure spaces and the general theory of measure and Lebesgue integration. Specific function spaces such as Hilbert space, Banach space and Lp-spaces will be considered. *Prerequisite*: MAT 383 or equivalent

MAT 428 Number Theory 3 SH
This course will give a broad overview of the fundamental ideas in number theory including divisibility, modular arithmetic and algebra, and significant number theoretic functions. We will then look at how this knowledge can be applied to solve problems related to areas such as information security, computer algorithms, and factorization and primality testing. *Prerequisite*: MAT 141 and MAT 207 or equivalent.

MAT 429 Historical Development of Mathematics 3 SH
In this course we will examine significant moments in the development of key areas of mathematics. Particular emphasis will be placed on understanding contributions from a variety of cultures and time periods, as well as from significant individuals. Even spring semesters. *Prerequisite:* Successful completion of at least one 200-level math class or equivalent.

MAT 443 Advanced Geometry 3 SH
A second course in geometry focusing on axiomatic systems and non-Euclidean geometric systems. Topics covered include finite geometry, affine geometry, transformational geometry, analytic geometry, hyperbolic geometry and projective geometry. Proof and explanation are emphasized throughout. *Prerequisite:* MAT 207 and MAT 343 (Axiomatic Geometry or permission). Offered spring semester in odd years.

MAT/ED 449 Teaching Mathematics in the Secondary Schools 3 SH
See ED/MAT 449

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.

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. Offered fall semesters in even years. *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. Offered spring semesters in even years. *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. Offered summer session in odd years. *Prerequisite:* MAT 332 with a grade of C or better.

MAT 499 Student Developed Study 1–6 SH

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.

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 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 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.

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.

PHI 104 Philosophy Through Television 3 SH
n 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.

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.

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.

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.

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 drawing from historical, philosophical, anthropological, political and other sources. An important component of this course will be a practicum experience (1 credit); a form of engaged philosophy where students will be linked up with a local organization working on peace and justice issues.

PHI 209 Logic 1: Introduction to 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.

PHI 211 Logic 2: 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.

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.

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.

PHI 225 Ethics and Animals 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).

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. *Prerequisite*: WRT 101/101P or appropriate placement. **.**

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. *Prerequisite*: WRT 101/101P or appropriate placement.

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. *Prerequisite*: WRT 101/101P or appropriate placement.

PHI 231 History of Philosophy 1: Ancient 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. *Prerequisite*: WRT 101/101P or appropriate placement.

PHI 232 History of Philosophy 2: Medieval 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. *Prerequisite*: WRT 101/101P or appropriate placement.

PHI 233 History of Philosophy 3: 16th-18th Century 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. *Prerequisite*: WRT 101/101P or appropriate placement.

PHI 234 History of Philosophy 4: 19th-21st Century 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. *Prerequisite*: WRT 101/101P or appropriate placement.

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. *Prerequisite*: WRT 101/101P or appropriate placement.

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. *Prerequisite*: WRT 101/101P or appropriate placement.

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. *Prerequisite*: WRT 101/101P or appropriate placement.

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. *Prerequisite*: WRT 101/101P or appropriate placement.

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. *Prerequisite*: WRT 101/101P or appropriate placement.

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.

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.

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.

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.

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.

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.

PHI 298 Faculty Developed Study 1-6 SH
PHI 299 Student Developed Study 1-6 SH

PHI/COM 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. *Prerequisites*: One previous PHI class or permission of instructor, and at least one exposure to each of the general education competencies (FY, CP, CT, HW, IC, IL, OC, QR, SI, and WI).

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*: One previous PHI class or permission of instructor, + all W3 and CE prerequisites.

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.

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.

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.

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.

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.

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.

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. *Prerequisite*: One previous PHI class or permission of instructor, + all W3 and CE prerequisites.

PHI 388 Kierkegaard and Hegel 3 SH
It's much easier to understand both Hegel's philosophy and Kierkegaard's philosophy when these two authors are studied together since they disagree on almost everything. This class will take advantage of the clash and the contrast between Kierkegaard and Hegel to clarify their respective philosophies, and it will apply their most important ideas to contemporary questions and concerns to demonstrate the

continuing relevance of these two 19th century philosophers. *Prerequisites:* one previous PHI class or permissions of instructor and all W3 and CE prereqs.

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.

PHI 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.

The following courses also have been approved and are offered periodically:
PHI 224 Special Topics

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 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.

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 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.

PS 104 World Governments 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.

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. *Prerequisite:* WRT 101/101P or appropriate placement.

PS 209 Model United Nations 3 SH
This course provides an overview of the mission, structure, and operation of the United Nations. The course is presented through the framework of Model United Nations in which students develop a deeper understanding of the organization by adopting roles as representatives of member nations. The course utilizes a semester-long simulation in which students draft policy proposals, hold negotiations, practice problem solving, and present statements and arguments in front of the class. The course will also discuss many of the organizations within the United Nations umbrella, including the World Health Organization, the International Criminal Court, the World Bank and others.

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 218 State and Local government 3 SH
This course explores the structure and functions of state and local government in the United States by exploring the local government of Danbury and surrounding communities and the state government of Connecticut. The course utilizes primary materials from state and local government sources and includes presentations by elected officials and government workers at the state and local level. The course will also include several off-campus visits during class to locations in and around Danbury.

PS/HIS 262 American Constitutional History 3 SH
See HIS/PS 262

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 298 Faculty Developed Study 1–6 SH

PS 299 Student Developed Study 1–6 SH

PS/GEO 301 American Foreign Policy 3 SH
This course provides a broad overview of American Foreign Policy, building on material covered in an introduction to international relations by further exploring the foreign policymaking process, diplomacy, and international action taken by the United States. Throughout the semester, we will explore the roles of relevant actors including the president, Congress, the American public, and foreign policy bureaucracies. We will also discuss major ideologies that may be pursued through foreign policy and discuss the behaviors of actors embracing these ideologies. Towards the end of the semester we will discuss the main policy domains within foreign policy, including national security, economic relations, and participation in international organizations. We will draw from historical examples and current foreign policy platforms to demonstrate key concepts and will regularly compare American foreign policy with the foreign policy platforms of other nations. *Prerequisites*: PS 102 or 104 or permission of the instructor.

PS 303 Building Peace & Security 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 309 African Politics 3 SH
This course provides an overview of the history, political systems, foreign policies, and current issues of countries across the African continent using analytical approaches from comparative politics and international relations. The course begins with a focus on the modern history of the African continent, detailing the history of colonialism and the spread of exploitative export trade across the continent before discussing the history of independence movements. Next, the course provides an overview of the main systems of government in place across African nations, highlighting the differences between democratic and autocratic systems. The course concludes with an overview of broad foreign policy trends across African nations including the prevalence of civil war, inequality across racial and ethnic groups, human rights practices, and relations with world powers. The course also includes a number of in-depth case studies of specific African countries. *Prerequisites*: PS 104 or instructor permission.

PS 313 The U.S. Supreme Court 3 SH
This course examines the development of the U.S. Supreme Court as a political and legal institution. Students will explore both the Court's impact on American government at key moments in political history as well as contemporary issues in constitutional interpretation. Offered alternate spring semesters. *Prerequisite:* PS 102

PS 317 The Legislative Process 3 SH

This course explores the dynamic process of law-making in Congress. Students will gain hands-on experience in the legislative process to develop skills necessary for effective negotiation and collaboration. Offered alternate spring semesters. *Prerequisite*: PS 102.

PS 318 State and Local Government 3 SH
This course explores the structure and functions of state and local government in the United States, with particular emphasis on socio-economic challenges that confront effective government today. Primary materials from state and local government sources are utilized throughout to provide students with an applied understanding of how they are governed at the state and local levels. *Prerequisite*: WRT 101/ 101P or appropriate placement.

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.

PS 350 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.

PS/ECO 351 Money, Trade, and Politics 3 SH
See ECO/PS 351.

PS/HIS 382 Contemporary Middle East 3 SH
See HIS/PS 382

PS 405 Women in Global Politics 3 SH
This course provides an introduction to the role of women in political processes in a global context. We will discuss how women operate within and outside of political institutions to pursue their interests and effect change. The course begins with a discussion of women and politics in the United States to introduce students to the foundational concepts before making comparisons to other countries and regions. The course explores topics and applies approaches from the subfields of comparative politics and international relations to help students develop a strong global understanding of the role of women in domestic and international politics in the modern world. Prerequisites: PS 104 or instructor permission.

PS 409 Human Rights 3 SH
This course provides an overview of the study of human rights as defined by international law. Course topics include the conception of human rights, development of international law to codify human rights, the reasons human rights violations occur, and the approaches to limiting human rights abuses. The course also includes general discussions of human rights conditions around the world and uses case studies of specific rights and issues in both domestic and international contexts. The course relies on quantitative and qualitative research within political science. *Prerequisites*: PS 104 or 200 or instructor permission and WRT 101/101P or appropriate placement.

PS/SOC/ANT 410 Undocumented Migration 3 SH
This course offers a refined understanding of undocumented migration by exploring the legacy, causes, experiences and impacts of undocumented migration from a socio-historical and global perspective. Students explore the rise and growth of international migrations as they parallel the development of the capitalist the world-system and how they grow increasingly predictable as a result of shifts in the global economy and are further agitated by climate change. Relatedly, the course examines the transformation and formalization of laws regulating human migration, the development of citizenship and related legal regulatory systems, including the rise and militarization of borders. Students explore the lived experiences of undocumented peoples at subject and family levels, as well as the impacts on sending and receiving communities. Further the course assesses resistance to undocumented populations, including racist nativism, the international rise of anti-immigrant movements, and the hostile targeting of undocumented people. To complement this, the course examines the rise of immigrant rights movements. *Prerequisites*: SOC 100 or ANT 100 or PS 104 or PS/ECO 251 or GEO 100.

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); Global Diversity.***

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; Global Diversity.***

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; Global Diversity.***

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; Global Diversity.***

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.

PSY 202 Psychopathology 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.

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.

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.

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.

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 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: lhe 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.

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.

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.

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 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 (Michelangelo, 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.

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.

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.

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.

PSY 271 Lifespan Developmental Psychology 3 SH
An overview of physical, cognitive, and socioemotional development over the human lifespan, from conception to death. Emphasis is placed on the interactions among individuals, the developmental tasks they face, and the contexts in which they are immersed over the lifespan. Prerequisite: PSY100. Every Spring.

PSY 280 Professional and Career Development for Psychology Students 1 SH
This course provides an overview of careers in psychology and professional development for psychology students. Topics include skills acquired within the psychology major, career options in various subfields of psychology at the bachelor's and graduate levels, and self-management strategies related to academic and career success. Students will formulate a career development plan based on self-evaluations of skills, interests, goals, and opportunities at WCSU. Other topics include career preparation, such as resumes, cover letters, and professional social media profiles, and considerations for graduate study, including the graduate application process. Prerequisite: PSY100 and two additional courses in psychology. *Prerequisites:* PSY 100 and two additional courses in psychology.

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.

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 *and* WRT 101/101P or appropriate placement. Every semester.

PSY 324 Experimental Psychology 4 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 SPSS to analyze collected data, 6) Write at least one research report based on having conducted a true experiment in person. Prerequisite: PSY 100, and PSY 204 (C- or better), and a Writing Tier 1 course.

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.

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 204.

PSY 341 Child and Adolescent Psychopathology 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. Offered every other Fall. *Prerequisite:* PSY 210 or PSY 211.

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.

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.

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.

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.

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*: Satisfaction of CE and W3 prerequisite: PSY 324; two of the following courses: PSY 210, PSY 211, PSY 222, PSY 346; plus three additional hours of psychology courses.

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.

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.

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.

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.

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 452 Advanced Neuroscience of Mental Health Disorders 3 SH
This course is an advanced, research-based course taking a behavioral neuroscience approach in studying various disorders under one or more of the following categories: a) developmental, b) genetic, c) neurological, and d) psychopathological. Biological, cognitive, clinical, and pharmacological dimensions of the behavioral neuroscience approach to understanding mental disorders will be addressed. Current research will be covered to gain an in-depth understanding of contemporary experimental methods and treatment strategies. 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. *Prerequisites:* PSY 324, and *one* of the following: PSY 230, PSY 349, or PSY 352; must also have satisfied prerequisites for CE and W3.

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 102 First Year for the Social Sciences 1 SH
This course is designed to provide students with academic and university navigational skills, knowledge of social sciences majors and careers, and to ease students' transition into university life. Students will be introduced to and encouraged to explore some of the resources available at WCSU so they can make the most of their time here and participate in our community in a way which is meaningful for them. Upon successful completion of this course, students will have satisfied the FY Competency.

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/ANT/SOC 209 Climate Change and Society 3 SH
This is an interdisciplinary course designed to provide students with an understanding of the relations between the climate system and human societies. This course explores the socio-economic origin of our current environmental problems and their effect on social organizations and vice versa. It analyzes how industrialization and free-market capitalism contribute to global warming. Finally, it evaluates the theoretical debates in the field of socio-environmental studies regarding the causes of and possible solutions to current environmental degradations and climate change.

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.

SS/SOC/ANT 309 Food, Justice, and the Environment 3 SH
See ANT/SOC/SS 309

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 4 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.

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 sociological approaches to the contemporary world. Introduces basic concepts, theories, methods of study, and analytical skills needed to assess and think critically of social life at individual, familial, local, national, and global levels. Explores key social issues and phenomena such as socialization, social interactions, culture, gender, sexuality, communication, power, authority, deviant behavior, discrimination, ethnocentrism, racism, profit motives, popular culture, labor struggles, economic inequality, consumption, environmental impacts, international migration, globalization, the world-economy, international development, and social change. Every semester.

SOC 101 Social Problems 3 SH
An exploration of how social problems are defined, evaluated, and addressed both within the United States and globally. Students will refine their ability to assess social problems through in-depth investigations, application of sociological theory, and conceptualizations of a variety of social issues. The course offers an understanding of how major systems of power such as class, caste, racism, sexism, and corporatism are intertwined and lead to cycles of crises.

SOC 120 Principles of Sociology, Writing Intensive 3 SH
A survey of sociological approaches to the contemporary world. Introduces basic concepts, theories, methods of study, and analytical skills needed to assess and think critically of social life at individual, familial, local, national, and global levels. Explores key social issues and phenomena such as socialization, social interactions, culture, gender, sexuality, communication, power, authority, deviant behavior, discrimination, ethnocentrism, racism, profit motives, popular culture, labor struggles, economic inequality, consumption, environmental impacts, international migration, globalization, the world-economy, international development, and social change.

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/ANT 204 Mind, Self and Society 3 SH
See ANT/SOC 204

SOC/ANT/SS 209 Climate Change and Society 3 SH
This is an interdisciplinary course designed to provide students with an understanding of the relations between the climate system and human societies. This course explores the socio-economic origin of our current environmental problems and their effect on social organizations and vice versa. It analyzes how industrialization and free-market capitalism contribute to global warming. Finally, it evaluates the theoretical debates in the field of socio-environmental studies regarding the causes of and possible solutions to current environmental degradations and climate change.

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 Latino/a/x in the United States 3 SH
With the aim of having a comparative look at Latinos/as/x in the United States, the course uses a socio-historical lens to examine political, economic and cultural links between Latin America, including the Caribbean, and the US, and then explores the growth and developments among and between the broad array of Latinos/as/x within the U.S. social structure. Generally, the development of and challenges to socio-economic, political and cultural phenomena as they impact things like family, education, health, employment and identity are explored. Racism, and the sense of belonging and acceptance/non-acceptance, as well as empowerment and resistance movements are closely examined. The course engages rich discussions over recognition, racial and ethnic identities, language, gendered identities, Latinos/as/x as a voting block, struggles among youth, and struggles over immigration and the border. Fall semester of odd-numbered years. *Prerequisite:* ANT 100 or GEO 100 or PS 100 or PS 104 or SOC 100 or SS 111.

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 222 Global Rural Cultures: Resistance & Change 3 SH
See ANT/SOC 222

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/ANT 233 Illness, Health and Culture 3 SH
See ANT/SOC 233

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.

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/SS 309 Food, Justice, and the Environment 3 SH
See ANT/SOC/SS 309

SOC/ANT 330 Social and Cultural Theory 3 SH
See ANT/SOC 330

SOC/ANT 350 Modern and Postmodern Societies 3 SH
See ANT/SOC 350

ANT/SOC 360 Public anthropology & Sociology: Research for Social Change 3 SH
This course will examine multiple models of applied, engaged, and public anthropology and sociology, including 1) participatory action or (politically) engaged research designed to facilitate community-level advocacy work; 2) public interest ethnography with/for municipal agencies and non-profit and civic organizations to identify needs, assess the impact of policy and develop strategies to redress various forms of inequality (i.e., environmental justice, healthcare access, immigrant rights, poverty alleviation, etc.); 3) applied research in industry and the non-profit sector for institutional problem-solving and organizational development, 4) participatory design research for product, service, or systems "innovation," and 5) public anthropology via creative practices. Students will practice how to apply qualitative (and to a lesser degree, quantitative) research methods and anthropological and sociological perspectives and insights in various contexts by modeling a set of applications drawn from real-life case studies and projects. If possible, students will attend (virtually or in person) the Society for Applied Anthropology annual conference in March. *Prerequisite: ANT 100 or SOC 100 and one additional course in anthropology or sociology. Standard grading.*

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.

SOC/ANT/PS 410 Undocumented Migration 3 SH
This course offers a refined understanding of undocumented migration by exploring the legacy, causes, experiences and impacts of undocumented migration from a socio-historical and global perspective. Students explore the rise and growth of international migrations as they parallel the development of the capitalist the world-system and how they grow increasingly predictable as a result of shifts in the global economy and are further agitated by climate change. Relatedly, the course examines the transformation and formalization of laws regulating human migration, the development of citizenship and related legal regulatory systems, including the rise and militarization of borders. Students explore the lived experiences of undocumented peoples at subject and family levels, as well as the impacts on sending and receiving communities. Further the course assesses resistance to undocumented populations, including racist nativism, the international rise of anti-immigrant movements, and the hostile targeting of undocumented people. To complement this, the course examines the rise of immigrant rights movements. *Prerequisites*: SOC 100 or ANT 100 or PS 104 or PS/ECO 251 or GEO 100.

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. ***Global Diversity.***

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. ***Global Diversity***

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. ***Global Diversity***

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:* "C-" grade or higher in SPA 162 or Level 2 language placement in Spanish. ***Global Diversity***

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.

SPA 196 Continuing 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. ***Global Diversity***

SPA 197 Continuing 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. ***Global Diversity***

SPA 203 Cultural Conversations: Film 3 SH
This course is designed to improve students' speaking and writing skills in Spanish, as well as intercultural competency through an introduction to the study of cinema from Spain and Latin America. *Prerequisite*: SPA 197. ***Global Diversity***

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.

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.

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.

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.

SPA 212 Spanish for Business 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. ***Global Diversity***

SPA 213 Spanish for Health Professions 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; Global Diversity.***

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.

SPA 221 Cultures: 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. ***Global Diversity***

SPA 222 Cultures: Latin 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. ***Global Diversity***

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. ***Global Diversity***

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. ***Global Diversity***

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. ***Global Diversity***

SPA 227 Cultural Conversations: Food 3 SH

This course explores how endemic foods and products that serve as a source of nutrition are related to history, culture, and identity in different parts of the Spanish-speaking world. The goals include developing Spanish communication skills, cultural knowledge, and awareness of the diversity of the Spanish-speaking world. *Prerequisite:* SPA 197

SPA 228 Cultural Conversations: Borders 3 SH
This course will provide cultural competence and awareness of the historical and artistic heritage associated with the Spanish language in the USA and across the North/South geographical, political and cultural divide. We will explore Hispanic cultural heritage in North America in literature, music, film and popular culture from the early modern period to the present. Topics include modernity and colonialism; diasporas; contact zones; transculturation; rearticulation of transnational identities; coexistence in difference; borderlands; mestizo cultural spaces; (women) travelers and migrants as cultural agents; migration; exile; appropriation. *Prerequisites: S*PA 197

SPA 229 Cultural Conversations: Arts 3 SH
This course explores artistic and cultural artefacts from the Iberian Peninsula and Latin America. A variety of texts, such as essays, songs, poetry, and film will serve as a starting point for discussions on the plastic and performing arts of the Spanish-speaking world from the prehistoric times to the present. Reading, classroom discussion and writing assignments are designed to improve students' speaking and writing skills in Spanish. *Prerequisites:* SPA 197

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. ***Global Diversity***

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.

SPA 330 Global Voices: 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.

SPA 331 Global Voices: Latin 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.

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.

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.

SPA 360 Translating America 3 SH
This course approaches the topic of translation from the perspective of geography, history, and cultural studies. While "America" in English suggests a U.S. national context within North America, the term "América" in Spanish refers to a region that includes North America, Central America, the Caribbean, and South America, all as one continent. This course seeks to explore the complexity of translation of that accent: America/América that implies a profound cultural shift across borders. Cultural content will include music, art, literature, and film. *Prerequisite*: two 200-level courses in Spanish.

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; Global Diversity.***

SPA 365 Global Voices: Social Justice 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. ***Global Diversity***

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.

SPA 370 Translating Latina/o/x 3 SH
This course studies Latina/o/x voices through the lens of translation in the United States. We will focus on diverse Latina/o/x voices from the Caribbean, Central and South America, and the U.S. mainland: Mexican-American, Puerto Rican, Dominican-American, Cuban-American. Translation practice includes Spanish to English and English to Spanish language translations. Cultural analysis reflects on the role of translation and publication in defining Latina/o/x identities in the United States. *Prerequisite:* two 200-level courses in Spanish. ***Global Diversity***

SPA 371 Global Voices: Caribbean 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.

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 "pícara", as anti-hero in Spanish and Latin-American literature. *Prerequisite*: two 200-level courses in Spanish.

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 Applied Linguistics: Spanish 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.

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.

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.

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

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.

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

PS 340/WS 340 Gender, Justice, and the State 3 SH
See WS 340/PS 340

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 and Composition

WLC 120 Food and World Cultures in Film 3 SH
This course will explore cultural and social significance of food in a range of world cultures. We will focus on the role of food as a cinematic device, and the metaphoric quality of food as it expresses human desire and behavior. We will watch films where food plays a central role, read critical essays about cinema, and analyze relevant cinematic texts via online discussions and written responses. Our goal is to understand how cinema constructs our understanding of something as concrete and indispensable as food. This course taught in English will fulfill General Education: Humanities.

Language courses are also listed under the following subject areas:

- Arabic
- Chinese
- French
- German
- Hebrew
- Italian
- Portuguese
- Spanish

World Perspectives

All WP courses are listed as social and behavioral sciences general education electives.

WP 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.

WP 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.

WP 105 Cultures of South Asian Civilization 3 SH
A historical-cultural approach to the study of South Asia. 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.

WP 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.

WP/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.

WP 110 Southeast Asian Civilization 3 SH
This course offers a general introduction to Southeast Asia, including an examination of early civilizations, the spread of global religions, trade and colonization, and the struggle for independence.

WP/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.

WP/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.

WP/HIS 152 World History and Culture to 1500 3 SH
This survey course will emphasize world history in areas other than Europe and the United States. It will focus on the rise of Middle Eastern, African, Indian, East and Southeast Asian, and pre-Columbian civilization to the fifteenth century. The course will take a thematic approach, considering such topics as the rise of major religions, trade, migration, and empire.

WP/HIS 153 World History and Culture Since 1500 3 SH
This survey course will emphasize non-American, non-European world history, considering the impact of industrialization, global slavery, and the rise of Empire after 1500. The course will take a thematic approach, considering such topics as modernization, colonialism, trade, the Two World Wars, and the Cold War.

School of Professional Studies

Overview

Departments

- Education
- Educational Psychology
- Health Promotion & Exercise Sciences
- Justice and Law Administration
- Nursing
- Social Work

Degree Programs

- BS Elementary Education (K-6)
- BS Secondary Education (7-12)
- BS Health Education (K-12)
- BS Sports & Wellness Management
- BS Criminal Justice
- BS Nursing
- BS Nursing – Registered Nurse Program (Western at Waterbury)
- BS Public Health
- BA Social Work

Courses

- Education
- Educational Psychology
- Health Promotion & Exercise Sciences
- Justice & Law Administration
- Nursing
- Social Work

School of Professional Studies

School of Professional Studies

Dean: Joan Palladino, Ed.D.
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(203) 837-8526 (fax)

Associate Dean: TBD
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Administrative Assistant: TBD
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Departments

Education
Chair: *Katherine Roe, Ph.D.*
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Educational Psychology
Co-Chair: Stephanie Kuhn, Ph.D., BCBA-D
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(203) 837-8413 (fax)

Co-Chair: Lorrie-Anne Monte
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(203) 837-3262
(203) 837-8413 (fax)

Health Promotion & Exercise Sciences

Chair: *Emily Stevens, Ph.D.*
~~stevense@wcsu.edu~~
White Hall 107A, Midtown campus
(203) 837-3903
(203) 837-8638 (fax)

Associate Chair: *Krista Heybruck, Ed.D.*
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Justice and Law Administration
Chair: *Hasan Arslan, Ph.D.*
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White Hall 322E, Midtown Campus
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Nursing
Chair: *Jeanette Lupinacci, Ed.D.*
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Social Work
Chair*: Karen McLean, Ph.D.*
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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.

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

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Therese Richardson, *Department Secretary*
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(203) 837-8413 fax

Faculty

K. Roe, *Chair*	A. Brewer	T. Canada
	M. Daria	M. Delcourt
N. DeRonck	A. Giannakakos-Ferman	S. Kuhn
J. Piro	D. Mariotti	D. Naddeo
L. Monte	C. O'Callaghan	T. Stewart

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.

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;
    a. 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;
    a. Understand the role of professional judgment and practical knowledge for improving all candidates' development and achievement as indicated by performance in residency.
    b. 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;
    a. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in residency.
4. Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.
    a. Demonstrate expertise in working collaboratively with colleagues to design instruction as indicated by clinical performance in residency.

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 (GRADES 1-6)
Interdisciplinary Major

Program Summary

Elementary Education candidates major in Interdisciplinary Studies which reflect the content of the elementary school curriculum.

Catherine O'Callaghan, ***Coordinator of Elementary Education Program***
ocallaghanc@wcsu.edu

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for internships, and study abroad.

Required Courses in the Major: Elementary Education: Interdisciplinary

INTERDISCIPLINARY MAJOR	
MAT 131 College Algebra for Teachers	3 SH
MAT 209 Mathematics for Elementary Teachers I	3 SH
MAT 210 Mathematics for Elementary Teachers II	3 SH
MAT 211 Math in Elementary Grades	3 SH
MAT 311 Connections in Mathematics	3 SH
IDM 201 STEM I for Elementary Education	4 SH
IDM 202 STEM II for Elementary Education	4 SH
ENG 276 English Language Skills	3 SH
ENG 402 Teaching Literature in Schools	3 SH
COMP 337 Teaching Writing in Elementary Schools	3 SH
ED 315 Early Elementary Math Methods (K-3)	3 SH
ED 316 Assessment & Documentation in Early Childhood	1 SH

ED 401 Integrated Curriculum for Early Childhood	3 SH
CERTIFICATION REQUIREMENTS	
ED 208 Foundations of Reading: Literacy Development & Instruction	3 SH
ED 213 Inquiry & Assessment in the Classroom I	2 SH
ED 302 Literacy Assessment & Differentiation	3 SH
ED 314 Social Justice & Diversity Ed. (Racial Justice)	3 SH
ED 403 Supporting Students with Dyslexia	3 SH
ED 405 Introduction to Special Education	3 SH
ED 415 Elementary School Science	3 SH
ED 416 Elementary Residency I	3 SH
ED 417 Elementary Residency II	9 SH
ED 425 Elementary School Social Studies	3 SH
ED 430 Foundations of Literacy III	3 SH
HPX 215 Health Issues in the Schools	3 SH
GENERAL EDUCATION (This is a cohort program with a fixed Gen-Ed curriculum).	
COMP 101 Composition I	3 SH
ANT 100 Intro to Cultural Anthropology (Global Diversity)	3 SH
BIO 100 Concepts of Biology	4 SH
CS 110 Website Production	3 SH
ED 206 Introduction to Education- *Must earn a B or better.*	3 SH
ED 211 Ed Psych Children and Adolescents I	3 SH
ED 212 Ed Psych Children and Adolescents II	3 SH
ENG Elective (ENG 314 Recommended)	3 SH
GEO 100 Principles of World Geography	3 SH
HIS 148 American History to 1877 **OR** HIS 149 American History Since 1877	3 SH
MAT 120 Elementary Statistics	3 SH
THR 201 Playmaking with Children	3 SH
HPX 177 Fitness for Life (Lecture & Lab)	2 SH
Minimum GPA for the BS in Elementary Education: Interdisciplinary	3.0

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors,

internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Elementary Education: Interdisciplinary

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	MAT 131 College Algebra for Teachers	3
MAT 120 Elementary Statistics*	3	BIO 100 Concepts of Biology	4
HIS 148 American History I **OR** HIS 149 American History II	3	THR 201 Playmaking with Children	3
ANT 100 Intro to Anthropology (Global Diversity)	3	CS 110 Website Production	3
GEO 100 Principles of World Geography	3	Gen Ed: Personal Wellness	2
COMP 101 Intro to Comp/Rhetoric**	3		

Semester 3	**SH**	**Semester 4**	**SH**
ED 211 Ed Psych: Children & Adolescents I	3	ED 212 Ed Psych: Children & Adolescents II	3
ENG 276 English Language Skills	3	MAT 210 Math for Elem. Teachers II	3
MAT 209 Math for Elementary Teachers I	3	IDM 202 STEM for Elem. Ed II	4
ED 206 Intro to Education	3	ED 208 Foundations of Reading: Literacy Development & Instruction	3
IDM 201 STEM I for Elementary Ed	4	ENG Elective (ENG 314 Recommended)	3

Semester 5	**SH**	**Semester 6**	**SH**
ED 314 Social Justice & Diversity Ed. (Racial Justice)	3	ED 401 Integrated Curriculum for Early Childhood	3
MAT 211 Mathematics in Elem. Grades	3	ED 316 Assessment & Documentation in Early Childhood	1
COMP 337 Teaching Writing in Elementary Schools	3	ED 315 Early Elementary Math Methods (K-3)	3
ED 302 Literacy Assessment & Differentiation	3	ED 425 Elem. School Social Studies	3
ED 405 Intro to Special Education	3	ED 415 Elementary School Science	3
ED 213 Inquiry & Assessment in the Classroom I	2	HPX 215 Health Issues in the Schools (1-12)	3

Semester 7	**SH**	**Semester 8**	**SH**
ED 403 Supporting Students with Dyslexia	3	ENG 402 Teaching Literature in the Schools	3
ED 416 Elementary Residency I	3	ED 417 Elementary Residency II: Student Teaching	9
ED 430 Foundations of Literacy III	3		

Total Credits Required for the BS in Elementary Education = 120; Minimum GPA 3.0

*Students who place into MAT 100 or MAT 100P are strongly encouraged to complete this requirement the summer prior to admission .

**COMP 101 may be taken in Semester 1 or Semester 2.

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.

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.

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 t 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.

<u>Dismissal from the Elementary Education Interdisciplinary Program</u>

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 except for 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.

<u>Professional Education Fees</u>

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.

Education and Educational Psychology: Secondary Education

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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.

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.

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;
    A. 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;
    A. Understand the role of professional judgment and practical knowledge for improving all students' development and achievement as indicated by performance in student teaching.
    B. 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;
4. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in student teaching.
    A. Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.

5. Demonstrate expertise in working collaboratively with colleagues to design instruction as indicated by clinical performance in student teaching.

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 (Grades 7–12)

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 summaries listed in online undergraduate program summaries on the WCSU website.

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.

<u>Dismissal from the Professional Teacher Education Program</u>

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.

Health Promotion and Exercise Sciences

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Overview

The Health Promotion and Exercise Sciences (HPX) 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 HPX Department offers three undergraduate degrees: The Bachelor of Science in Public

Health, the Bachelor of Science in Health Education, PreK – 12, and the Bachelor of Science in Sport and Wellness Management. All programs are 120 credits and include major requirements (including field-based experience), general education requirements, and free electives. Students choose one of three concentrations in the Public Health degree program: Allied Health Professions, Community Health, or Fitness and Wellness. Students choose one of two concentrations in the Sport and Wellness Management degree program: Sport Management or Wellness Management. After successful completion of the Health Education PreK-12 degree program and achieving a passing score on the PRAXIS II Health Education Exam, students are eligible for the Initial Educator Certificate in Health Education (#043) in Connecticut.

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 used to fulfill the mission include an experiential learning approach that incorporates team building, knowledge enhancement, skill building, volunteerism, and continuous quality improvement. Public Health degree students create health promotion programs for the university and surrounding community organizations, and the program culminates with a full semester professional internship. Fieldwork experience is intertwined throughout the curriculum for the Health Education PreK-12 candidates. Sport and Wellness Management students complete a field-based experience as part of the capstone course for the major. This experiential approach provides WCSU 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.

The curriculum is driven by competency-based objectives derived from ongoing internal and external program evaluations. Our graduates' performances in pre-professional activities and placements with schools, public and private health agencies, clinical sites, and fitness centers, 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 degree candidates will be prepared to address health education and promotion in a global society.

Learning Outcomes – B.S. Health Education (PK-12)

Graduates of the B.S. Health Education (PK-12) educator preparation program will be prepared to demonstrate the following outcomes:

1. Demonstrate the knowledge and skills as a professional and competent school health educator as defined by current institutional, Connecticut, national, and accreditation standards.
2. Demonstrate professional dispositions, ethical behavior, and engage in and reflect on professional learning opportunities to meet the diverse needs of all learners aligned with current professional, state, and institutional standards.
3. Assess individual, school, and community needs, resources, and capacities to determine priorities for school health education.
4. Plan effective, culturally responsive, and developmentally appropriate school health education curricula and programs.
5. Implement health education instruction and programs based on current best practices and aligned with Connecticut and national standards.
6. Evaluate learner performance and program effectiveness to improve instruction and health outcomes.
7. Coordinate and manage school health education programs within established Connecticut and national frameworks.
8. Serve as a resource person to support school health education initiatives, increase health literacy, and promote access to health-related information.

Learning Outcomes – B.S. Sport and Wellness Management program

Graduates of the BS in Sport and Wellness Management program will be prepared to demonstrate the following outcomes:

1. Articulate an understanding of the multidimensional nature of sport and wellness, including contemporary topics within each dimension.
2. Demonstrate the ability to design and implement wellness programs in community and industry settings.
3. Possess a knowledge of the fundamental concepts of management as an organizational process.
4. Display the communication skills, both written and oral, used in sport, wellness, business, and organizational settings.
5. Demonstrate cultural competence when working with diverse populations.
6. Articulate a plan for achieving a career of their choice in the sport and wellness industry.

Learning Outcomes – B.S. Public Health program

Graduates of the B.S. Public Health 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 professional in diverse communities and organizations using appropriate communication, promotion, and advocacy skills.

Degrees and Programs

B.S. in Health Education
B.S. Health Education (PK-12)

B.S. Sport and Wellness Management
Options:
Wellness Management
Sport Management

B.S. Public Health
Options:
Allied Health Professions (Pre-Physical and Pre-Occupational Therapy)
Community Health
Fitness and Wellness

Minors

Exercise Science Minor
Holistic and Integrative Health Minor
Public Health Minor

BACHELOR OF SCIENCE IN HEALTH EDUCATION

Description: The mission of the Health Education PreK-12 Certification program is to develop the skills and competencies for candidates seeking initial health education certification in Connecticut in grades Pre-K-12. This program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is nationally recognized by the Society of Public Health Education (SOPHE).

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: Health Ed & Certification = 70 SH

HEALTH EDUCATION MAJOR REQUIREMENTS	
BIO 106 Anatomy & Physiology II *	4 SH
HPX 100 Introduction to Health & Wellness	3 SH
HPX 101 Introduction to the Profession of Teaching Health Education & Physical Education	1 SH
HPX 160 First Aid & Safety	2 SH
HPX 203 Intro to Human Nutrition	3 SH
HPX 215 Health Issues in Schools	3 SH
HPX 230 Drug Studies	3 SH
HPX 253 Concepts of Disease	3 SH
HPX 271 Health Education Programs in the Community	3 SH
HPX 310 Methods & Materials for Health Education	3 SH
HPX 320 Consumer Health	3 SH
HPX 352 Mental Health	3 SH
HPX 355 Human Sexuality	3 SH
EDUCATION CERTIFICATION REQUIREMENTS	
ED 206 Introduction to Education	3 SH
ED 212 Ed Psych: Children & Adolescents II	3 SH
ED 314 Social Justice and Diversity Education (Racial Justice)	3 SH
ED 340 Assessment of Teaching Strategies	1 SH
ED 440 Integrating Language	3 SH
HPX 311 Methods of Teaching School Health Education	3 SH
HPX 386 Health Ed: Professional Development School Experiences	1 SH
ED 405 Intro to Special Education	3 SH
HPX 460 Health Education Student Teaching Seminar	1 SH
HPX 464 Student Teaching	12 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
BIO 105 Anatomy & Physiology II*	4 SH
CHE 102 Everyday Chemistry	4 SH
COM 161 Decision Making in Groups *	3 SH
COMP 101 Introduction to Composition and Rhetoric	3 SH
ED 211 Ed Psych: Children & Adolescents I	3 SH
HIS 148 **OR** 149 American History *	3 SH
MAT 110 Great Ideas in Mathematics **OR** MAT 120 Elementary Statistics	3 SH
PSY 100 Introduction to Psychology *	3 SH
SOC 100 Introduction to Sociology*	3 SH

Students must earn a B (3.0) or better in all major requirements except for the starred* courses in which students must earn a C (2.0) or better.

Minimum GPA for the BS in Health Education = 3.0 overall.

Candidates must submit application for the Professional Development School (PDS) experience by April 1

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: B.S. Health Education PK-12
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	CHE 102 Everyday Chemistry	4
SOC 100 Intro to Sociology	3	PSY 100 Intro to Psychology	3
HPX 101 Intro to Prf. Tch. HEd & Ped.	1	HPX 203 Intro to Human Nutrition	3
HPX 100 Intro to Health & Wellness	3	HIS 148 **OR** 149 American History	3
COM 161 Decision Making in Groups	3	COMP 101 Intro to Comp/Rhetoric	3
MAT 110 Great Ideas in Math **OR** MAT 120 Elementary Statistics	3		

Semester 3	**SH**	**Semester 4**	**SH**
BIO 105 Anatomy & Physiology I	4	BIO 106 Anatomy & Physiology II	4
ED 206 Intro to Education	3	HPX 215 Health Issues in Schools	3
ED 211 Ed Psych: Children & Adolescents I	3	ED 212 Ed Psych: Children & Adolescents II	3
HPX 230 Drug Studies	3	HPX 271 Health Education Programs in the Community	3
HPX 253 Concepts of Disease	3	Gen Ed: Arts	3

Semester 5	SH	Semester 6	SH
ED 314 Social Justice and Diversity Education (Racial Justice)	3	HPX 352 Mental Health	3
HPX 310 Methods & Materials for Health Education	3	HPX 320 Consumer Health	3
HPX 355 Human Sexuality	3	Gen Ed: Social & Behavioral Sciences	3
HPX 160 First Aid & Safety	2	Gen Ed: Arts or Humanities	3
Gen Ed: Personal Wellness	2	Elective	3
Elective	3		

Semester 7	SH	Semester 8	SH
HPX 311 Methods of Teaching School Health Education	3	ED 340 Assess. of Teaching Strategies	1
HPX 386 Health Ed: Professional Development School Experiences	1	HPX 460 Health Education Student Teaching Seminar	1
ED 405 Intro to Special Education	3	HPX 464 Student Teaching	12
ED 440 Integrating Language	3		
Elective	3		

Total Credits Required for the BS in Health Education = 120; Minimum GPA 3.0

BACHELOR OF SCIENCE IN SPORT & WELLNESS MANAGEMENT (B.S.)

The Bachelor of Science in Sport and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. Students choose between 15-credit options in Wellness Management and Sport Management. A sport and wellness management degree puts students in a position to build a career as leaders in the sport and wellness industries. Students will graduate prepared to pursue positions in healthcare facilities, group medical practices, parks and recreation, wellness centers and corporations, sports organizations and corporations, and other for profit and non-profit sport and wellness settings. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of sport and wellness events, programs, and organizations.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

B.S. in Sport & Wellness Management: Wellness Management Option

Required Courses in the Major: = 51 SH

SPORT AND WELLNESS CORE	
PSY 260 Health Psychology	3 SH
COM 203 Health Communication	3 SH
HPX 112 Intro to Sport Management	3 SH
HPX 271 Health Education Programs in the Community	3 SH
HPX 410 Sport and Wellness Entrepreneurship	3 SH
HPX 411 Practicum in Sport & Wellness Management	3 SH
HPX Elective * – (Choose from: HPX 150, 203, 212, 240, 241, 242, 244, 253, 254, 255, 343, 352, 369, 380)	3 SH
MIS 155 Information Technology **OR** MIS 260 Information Systems Concepts	3 SH
ACC 201 Financial Accounting	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 251 HR Management **OR** MGT 340 Quality Management & Improvement **OR** MGT 350 Management Negotiations	3 SH
SW 220 Diversity, Equity & Inclusion (Racial Justice)	3 SH
WELLNESS MANAGEMENT OPTION	
HPX 348 Principles of Wellness Coaching	3 SH
HPX Electives (Choose from: HPX 150, 203, 212, 240, 241, 242, 244, 253, 254, 255, 343, 352, 369, 380)	6 SH
MKT 200 Principles of Marketing	3 SH
JLA 240 Commercial Law	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
PSY 100 Introduction to Psychology	3 SH
SOC 100 Introduction to Sociology	3 SH
HPX 100 Intro to Health & Wellness	3 SH
COM 163 Introduction to Human Communication	3 SH
CS 110 Website Production	3 SH
WRT 210W Managerial Writing	3 SH
Minimum GPA for the B.S. in Health and Wellness Management = 2.0 overall.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: B.S. Sport and Wellness Management: Wellness Management
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
HPX 100 Intro to Health & Wellness	3	PSY 100 Intro to Psychology	3
HPX 112 Intro to Sport Management	3	Gen Ed: Mathematical Reasoning	3
SOC 100 Intro to Sociology	3	MIS 155 Information Technology **OR** MIS 260 Information Systems Concepts	3
COM 163 Intro to Communication Skills	3	Gen Ed: Arts or Humanities	3
UNI 101: First Year Experience	1	COMP 101 Intro to Comp/Rhetoric	3

Semester 3	**SH**	**Semester 4**	**SH**
MGT 250 Organizational Behavior	3	HPX 271 Health Ed Programs in the Community	3
MKT 200 Principles of Marketing	3	CS 110 Web Design	3
Gen Ed: Natural Science & Technology	4	Gen Ed: Social & Behavioral Sciences	3
HPX Elective	3	Gen Ed: Arts	3
SW 220 Diversity, Equity & Inclusion (Racial Justice)	3	Elective (JLA 170 recommended)	3

Semester 5	**SH**	**Semester 6**	**SH**
COM 203 Health Communication	3	PSY 260 Health Psychology	3
HPX 348 Principles of Wellness Coaching	3	Gen Ed: Humanities	3
HPX Elective	3	HPX Elective	3
JLA 240 Commercial Law	3	WRT 210W Managerial Writing	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
HPX 410 Sport & Wellness Entrepreneurship	3	HPX 411 Practicum in Sport & Wellness Management	3
MGT 251 HR Management **OR** MGT 340 Quality Management & Improvement **OR** MGT 350 Management Negotiations	3	Elective	3
ACC 201 Financial Accounting	3	Elective	3
Elective	3	Elective	3

Elective	3	Elective	4

Total Credits Required for B.S. in Sport and Wellness Management = 120; Minimum GPA 2.0

B.S. in Sport & Wellness Management: Sport Management Option

Required Courses in the Major: = 51 SH

SPORT AND WELLNESS CORE	
PSY 260 Health Psychology	3 SH
COM 203 Health Communication	3 SH
HPX 112 Intro to Sport Management	3 SH
HPX 271 Health Education Programs in the Community	3 SH
HPX 410 Sport and Wellness Entrepreneurship	3 SH
HPX 411 Practicum in Sport & Wellness Management	3 SH
HPX Elective	3 SH
MIS 155 Information Technology **OR** MIS 260 Information Systems Concepts	3 SH
ACC 201 Financial Accounting	3 SH
MGT 250 Organizational Behavior	3 SH
MGT 251 Human Resource Management **OR** MGT 340 Quality Management & Improvement **OR** MGT 350 Management Negotiations	3 SH
SW 220 Diversity, Equity & Inclusion (Racial Justice)	3 SH
SPORT MANAGEMENT OPTION	
HPX 204 Contemporary Issues in Sport	3 SH
HPX 220 Sport Marketing	3 SH
HPX 262 Sports Facility Management	3 SH
HPX 323 Sport Law	3 SH
HPX 375 Sport Finance	3 SH

MAJOR DESIGNATED GENERAL EDUCATION COURSES

PSY 100 Introduction to Psychology	3 SH
SOC 100 Introduction to Sociology	3 SH
HPX 100 Intro to Health & Wellness	3 SH
COM 163 Introduction to Human Communication	3 SH
CS 110 Website Production	3 SH
WRT 210W Managerial Writing	3 SH

Minimum GPA for the B.S. in Sport and Wellness Management = 2.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: B.S. Sport and Wellness Management: Sport Management
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
HPX 100 Intro to Health & Wellness	3	PSY 100 Intro to Psychology	3
HPX 112 Intro to Sport Management	3	MIS 155 Information Technology **OR** MIS 260 Information Systems Concepts	3
SOC 100 Intro to Sociology	3	Gen Ed: Mathematical Reasoning	4
COM 163 Intro to Communication Skills	3	Gen Ed: Arts or Humanities	3
Gen Ed: First Year Experience	1	COMP 101 Intro to Comp/Rhetoric	3

Semester 3	**SH**	**Semester 4**	**SH**

MGT 250 Organizational Behavior	3	HPX Elective	3
HPX 220 Sport Marketing	3	HPX 204 Contemporary Issues in Sports	3
Gen Ed: Natural Science & Technology	4	CS 110 Web Design	3
Gen Ed: Arts	3	WRT 210W Managerial Writing	3
SW 220 Diversity, Equity & Inclusion (Racial Justice)	3	Gen Ed: Social and Behavioral Sciences	3

Semester 5	**SH**	**Semester 6**	**SH**
COM 203 Health Communication	3	PSY 260 Health Psychology	3
HPX 262 Sports Facilities Management	3	HPX 323 Sport Law	3
HPX 271 Health Ed Programs in the Community	3	MGT 251 HR Management **OR** MGT 340 Quality Management & Improvement **OR** MGT 350 Management Negotiations	3
Gen Ed: Humanities	3	Elective	3
Elective (JLA 170 Recommended)	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
HPX 410 Sport & Wellness Entrepreneurship	3	HPX 411 Practicum in Sport & Wellness Management	3
ACC 201 Financial Accounting	3	HPX 375 Sport Finance	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	4

Total Credits Required for B.S. in Sport and Wellness Management = 120; Minimum GPA 2.0

BS Public Health: Allied Health

Description: The mission of the Public Health program is to develop career professionals who are revolutionary leaders empowered to impact health promotion using an experiential, holistic and multi-disciplinary approach. This program is accredited by the Council on Education for Public Health (CEPH).

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 59 SH.

PUBLIC HEALTH CORE	
BIO 106 Anatomy & Physiology II	4 SH
PSY 260 Health Psychology	3 SH
SW 220 Diversity, Equity, and Inclusion (Racial Justice)	3 SH
HPX 103 Introduction to Public Health*	3 SH
HPX 200 Intro to Community Health Assessment*	3 SH
HPX 202 Epidemiology of Disease	3 SH
HPX 270 Health Education: Theory & Application*	3 SH
HPX 370 Health Promotion Program Planning & Introduction to Evaluation*	3 SH
HPX 371 Health Communication Methods & Materials*	3 SH
HPX 470 Health Program Implementation & Evaluation Method*	3 SH
HPX 490 Public Health Practicum	12 SH
HPX 491 Public Health Senior Seminar	1 SH
ALLIED HEALTH OPTION (C or better in all courses)	
HPX 314 Exercise Physiology	3 SH
CHE 111 General Chemistry II	4 SH
BIO 103 General Biology I	4 SH
PHY 120 General Physics I	4 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
PHI 223 Ethical Issues in Healthcare	3 SH
BIO 105 Anatomy & Physiology I	4 SH
CHE 110 General Chemistry I	4 SH
SOC 100 Introduction to Sociology	3 SH
MAT 115 Biostatistics **OR** MAT 120 Elementary Statistics	3 SH
PSY 100 Introduction to Psychology	3 SH
PSY Elective (any)	3 SH

Students must earn a C+ or better in HPX 103, 200, 270, 370, 371, 470 and a C or better in all other major requirements.

Minimum GPA for the B.S. in Public Health = 2.5 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: B.S. Public Health: Allied Health
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	HPX 103 Introduction to Public Health	3
BIO 105 Anatomy & Phys I	4	BIO 106 Anatomy & Phys II	4
Gen Ed: Speech Communication	3	SOC 100 Intro to Sociology	3
Gen Ed: Personal Wellness	2	COMP 101 Intro to Comp/Rhetoric	3
Elective	3	PSY 100 Intro to Psychology	3

Semester 3	**SH**	**Semester 4**	**SH**
HPX 200 Intro to Community Health Assessment	3	HPX 270 Health Education Theory & Application	3
HPX 202 Epidemiology of Disease	3	SW 220 Diversity, Equity and Inclusion (Racial Justice)	3
CHE 110 General Chemistry I	4	CHE 111 General Chemistry II	4
PHI 223 Ethical Issues in Healthcare	3	Gen Ed: Writing & Information Literacy	3
MAT 115 Biostatistics **OR** MAT 120 Elementary Statistics	3	PSY 260 Health Psychology	3

Semester 5	**SH**	**Semester 6**	**SH**
HPX 370 Health Program Planning & Intro to Eval	3	HPX 470 Health Program Implementation & Evaluation	3
HPX 371 Health Communication Methods & Strategies	3	PSY Elective	3
PHY 120 General Physics I	4	Gen Ed: Arts or Humanities	2
Gen Ed: Arts	3	Elective (PHY 121 suggested)	4
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
BIO 103 General Biology I	4	HPX 490 Public Health Practicum	12
HPX 314 Exercise Physiology	3	HPX 491 Public Health Senior Seminar	1
Elective	4		
Elective	3		

Total Credits Required for the B.S. in Public Health= 120; Minimum GPA 2.5

B.S. Public Health: Community Health

Required Courses in the Major: 59 SH.

PUBLIC HEALTH CORE	
BIO 106 Anatomy & Physiology II	4 SH
PSY 260 Health Psychology	3 SH
SW 220 Diversity, Equity and Inclusion (Racial Justice)	3 SH
HPX 103 Introduction to Public Health*	3 SH
HPX 200 Intro to Community Health Assessment*	3 SH
HPX 202 Epidemiology of Disease	3 SH
HPX 270 Health Education Theory & Application*	3 SH
HPX 370 Health Promotion Program Planning & Introduction to Evaluation*	3 SH
HPX 371 Health Communication Methods & Materials*	3 SH
HPX 470 Health Program Implementation & Evaluation Methods*	3 SH
HPX 490 Public Health Practicum	12 SH
HPX 491 Public Health Senior Seminar	1 SH
COMMUNITY HEALTH OPTION (C or better in all courses)	
HPX 301 Health Promotion, Policy, Advocacy & Partnerships	3 SH
HPX 342 Global Health	3 SH
HPX 381 Environmental Health	3 SH
Two (2) Community Health Electives from the list below	
HPX 203, 230, 240, 241, 242, 253, 254, 255, 313, 314, 318, 343, 344, 348, 352, 355, 369, or 380.	6 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
PHI 223 Ethical Issues in Healthcare	3 SH
BIO 105 Anatomy & Physiology I	4 SH
CHE 102 Everyday Chemistry	4 SH
SOC 100 Introduction to Sociology	3 SH
MAT 115 Biostatistics **OR** MAT 120 Elementary Statistics	3 SH
PSY 100 Introduction to Psychology	3 SH
PSY Elective (any)	3 SH
*Students must earn a C+ or better in HPX 103, 200, 270, 370, 371, 470 and a C or better in all other major requirements.	
Minimum GPA for the B.S. in Public Health = 2.5 overall.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: B.S. Public Health: Community Health
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	HPX 103 Introduction to Public Health	3
PSY 100 Intro to Psychology	3	MAT 115 Biostatistics **OR** MAT 120 Elementary Statistics	4
SOC 100 Intro to Sociology	3	Gen Ed: Arts or Humanities	2
HPX 100 Intro to Health and Wellness	3	COMP 101 Intro to Comp/Rhetoric	3
Gen Ed: Speech Communication	3	SW 220 Diversity, Equity and Inclusion (Racial Justice)	3

Semester 3	**SH**	**Semester 4**	**SH**
HPX 200 Intro Community Health Assessment	3	HPX 270 Health Education Theory & Application	3
HPX 202 Epidemiology of Disease	3	BIO 106 anatomy & Physiology II	4
BIO 105 Anatomy & Phys I	4	HPX Elective	3
PHI 223 Ethical Issues in Healthcare	3	Gen Ed: Arts	3
Gen Ed: Writing & Information Literacy	3	PSY 260 Health Psychology	3

Semester 5	**SH**	**Semester 6**	**SH**
HPX 370 Health Program Planning & Intro to Eval	3	HPX 470 Health Program Implementation & Evaluation Methods	3
HPX 371 Health Communication Methods & Materials	3	HPX 342 Global Health	3
CHE 102 Everyday Chemistry	4	HPX 301 Health Policy, Advocacy, Partnership	3
HPX 381 Environmental Health	3	HPX Elective	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
PSY Elective	3	HPX 490 Public Health Practicum	12
Elective	3	HPX 491 Public Health Senior Seminar	1
Elective	3		
Elective	2		
Elective	3		

Total Credits Required for the B.S. in Public Health = 120; Minimum GPA 2.5

B.S. Public Health: Fitness & Wellness

Required Courses in the Major: 59 SH.

PUBLIC HEALTH CORE	
BIO 106 Anatomy & Physiology II	4 SH
PSY 260 Health Psychology	3 SH
SW 220 Diversity, Equity and Inclusion (Racial Justice)	3 SH
HPX 103 Introduction to Public Health*	3 SH
HPX 200 Intro to Community Health Assessment*	3 SH
HPX 202 Epidemiology of Disease	3 SH
HPX 270 Health Education: Theory & Application*	3 SH
HPX 370 Health Promotion Program Planning & Introduction to Evaluation*	3 SH
HPX 371 Health Communication Methods & Materials*	3 SH
HPX 470 Health Program Implementation & Evaluation Methods*	3 SH
HPX 490 Public Health Practicum	12 SH
HPX 491 Public Health Senior Seminar	1 SH
FITNESS & WELLNESS (C or better in all courses)	
HPX 203 Introduction to Human Nutrition	3 SH
HPX 254 Exercise Testing and Prescription	3 SH
HPX 255 Group Activity Instruction **OR** HPX 313 Principles of Personal Training	3 SH
HPX 348 Principles of Wellness Coaching	3 SH
One HPX Elective from: HPX 255, 313, 314, 318, 369, or 380	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
PHI 223 Ethical Issues in Healthcare	3 SH
BIO 105 Anatomy & Physiology I	4 SH
HE 102 Everyday Chemistry	4 SH
SOC 100 Introduction to Sociology	3 SH
MAT 115 Biostatistics **OR** MAT 120 Elementary Statistics	3 SH
PSY 100 Introduction to Psychology	3 SH
PSY Elective (any)	3 SH

Students must earn a C+ or better in HPX 103, 200, 270, 370, 371, 470 and a C or better in all other major requirements.

Minimum GPA for the B.S. in Public Health = 2.5 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education

program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: B.S. Public Health: Fitness & Wellness
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	HPX 103 Introduction to Public Health	3
PSY 100 Intro to Psychology	3	MAT 115 Biostatistics **OR** MAT 120 Elementary Statistics	4
SOC 100 Intro to Sociology	3	COMP 101 Intro to Comp/Rhetoric	2
HPX 100 Intro to Health & Wellness	3	SW 220 Diversity, Equity and Inclusion (Racial Justice)	3
Gen Ed: Speech Communication	3	Gen Ed: Arts	3

Semester 3	**SH**	**Semester 4**	**SH**
HPX 200 Intro to Community Health Assessment	3	HPX 270 Health Education Theory & Application	3
HPX 254 Exercise Testing and Prescription	3	BIO 106 Anatomy & Physiology II	4
BIO 105 Anatomy & Physiology I	4	HPX 202 Epidemiology	3
PHI 223 Ethical Issues in Healthcare	3	HPX 255 Group Activity Instruction **OR** HPX 313 Principles of Personal Training	3
Gen Ed: Writing & Information Literacy	3	Gen Ed: Arts or Humanities	3

Semester 5	**SH**	**Semester 6**	**SH**
HPX 370 Health Program Planning & Intro to Evaluation	3	HPX 470 Health Program Implementation & Evaluation Methods	3
HPX 371 Health Communication Methods & Materials	3	HPX Fitness & Wellness Elective	3
HPX 203 Intro to Human Nutrition	4	PSY 260 Health Psychology	3
HPX 348 Wellness Coaching	3	Elective	3
CHE 102 Everyday Chemistry	4	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
PSY Elective	3	HPX 490 Public Health Practicum	12
Elective	3	HPX 491 Public Health Senior Seminar	1
Elective	3		
Elective	3		
Elective	2		

Total Credits Required for the B.S. in Public Health= 120; Minimum GPA 2.5

Minors

There are 3 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. The minors and links to minor requirements can be found below. Please see your advisor to review all program requirements.

Minor in Public Health (18 SH)

Required Courses (6 SH):
HPX 103 Introduction to Public Health
HPX 271 Health Education Programs in the Community
12 credits (12 SH) in Health Promotion and Exercise Sciences (HPX)

Minor in Exercise Science (18 SH)

Required Courses (18 SH)
HPX 113 Introduction to Exercise Science
HPX 203 Nutrition and Health
PSY 262 Sport Psychology
HPX 313 Principles of Personal Training*
HPX 314 Exercise Physiology*
HPX 318 Exercise Kinesiology*

**Courses with prerequisite requirements of BIO 105 & BIO 106*

Minor in Holistic and Integrative Health (18 SH)

Required Courses (6 SH):
HPX 100 Introduction to Health & Wellness
HPX 240 Principles of Holistic and Integrative Health
HPX 271 Health Education Programs in the Community

Select three (3) Approved HPX Electives from the list below (9 SH):
HPX 203 Introduction to Human Nutrition
HPX 241 Mind/Body Interventions for Health
HPX 242 Cross Cultural & Traditional Healing Methods
HPX 343 Foods, Herbs, Supplements and Other Natural Products
HPX 344 Energy Healing Therapies
HPX 348 Principles of Wellness Coaching
ANT 233 Medical Anthropology
COM 245 Meditation, Self-Awareness, and Communication
PHI 241 Buddhist Philosophy
PHI 245 Philosophy of Death and Dying
PHI 265 Philosophy of Happiness

The Division of Justice and Law Administration

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Faculty

M. Alizadeh	**H. Arslan, Chair**
T. Dwyer	M. Flippin
K. Jordan	K. Marino
T. Miller	D. Sharma

Mission of the Division of Justice and Law Administration

The administration of justice and law is a fundamental aspect of society in the United States, touching all areas governed by legal frameworks. The Division of Justice and Law Administration (JLA) is committed to offering students a comprehensive blend of substantive and practical education. The courses are structured to equip students with the necessary skills and knowledge required for a range of professional opportunities in law, public service, social systems, and private enterprises.

Primary Purposes

1. *Enhancing Student Abilities*: The division is focused on improving students' reasoning skills, written and verbal communication, and engagement in scholarly activities.
2. *Fulfilling Career Goals*: JLA aims to support students in achieving their professional aspirations in the administration of justice, regulatory, protective, or rehabilitative services, as well as law-related fields.
3. *Supporting Further Education*: The division assists students in pursuing undergraduate and graduate studies in law, criminology, public administration, rehabilitation services, criminal justice, and related disciplines.

The Division of Justice and Law Administration provides a Bachelor of Science degree, a Minor in

Justice and Law Administration, along with a variety of undergraduate elective courses to meet diverse educational interests and career objectives.

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

History

The Division of Justice and Law Administration—originally established as the *Department of Criminal Justice*—was founded in **1976** by *Professor Solomon Gross* and *Dr. Frank Muska* with a **$14,000 grant from the Federal Law Enforcement Assistance Administration**. The inaugural cohort consisted of 14 students.

During its early years, the Division focused primarily on criminal justice education. Over time, its academic scope expanded significantly, evolving into a **multi-option program** that includes *Law Enforcement, Legal Studies, Criminology, Corrections, Probation and Parole, Offender Rehabilitation, a Paralegal Sequence, and Homeland Security.*

The Division has benefited from sustained leadership (chair position) that has guided its growth and academic development:

- **Dr. Frank Muska** (1978–1982)
- **Dr. Harold B. Schramm** (now Professor Emeritus), (1982–1991)
- **Dr. David Whelan** (1991–1993)
- **Dr. David Machell** (now Professor Emeritus), (1993–2003)
- **Dr. Michael Foley** (now Professor Emeritus), (2003–2009)
- **Professor Charles Mullaney** (now Professor Emeritus), (2009–2015)
- **Dr. Anthony Markert** (now Professor Emeritus), (2015–2017)
- **Dr. George Kain** (now Professor Emeritus), (2017–2021)
- **Dr. Kim Marino** (2021–2025)
- **Dr. Hasan T. Arslan**, Incumbent Chair

Under this collective leadership, the Division grew into **one of the largest majors at WCSU**.

Degrees in Justice and Law Administration

B.S. in Criminal Justice
BS Criminal Justice: Corrections, Probation, Parole & Offender Rehabilitation option
BS Criminal Justice: Criminology option

BS Criminal Justice: Law Enforcement option
BS Criminal Justice: Legal Studies option
BS Criminal Justice: Homeland Security option

Minor
Justice & Law Administration

Bachelor of Science in Criminal Justice (B.S.)

BS Criminal Justice: Corrections, Probation, Parole & Offender Rehabilitation Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 54 SH.

CRIMINAL JUSTICE CORE	
JLA 100 Introduction to Criminal Justice I	3 SH
JLA 150 Introduction to Criminal Justice II	3 SH
JLA 170 Introduction to American Law	3 SH
JLA 200 Writing for Justice Professions	3 SH
JLA 201 Criminology	3 SH
JLA 205 Juvenile Delinquency	3 SH
JLA 210 Criminal Law	3 SH
JLA 240 Commercial Law	3 SH
JLA 270 Ethics in Criminal Justice	3 SH
JLA 315 Police Administration and Organization	3 SH
JLA 322 Constitutional Law	3 SH
JLA 400 Research Methodology in JLA	3 SH
JLA 405 Research Seminar in Justice and Law Administration	3 SH
CORRECTIONS, PROBATION, PAROLE & OFFENDER REHABILITATION OPTION	
JLA 312 Community Based Corrections	3 SH
JLA 342 Correction Counseling & Offender Rehabilitation	3 SH
JLA 409 Addiction & Crime	3 SH
Two approved JLA Electives (6 SH): consult your advisor	6 SH

MAJOR DESIGNATED GENERAL EDUCATION COURSES

MIS 155 Information Technology	3 SH
PSY 100 Introduction to Psychology	3 SH
PS 102 American Government	3 SH
MAT 120/120E Elementary Statistics	3 SH

Minimum GPA for the BS in JLA = 2.0

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Criminal Justice – Corrections, Probation, Parole and Offender Rehabilitation option

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
JLA 100 Intro to Criminal Justice I	3	JLA 150 Intro to Criminal Justice II	3
JLA 170 Intro to American Law **OR** PS 102 American Government	3	JLA 170 Intro to **OR** PS 102 American Government	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
MIS 155 Information Technology	3	PSY 100 Intro to Psychology	3
Gen Ed: Humanities	3	MAT 120/120E Statistics*	3
UNI 101	1		

Semester 3	**SH**	**Semester 4**	**SH**
JLA 200 Writing for Justice	3	Gen Ed: Speech Communication	3
JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3	JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3
JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3	JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3
JLA 270 Ethics in Criminal Justice **OR** Elective	3	Gen Ed: Arts or Humanities	3
Gen Ed: Arts	3	Elective **OR** JLA 270 Ethics in Criminal Justice	3

Semester 5	SH	Semester 6	SH
JLA 322 Constitutional Law **OR** JLA 315 Police Org. & Admin.	3	JLA 322 Constitutional Law **OR** JLA 315 Police Org. & Admin.	3
JLA 312 Community Based Corrections	3	JLA Elective	3
Gen Ed: Personal Wellness	2	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Natural Sciences & Technology	4	Elective	3
Elective	3	Elective	3

Semester 7	SH	Semester 8	SH
JLA 400 Research Methods	3	JLA 405 Research Seminar in JLA	3
JLA 342 Correctional Counseling & Offender Rehabilitation	3	JLA 409 Addiction & Crime	3
JLA Elective		Elective	3
Elective	3	Elective	3
Elective	3	Elective	2
Total Credits Required for the BS in Criminal Justice = 120; Minimum GPA 2.0.			

*MAT 120 may be taken in Semester 1 or Semester 2.

BS Criminal Justice: Criminology Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 54 SH.

CRIMINAL JUSTICE CORE

JLA 100 Introduction to Criminal Justice I	3 SH
JLA 150 Introduction to Criminal Justice II	3 SH
JLA 170 Introduction to American Law	3 SH
JLA 200 Writing for Justice Professions	3 SH
JLA 201 Criminology	3 SH
JLA 205 Juvenile Delinquency	3 SH
JLA 210 Criminal Law	3 SH
JLA 240 Commercial Law	3 SH
JLA 270 Ethics in Criminal Justice	3 SH
JLA 315 Police Administration and Organization	3 SH

JLA 322 Constitutional Law	3 SH
JLA 400 Research Methodology in JLA	3 SH
JLA 405 Research Seminar in Justice and Law Administration	3 SH

CRIMINOLOGY OPTION

JLA 334 Organized Crime	3 SH
JLA 336 White Collar Crime	3 SH
JLA 410 Advanced Criminology	3 SH
Two electives (6 SH) from the list below:	6 SH

JLA/WS 301 Women & Criminal Justice, JLA 345 Sem. In Violent Crime, JLA 346 Sem. in Sex Crimes, JLA 347 Domestic & International Terrorism, JLA 348 Visual Criminology, JLA 332 Crime Mapping, JLA 349 Justice & Law Practicum

MAJOR DESIGNATED GENERAL EDUCATION COURSES

MIS 155 Information Technology	3 SH
PSY 100 Introduction to Psychology	3 SH
PS 102 American Government	3 SH
MAT 120/120E Elementary Statistics	3 SH

Minimum GPA for the BS in JLA = 2.0

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Criminal Justice: Criminology option

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
JLA 100 Intro to Criminal Justice I	3	JLA 150 Intro to Criminal Justice II	3
JLA 170 Intro to American Law **OR** PS 102 American Government	3	JLA 170 Intro to American Law **OR** PS 102 American Government	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
MIS 155 Information Technology	3	PSY 100 Intro to Psychology	3
Gen Ed: Arts	3	MAT 120/120E Statistics*	3
Gen Ed: First Year Experience	1		

Semester 3	SH	Semester 4	SH
JLA 200 Writing for Justice Professions	3	Gen Ed: Speech Communication	3
JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3	JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3
JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3	JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3
Gen Ed: Humanities	3	Gen Ed: Arts or Humanities	3
JLA 270 Ethics in Criminal Justice **OR** Elective	3	Elective **OR** JLA 270 Ethics in Criminal Justice	3

Semester 5	SH	Semester 6	SH
JLA 322 Constitutional Law OR JLA 315 Police Org. & Admin.	3	JLA 322 Constitutional Law OR JLA 315 Police Org. & Admin.	3
JLA 334 Organized Crime	3	JLA 336 White Collar Crime	3
Gen Ed: Personal Wellness	2	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Natural Sciences & Technology	4	JLA Elective	3
Elective	3	Elective	3

Semester 7	SH	Semester 8	SH
JLA 400 Research Methods in JLA	3	JLA 405 Research Seminar in JLA	3
JLA Elective	3	JLA 410 Advanced Criminology	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

Total Credits Required for the BS in Criminal Justice = 120; Minimum GPA 2.0.

*MAT 120 may be taken in Semester 1 or Semester 2.

BS Criminal Justice: Law Enforcement Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 54 SH.

CRIMINAL JUSTICE CORE
JLA 100 Introduction to Criminal Justice I 3 SH

JLA 150 Introduction to Criminal Justice II	3 SH
JLA 170 Introduction to American Law	3 SH
JLA 200 Writing for Justice Professions	3 SH
JLA 201 Criminology	3 SH
JLA 205 Juvenile Delinquency	3 SH
JLA 210 Criminal Law	3 SH
JLA 240 Commercial Law	3 SH
JLA 270 Ethics in Criminal Justice	3 SH
JLA 315 Police Administration & Organization	3 SH
JLA 322 Constitutional Law	3 SH
JLA 400 Research Methodology in JLA	3 SH
JLA 405 Research Seminar in Justice and Law Administration	3 SH
LAW ENFORCEMENT OPTION	
JLA 212 The Police and Social Order	3 SH
JLA 300 Management Issues in Law Enforcement	3 SH
JLA 323 Criminal Procedure and Process	3 SH
Two approved JLA Electives (6 SH): consult your advisor	6 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MIS 155 Information Technology	3 SH
PSY 100 Introduction to Psychology	3 SH
PS 102 American Government	3 SH
MAT 120/120E Elementary Statistics	3 SH
Minimum GPA for the BS in JLA = 2.0	

General Education*:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives**:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Criminal Justice: Law Enforcement option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
JLA 100 Intro to Criminal Justice I	3	JLA 150 Intro to Criminal Justice II	3

JLA 170 Intr to American Law **OR** PS 102 American Government	3	JLA 170 Intro to American Law **OR** PS 102 American Government	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
MIS 155 Information Technology	3	PSY 100 Intro to Psychology	3
Gen Ed: Humanities	3	MAT 120/120E Statistics*	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
JLA 200 Writing for Justice Profession	3	Gen Ed: Speech Communication	3
JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3	JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3
JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3	JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3
Gen Ed: Arts	3	Gen Ed: Arts or Humanities	3
JLA 270 Ethics in Criminal Justice **OR** Elective	3	Elective **OR** JLA 270 Ethics in Criminal Justice	3

Semester 5	**SH**	**Semester 6**	**SH**
JLA 322 Constitutional Law **OR** JLA 315 Police Org. & Admin.	3	JLA 322 Constitutional Law **OR** JLA 315 Police Org. & Admin.	3
JLA 212 Police & Social Order	3	JLA 300 Management Issues in Law Enforcement	3
Gen Ed: Personal Wellness	2	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Natural Sciences & Technology	4	Elective	3
JLA Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
JLA 400 Research Methods in JLA	3	JLA 405 Research Seminar in JLA	3
JLA 323 Criminal Procedure & Process	3	JLA Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

Total Credits Required for the BS in Criminal Justice = 120; Minimum GPA 2.0.

*MAT 120 may be taken in Semester 1 or Semester 2.

BS Criminal Justice: Legal Studies Option

Description: 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.

Degree Requirements

All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 54 SH.

CRIMINAL JUSTICE CORE	
JLA 100 Introduction to Criminal Justice I	3 SH
JLA 150 Introduction to Criminal Justice II	3 SH
JLA 170 Introduction to American Law	3 SH
JLA 200 Writing for Justice Professions	3 SH
JLA 201 Criminology	3 SH
JLA 205 Juvenile Delinquency	3 SH
JLA 210 Criminal Law	3 SH
JLA 240 Commercial Law	3 SH
JLA 270 Ethics in Criminal Justice	3 SH
JLA 315 Police Administration and Organization	3 SH
JLA 322 Constitutional Law	3 SH
JLA 400 Research Methodology in JLA	3 SH
JLA 405 Research Seminar in Justice and Law Administration	3 SH
LEGAL STUDIES OPTION	
JLA /WRT 321W Legal Writing, Research & Analysis	3 SH
JLA 323 Criminal Procedure and Process	3 SH
JLA 408 Human Rights: With Liberty and Justice for All	3 SH
Two approved JLA Electives (6 SH): consult your advisor	6 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MIS 155 Information Technology	3 SH
PSY 100 Introduction to Psychology	3 SH
PS 102 American Government	3 SH
MAT 120/120E Elementary Statistics	3 SH
Minimum GPA for the BS in JLA = 2.0	

General Education*:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Criminal Justice – Legal Studies option

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
JLA 100 Intro to Criminal Justice I	3	JLA 150 Intro to Criminal Justice II	3
JLA 170 Intro to American Law **OR** PS 102 American Government	3	JLA 170 Intro to American Law **OR** PS 102 American Government	3
COMP 101 Composition I	3	Gen Ed: Writing & Information Literacy	3
MIS 155 Information Technology	3	PSY 100 Intro to Psychology	3
Gen Ed: Humanities	3	MAT 120/120E Statistics*	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
Gen Ed: Speech Communication	3	JLA 200 Writing for Justice Professions	3
JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3	JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3
JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3	JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3
Gen Ed: Arts	3	Gen Ed: Arts or Humanities	3
JLA 270 Ethics in Criminal Justice **OR** Elective	3	Electives **OR** JLA 270 Ethics in Criminal Justice	3

Semester 5	**SH**	**Semester 6**	**SH**
JLA 322 Constitutional Law **OR** JLA 315 Police Org. & Admin.	3	JLA 322 Constitutional Law **OR** JLA 315 Police Org. & Admin.	3
JLA 321W/WRT 321W Legal Writing, Research & Analysis **OR** JLA 323 Criminal Procedure & Process	3	JLA 323 Criminal Procedure & Process **OR** JLA 321W/WRT 321W Legal Writing, Research & Analysis	3
Gen Ed: Personal Wellness	2	JLA Elective	3
Gen Ed: Natural Sciences & Technology	4	Elective	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
JLA 400 Research Methods in JLA	3	JLA 405 Research Seminar in JLA	3
JLA Elective	3	JLA 408 Human Rights	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

Total Credits Required for the BS in Criminal Justice = 120; Minimum GPA 2.0.

*MAT 120 may be taken in Semester 1 or Semester 2.

BS Criminal Justice: Homeland Security Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 54 SH.

CRIMINAL JUSTICE CORE	
JLA 100 Introduction to Criminal Justice I	3 SH
JLA 150 Introduction to Criminal Justice II	3 SH
JLA 170 Introduction to American Law	3 SH
JLA 200 Writing for Justice Professions	3 SH
JLA 201 Criminology	3 SH
JLA 205 Juvenile Delinquency	3 SH
JLA 210 Criminal Law	3 SH
JLA 240 Commercial Law	3 SH
JLA 270 Ethics in Criminal Justice	3 SH
JLA 315 Police Administration and Organization	3 SH
JLA 322 Constitutional Law	3 SH
JLA 400 Research Methodology in JLA	3 SH
JLA 405 Research Seminar in Justice and Law Administration	3 SH
HOMELAND SECURITY OPTION	
JLA 260 Intro to Homeland Security	3 SH
JLA 347 Justice Issues in Domestic & International Terrorism	3 SH
JLA 360 Advanced Issues in Homeland Security	3 SH
JLA 460 Legal Issues in Homeland Security	3 SH
JLA 370 Crime Mapping **OR** JLA 380 Data Analytics **OR** JLA 390 Legal Forensics & Cyber Security	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MIS 155 Information Technology	3 SH
PSY 100 Introduction to Psychology	3 SH
PS 102 American Government	3 SH
MAT 120/120E Elementary Statistics	3 SH
Minimum GPA for the BS in JLA = 2.0	

General Education: All students must complete the General Education curriculum. The WCSU General

Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Criminal Justice: Homeland Security option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
JLA 100 Intro to Criminal Justice I	3	JLA 150 Intro to Criminal Justice II	3
JLA 170 Intro to American Law **OR** PS 102 American Government	3	JLA 170 Intro to American Law **OR** PS 102 American Government	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
MIS 155 Information Technology	3	PSY 100 Intro to Psychology	3
Gen Ed: Arts	3	MAT 120/120E Statistics*	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
JLA 200 Writing for Justice Professions	3	Gen Ed: Speech Communication	3
JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3	JLA 201 Criminology **OR** JLA 205 Juvenile Delinquency	3
JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3	JLA 210 Criminal Law **OR** JLA 240 Commercial Law	3
Gen Ed: Humanities	3	Gen Ed: Arts or Humanities	3
JLA 270 Ethics in Criminal Justice **OR** Elective	3	Elective **OR** JLA 270 Ethics in Criminal Justice	3

Semester 5	**SH**	**Semester 6**	**SH**
JLA 322 Constitutional Law **OR** JLA 315 Police Org. & Admin.	3	JLA 322 Constitutional Law **OR** JLA 315 Police Org. & Admin.	3
JLA 260 Introduction to Homeland Security	3	JLA 360 Advanced Issues in Homeland Security	3
JLA 347 Justice Issues in Domestic& International Terrorism	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Natural Sciences & Technology	4	Elective	3

Gen Ed: Personal Wellness	2	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
JLA 400 Research Methods in JLA	3	JLA 405 Research Seminar in JLA	3
JLA 460 Legal Issues in Homeland Security	3	JLA 370 Crime Mapping **OR** JLA 380 Data Analytics **OR** JLA 390 Legal Forensics & Cyber Security	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2
Total Credits Required for the BS in Criminal Justice = 120; Minimum GPA 2.0.			

*MAT 120 may be taken in Semester 1 or Semester 2.

Additional Requirements of the Division of Justice and Law Administration

The Division of JLA is a unit of the SPS, yet because of its division status, it maintains some difference in its requirements from departments of the SPS. All requirements not delineated here are covered under the requirements of the SPS.

Admission to the Division of Justice and Law Administration

JLA adheres to the admission standards/requirements of the SPS.

Good Academic Standing and Graduation Requirement

In order to continue in good standing and graduate from the JLA Division and the SPS, a student must maintain a cumulative GPA of 2.0 or better.

The Division of JLA adheres strictly to the following policies of the SPS: academic probation and suspension, readmission to the SPS, other academic policies and course loads for full-time students.

Minor in Justice & Law Administration (18 SH)

Please see your advisor to review all program requirements.

Required Courses (9 SH):
JLA 100 Introduction to Criminal Justice I
JLA 150 Introduction to Criminal Justice ll
JLA 322 Constitutional Law

Three (3) Approved JLA courses selected under the supervision of a JLA adviser (9 SH)

To be accepted for the minor, a student must have an overall average of 2.0 or better. An average of 2.0 in all minor courses must be maintained to fulfill the requirements for the minor.

Nursing

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Faculty

J. Lupinacci, Chair	D. Graham
K. Bridges, Assoc. Chair	N. Kaur
D. Brester	B. Padykula
E. Campbell	T. Puckhaber
A. Chahal	K. Quijano
P. Cumella	M. Sousa
L. Dalessio	L. Warren

Support Staff:
Andrew Hull – *Simulation Lab Coordinator*
Patricia Lamb – *Clinical Coordinator*
Allyson Cosgrove – *Mental Health Clinical Coordinator*

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 can be achieved through:
    - providing a dynamic curriculum that is responsive to students and community needs; based on a strong foundation in the liberal arts and sciences, and a commitment to challenge students to be lifelong learners.

- developing clinical competency, scholarship and research.
- contributing to the improvement of and services to the university, the profession and communities.
- sustaining a vibrant inclusive program that reflects the diversity of the communities served.
- advocating for the nursing profession and for those whom we serve.

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/

Program Outcomes

1. Synthesize knowledge from the arts, sciences, and humanities with nursing theory as the basis for making nursing practice decisions.
2. Exercise clinical judgement in using the nursing process to assess, diagnose, plan, implement, and evaluate care provided to individuals, families and communities.
3. Apply clinical judgement in the provision of preventive, curative, supportive, and restorative care for individuals, families, and communities in both structured and unstructured settings.
4. Use a variety of communication techniques, in the process of assessment, counseling, and therapeutic interventions with clients, families, and populations.
5. Develop and implement a variety of strategies in the provision of health teaching for clients, families, and populations.
6. Utilize scientific inquiry, technology and research findings to improve nursing care delivery and to advance the profession.
7. Identify information and resources to achieve optimum client outcomes.
8. Demonstrate leadership, management, and collaborative skills as a member of an interprofessional team within the health care delivery system.
9. Apply autonomous ethical decision making and advocacy in the care of clients.
10. Demonstrate accountability in accordance with standards of professional nursing practice.

Degree Programs

B.S. in Nursing

R.N. to B.S. in Nursing

B.S. Nursing – Accelerated

Bachelor of Science in Nursing (B.S.)

Description: The Department of Nursing's Mission is 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.

Degree Requirements
All undergraduate degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 69 SH.

NURSING CORE	
BIO 105 Anatomy & Physiology I	4 SH
BIO 106 Anatomy & Physiology II	4 SH
NUR 105 Medication Dosage Calculation & Preparation	1 SH
NUR 201 Introduction to Physical Assessment	3.5 SH
NUR 205 Fundamentals of Nursing	3.5 SH
NUR 226 Pathophysiology & Pharmacology for Nursing Practice I	3 SH
NUR 227 Pathophysiology & Pharmacology for Nursing Practice II	3 SH
NUR 235 Clinical Nursing Practice I	5 SH
NUR 255 Clinical Nursing Practice II	6 SH
NUR 300 Mental Health Nursing	4 SH
NUR 323 Maternal Newborn Nursing	3.5 SH
NUR 324 Pediatric Nursing	3.5 SH
NUR 327 Community Health Nursing	5 SH
NUR 335 Clinical Health Nursing Practice III	7 SH
NUR 361 Research Process in Nursing	3 SH
NUR 374 Leadership & Management in Contemporary Nursing Practice	2 SH
NUR 475 Nursing Practicum	6 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
BIO 215 Microbiology	4 SH
CHE 108 Chem for Nursing Professionals **OR** CHE 120 Survey of Chemistry I **and** CHE 121 Survey of Chemistry II	4-8 SH
HPX 203 Introduction to Human Nutrition	3 SH
MAT 115 Biostatics **OR** MAT 120 Elementary Statistics	3 SH
PSY 100 Introduction to Psychology	3 SH
SOC 100 Introduction to Sociology	3 SH
Gen Ed: Speech Communication Course	3 SH

Students must earn a minimum of C+ (2.33) or better in BIO 105, 106, CHE 108, 120/121.
Students must earn a minimum of C (2.0) in BIO 215, HPX 203 and all NUR courses.
Minimum GPA for those Enrolled as a Nursing Major = 2.5 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Nursing
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	Gen Ed: Speech Communication	3
BIO 105 Anatomy & Physiology I*	4	BIO 106 Anatomy & Physiology II	4
CHE 108 Chemistry for the Nursing Professional **OR** CHE 120 & CHE 121 Survey of Chem I & II)	4	Gen Ed: Writing & Information Literacy	3
COMP 101 Intro to Comp/Rhetoric	3	SOC 100 Intro to Sociology	3
PSY 100 Intro to Psychology	3	Gen Ed: Arts or Humanities	3

Semester 3	**SH**	**Semester 4**	**SH**
NUR 105 Medication Dosage Calculation & Preparation	1	NUR 226 Pathophysiology & Pharmacology for Nursing Practice I	3
NUR 201 Introduction to Physical Assessment	3.5	NUR 235 Clinical Nursing Practice I	5
NUR 205 Fundamentals of Nursing	3.5	NUR 300 Mental Health Nursing*** **OR** Gen Ed: Arts	4
BIO 215 Microbiology	4	MAT 115 Biostatistics **OR** MAT 120 Elementary Statistics	3
HPX 203 Introduction to Human Nutrition	3		

Semester 5	**SH**	**Semester 6**	**SH**
NUR 227 Pathophysiology & Pharmacology for Nursing Practice II	3	NUR 335 Clinical Health Nursing Practice III ****	7
NUR 255 Clinical Nursing Practice II	6	NUR 374 Leadership & Management in Contemporary Nursing Practice****	3
NUR 361 Research Process in Nursing	3	Gen Ed: Personal Wellness	2
Gen Ed: Arts **OR** NUR 300 Mental Health Nursing***	4	Gen Ed: Social & Behavioral Sciences	3

Semester 7	SH	Semester 8	SH
NUR 323 Maternal Newborn Nursing****	3.5	NUR 475 Nursing Practicum	6
NUR 324 Pediatric Nursing****	3.5	Elective	3
NUR 327 Community Health Nursing****	5	Elective	3
Gen Ed: Humanities	3	Elective	1
Total Credits Required for the BS in Nursing = 120; Minimum GPA 2.5			

*Foundational Science Courses in Nursing require students to place into General Education Math. This will be evaluated either by SAT/ACT scores or High School GPA 2.8 or higher.

**MAT 115 or 120 may be taken in Semester 1 or Semester 2.

***NUR 300 can be taken Spring Sophomore Year of Nursing and or Fall Junior Year of Nursing**

****NUR 335 & 374 can be taken either Spring Junior Year of Nursing and or Fall Senior Year of Nursing as a pair. Same for NUR 323, 234 & 327***

Bachelor of Science (B.S.) – Admission, Retention and Graduation Requirements

Admission

Anyone admitted to pre-nursing/nursing major will automatically have a seat in the nursing program provided pre-requisite courses are completed and GPA meets criteria for entry.

Initially, students must be accepted into the University**.** Once accepted to the University, any pre-nursing/nursing major will be considered for entry to nursing program in December/January. A link will be made available for students through WCSU email and department of nursing website to confirm intent for entry and desire to be evaluated for the nursing program. The link survey must be completed by the first Monday of February. Incomplete or late entries may not be considered by the Department of Nursing (DON). 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. 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 (3.0)
- Completion of prerequisite courses
- Evaluation of overall academic records
- 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 or CHE 108 (combines 120/121) for consideration of acceptance. Sciences may not be more than 5 years old. 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 Information Literacy
- Gen Ed: Speech Communication completed by graduation.
- 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 CHE 108 or equivalent with a grade of "C+" or better
- Students may be 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
- Flu Vaccine
- Initial COVID Vaccine Series and Booster
- CPR certification (Professional level) Basic Life Support American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer).
- Information about a background check and drug testing will be communicated at time of entry to major.

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 (NUR 200, 300 and 400-level) designation and BIO 215 and HPX 203. ***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 Final Exam Period 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, 300 and 400-level 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, 300 or 400-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 (nursing major and general education requirements).
2. The student must have at least a "C" grade in all Nursing courses 200, 300 and 400- level.
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.

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 fingerprinting 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.

RN to BS in Nursing

Description: The Department of Nursing's Mission is 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.

Degree Requirements
All undergraduate degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses for the RN to BS: 30 SH minimum

NURSING COURSES TRANSFERRED FROM THE RUN PROGRAM (29 SH)	
BIO 105 Anatomy & Physiology I	4 SH
BIO 106 Anatomy & Physiology II	4 SH
BIO 215 Microbiology	4 SH
NUR 205 Fundamentals of Nursing	4 SH
NUR 226 Pathophysiology & Pharmacology for Nursing Practice I	3 SH
NUR 227 Pathophysiology & Pharmacology for Nursing Practice II	3 SH
NUR 235 Clinical Nursing Practice I	5 SH
NUR 255 Clinical Nursing Practice II	6 SH
NUR 300 Mental Health Nursing	4 SH
NUR 323 Maternal Newborn Nursing	3.5 SH
NUR 324 Pediatric Nursing	3.5 SH
NUR 325 Nursing Care of Childbearing/Childrearing Families	7 SH
NURSING COURSES COMPLETED AT WCSU (28 SH)	
NUR 301 Leadership in Health Care Organizations	3 SH
NUR 309 Transition to Professional Nursing Practice	3 SH
NUR 311 Physical Assessment Across the Lifespan	3 SH
NUR 329 Principles of Community Health Nursing	3 SH

NUR 330 Nursing in the Community	4 SH
NUR 332 Pharmacology, Pathophysiology & Nursing Practice	3 SH
NUR 336 Human Health Experience and Nursing Practice	3 SH
NUR 361 Research Process in Nursing	2 SH
NUR 376 Professional Nursing Role Development	4 SH
REQUIRED ELECTIVE CREDITS (students must complete at least 30 SH at WCSU)	
MAJOR DESIGNATED GENERAL EDUCATION COURSES (if not completed as part of the 2-year degree)	
MAT 115 Biostatistics **OR** MAT 120 Elementary Statistics	3 SH
PSY 100 Introduction to Psychology	3 SH
SOC 100 Introduction to Sociology	3 SH

*Students must earn a C (2.0) or better in BIO 105, 106, & BIO 215) and in all NUR courses

Minimum GPA for the BS in Nursing = 2.5 overall.

Students must earn a minimum of 120 SH to complete the BS. Up to 90 SH may be transferred to WCSU.

General Education:All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Post-Transfer Plan: RN to BS Nursing

The transfer path depends on completing your general education requirements in as part of two-year degree. Consult your advisor to address any gaps in your earlier program.

**Please note this program can also be completed in one year, if this is an option for you, if this is an option for you, please see Nicole Sandt, Transfer Counselor, Associate Director of Admissions, email: Sandtn@wcsu.edu **

RN transfer Sample 2-year plan

Semester 1	**SH**	**Semester 2**	**SH**
NUR 309 Transition to Professional Nursing	3	NUR 311 Physical Assessment Across the	3

		Lifespan	
NUR 329 Principles of Community Health Nursing	3	NUR 336 Human Health Experience	3
MAT 115 Biostatistics **OR** MAT 120 Elementary Stats (if required)	3	NUR 361 Nursing Research	2

Semester 3	**SH**	**Semester 4**	**SH**
NUR 330 Nursing in the Community	4	NUR 376 Professional Nursing Role Development	4
NUR 332 Pharmacotherapeutics	3	NUR 301 Leadership in Healthcare Organizations	3
Elective (if MAT 115/120 is not req).	2		

RN transfer Sample 3-year plan

Semester 1	**SH**	**Semester 2**	**SH**
NUR 309 Transition to Professional Nursing Practice	3	NUR 311 Physical Assessment Across the Lifespan	3
NUR 329 Principles of Community Health Nursing	3	NUR 336 Human Health Experience and Nursing Practice	3

Semester 3	**SH**	**Semester 4**	**SH**
NUR 332 Pharmacotherapeutics	3	NUR 361 Nursing Research	2
MAT 115 Biostatistics **OR** MAT 120 Elementary Stats (If required)	3	NUR 301 Leadership in Health Care Organizations	3

Semester 5	**SH**	**Semester 6**	**SH**
NUR 330 Nursing in the Community	4	NUR 376 Professional Nursing Role Development	4
Elective	2		

Total Credits Required for the RN to BS in Nursing = 120; Minimum GPA in the major is 2.5

Transfer students must take a minimum of 30 SH at WCSU. For the RN to BSN that includes 28 SH in the major in 2 SH in electives.

The examples above do not include additional coursework necessary to meet the 120 SH minimum for a bachelor's degree. The total number of SH necessary will depend on the total number of transfer credits. Up to 90 credits from Community College/or prior college work may be transferred in.

RN-BS Program

The Nursing Department offers the nursing courses for the RN-BS degree completion program online. Students earn a BS with a major in Nursing. The program is only available to students who hold a

current RN license.

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. RN-BS degree completion 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.

For more information about this program, please contact Nicole Sandt, Transfer Counselor, Associate Director of Admissions, Sandtn@wcsu.edu.

Accelerated Bachelor's in Nursing Program (ABiN)

Western Connecticut State University welcomes any student with a Bachelor's degree in any other field the opportunity to pursue nursing. This new Accelerated Bachelor's in Nursing (ABiN) degree will apply some of your past classes towards this second Bachelor's degree. There are pre-requisite courses that must be complete prior to completing the nursing degree. Overall, the academic history will be reviewed looking for completion of the pre-requisite courses and an evaluation of the overall academic record.

What is required:

- Bachelor's Degree Completed
- GPA at minimum 2.5
- Sciences not more than 10 years old (Anatomy and Physiology Part I and II C+ or higher, one organic/inorganic chemistry course C+ or higher). Science courses must have an in-person lab.
- Microbiology C or higher
- Health and Nutrition C or higher
- Elementary Statistics or Biostatistics Class
- Writing & Information Literacy
- Intro to Sociology
- Intro to Psychology
- A Speech Communications Class

This program will begin Summer Session I Year I and will end Summer Session III in Year II (total months 15). This is primarily a day program. There may be clinicals on weekends and in the evenings on occasion. Prerequisite courses and degree confirmation must be completed in December prior to the May cohort you plan to attend.

Program Outcomes:

1. Synthesize knowledge from arts, sciences, and humanities with nursing theory as the basis for making nursing practice decisions
2. Exercise clinical judgement in using the nursing processes to assess, diagnose, plan, implement, and evaluate care provided to individuals, families, and communities
3. Apply clinical judgement in the provision of preventive, curative, supportive, and restorative care for individuals, families, and communities in both structured and unstructured settings.

4. Use a variety of communication techniques, in the process of assessment, counseling, and therapeutic interventions with clients, families, and populations.
5. Develop and implement a variety of strategies in the provision of health teaching for clients, families, and populations.
6. Utilize scientific inquiry, technology and research findings to improve nursing care delivery and to advance the profession.
7. Identify information and resources to achieve optimum client outcomes.
8. Demonstrate leadership, management, and collaborative skills as a member of an interprofessional team within the health care delivery system.
9. Apply autonomous ethical decision making and advocacy in the care of clients
10. Demonstrate accountability in accordance with standards of professional nursing practice.

The following information must be submitted either before or by the start of ABiN classes.

- Current health form, not more than one year old.
- 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
- Initial Covid vaccine series and booster
- Influenza vaccine
- CPR certification Basic Life Support (Health Care Provider) American Heart Association or American Red Cross (Professional Rescuer)

Clinical health requirements are subject to change depending on Department of Public health guidelines and/or clinical agency requirements. Students without documentation of health requirements and/or CPR certification will not be allowed to participate in clinical experiences and may receive a clinical warning.

Retention

1. To continue in the Nursing program, students must earn at least a "C" grade in all courses with a NUR designation (200, 300, 400 level) including Microbiology (BIO 215) and Introduction to Human Nutrition (HPX 203). *****Please be reminded that ABiN students who are transitioning between summer I and summer II/III are required to complete a Medication Math Test and must pass with > 85**. This is administered during the Final Exam Period for NUR 105.***
2. To continue 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, NUR 300, and NUR 400 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, NUR 300, or NUR 400 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 (nursing major, general education, and free elective requirements).
2. The student must have at least a "C" grade in all Nursing courses (200, 300, or 400 level).
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.

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 are not up to date with required immunizations, and do not pass the background check, drug testing, and or fingerprinting 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 the summer clinical sessions 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.

Required Courses in the Major: 58 SH.

NURSING-ACCELERATED CORE	
NUR 105 Applications of Math Prior to Medication Administration	1 SH
NUR 201 Introduction to Physical Assessment	4 SH
NUR 205 Fundamentals of Nursing	4 SH
NUR 225 Scientific Principles Underlying Nursing Practice	3 SH
NUR 235 Clinical Nursing Practice I	5 SH
NUR 255 Clinical Nursing Practice II	6 SH
NUR 300 Mental Health Nursing	4 SH
NUR 325 Nursing Care of the Childbearing/Childrearing Family	7 SH
NUR 327 Community Health Nursing	6 SH
NUR 335 Clinical Health Nursing Practice III	8 SH
NUR 361 Research Process in Nursing	2 SH
NUR 374 Leadership & Management in Contemporary Nursing Practice	2 SH
NUR 475 Nursing Practicum	6 SH

Students must earn a minimum of C (2.0) in all NUR courses.

Minimum GPA for those Enrolled as a Nursing Major = 2.5 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample 15-Month Plan: BS Nursing – Accelerated
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Summer Session 1	**SH**	**Summer Session II-III**	**SH**
NUR 105 Applications of Math Prior to Medication Administration	1	NUR 225 Scientific Principles Underlying Nursing Practice	3
NUR 201 Introduction to Physical Assessment	4	NUR 235 Clinical Nursing Practice I	5
NUR 205 Fundamentals of Nursing	4		
Fall Semester		**Winter Intersession**	
NUR 255 Clinical Nursing Practice II	6	NUR 300 Mental Health Nursing	4
NUR 327 Community Health Nursing	6		
NUR 361 Research Process in Nursing	2		
Spring Semester	**SH**	**Summer Session I-III**	**SH**
NUR 325 Maternal-Child Nursing	7	NUR 475 Nursing Practicum	6
NUR 335 Clinical Health Nursing Practice III	8	NUR 374 Leadership & Management in Contemporary Nursing Practice	2

Total Credits Required for the BS in Nursing = 120; Minimum GPA 2.5

Social Work

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Faculty

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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.

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.

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.

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 into Professional Level I and II coursework, additional academic requirements must be met (see the section,"Social Work Program Requirements"). Students must apply for Professional Level I and II status following attendance at a mandatory informational session held each fall, completion of the application for Professional Level I, and an interview with the Field Coordinator. (for potential Juniors in early fall preceding the registration period for spring semester; for potential Seniors in spring semester of the junior year).

Degree Programs in Social Work

Bachelor of Arts
Social Work

Minor
Social Justice

BA Social Work

Description: 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. 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 57 SH.
A minimum grade of C+ is required for all Social Work courses.

PS 102 American Government	3 SH
PSY Elective (Choose One): PSY 202 Psychopathology, PSY 210 Child Psychology, PSY 211 Adolescent Psychology, PSY 215 Psychology of Personality, PSY, Psychology of Women, PSY 219 Psychology of Men, PSY 271 Lifespan Development	3 SH
SOC 100 Introduction to Sociology **OR** SOC 120 Principles of Sociology	3 SH

SW 200 Social Work & Social Welfare Services	3 SH
SW 210 Social Welfare as an Institution	3 SH
SW 215 Human Behavior & Social Environment	3 SH
SW 220 Diversity, Equity & Inclusion (Racial Justice)	3 SH
SW 300 Social Work Research	3 SH
SW 306 Social Work Junior Seminar *Co-req SW 310*	3 SH
SW 309 Social Work Practice I	3 SH
SW 310 Social Work Practice II *Co-req SW 306*	3 SH
SW 313 Social Work Practice III *Co-req SW 320 and SW 325*	3 SH
SW 314 Social Work Practice IV Co-req *SW 321 and SW 400*	3 SH
SW 320 Social Work Senior Field Practicum & Seminar I *Co-Req SW 311 & SW 325*	6 SH
SW 321 SW Senior Field Practicum & Seminar II *Co-Req SW 312 & SW 400*	6 SH
SW 325 Senior Seminar on Policy & Issues *Co-Req SW 311 & 320*	3 SH
SW 400 Senior Integrative Seminar- *Co-Req SW 312 and 321*	3 SH

MAJOR DESIGNATED GENERAL EDUCATION COURSES

PSY 100 Introduction to Psychology (with grade of C or better)	3 SH
MAT 110 Great Ideas (or MAT 110E) **OR** MAT 120 Elementary Statistics (or MAT 120E)	3 SH
BIO 100 Concepts in Bio **OR** BIO 132 Human Biology	4 SH
ANT 100 Intro to Anthropology (Global Diversity)	3 SH

Minimum GPA for the BA Social Work = 2.5 overall.
Minimum Social Work GPA for the BA in Social Work = 2.75 (GPA of all required major courses)

General Education*:* All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors,

internships, study abroad, and just following general interests. For social work majors, they must take 23 elective courses, considered “Social Work Electives”. Social Work elective credits are opportunities for social work majors to take courses relevant to issues of social justice that are offered across the university. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Social Work
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	ANT 100 Cultural Anthropology (Global Diversity)	3
PSY 100 Introduction to Psychology	3	PS 102 American Government	3
Gen Ed: Speech Communication	3	COMP 101 Intro to Comp/Rhetoric	3
MAT 110/110E Great Ideas **OR** MAT 120/ 120E Statistics **OR** Elective	3	MAT 110/110E Great Ideas **OR** MAT 120/20E Elementary Statistics **OR** Elective	3
SOC 100 Intro to Sociology/SOC 120 Princ. of Sociology	3	Gen Ed: Humanities*	3
Gen Ed: Arts or Humanities*	3		

Semester 3	**SH**	**Semester 4**	**SH**
SW 200 Social Work & Social Welfare Services	3	SW 210 Social Welfare as an Institution	3
Gen Ed: Arts	3	BIO 100 Concepts in Biology **OR** BIO 132 Concepts or Human Biology	4
PSY Elective (see list above)	3	Gen Ed: Personal Wellness	2
Gen Ed: Natural Sciences & Technology	3	Gen Ed: Writing & Information Literacy	3
Elective	3	Elective	3

Semester 5	**SH**	**Semester 6**	**SH**
SW 215 Human Behavior & Social Environment	3	SW 300 Social Work Research	3
SW 220 Diversity, Equity & Inclusion (Racial Justice)	3	SW 306 Social Work Junior Seminar	3
SW 309 Social Work Practice I	3	SW 310 Social Work Practice II	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
SW 313 Social Work Practice III	3	SW 314 Social Work Practice IV	3
SW 320 Social Work Senior Field Practicum & Seminar I	6	SW 321 SW Senior Field Practicum & Seminar II	6
SW 325 Sr. Seminar on Policy & Issues	3	SW 400 Senior Integrative Seminar	3

Elective	3	Elective		3

Total Credits Required for the BA in Social Work = 120; Minimum GPA in Major 2.5

* All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Note: Students must provide their own transportation to field facilities during field practica (SW 306, SW 320, SW 321)

Social Work Program Requirements

1. A student must have earned at least a "C+" in major courses which fulfill the 53 semester hours of major requirements and at least a "C" grade in PSY 100, PS 102, SOC 100, PSY 202, 210, 211, 215, or 222.

2. A student who receives a grade lower than a "C+" in a social work course 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" 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 Professional Level I:

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 Professional Level I; no late or incomplete applications will be accepted; due date set each fall semester in coordination with the University Calendar and at the discretion of the department.

c. Has completed all the prerequisites and required first year and sophomore year courses without any outstanding incompletes.

d. Has successfully completed PS 102, PSY 100, and SOC 100 with a grade of "C" or better and SW 200, SW 309 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+" in Social Work courses and a "C" in PS 102, PSY 100, and SOC 100.

g. Has completed a personal interview with the field coordinator or designee.

h. Has demonstrated continued evidence of communication skills, through the application process and in course work.

i. Has demonstrated evidence of meeting professional behavioral expectations (see SW Department Student Handbook) and a commitment to the profession of social work.

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 Professional Level I 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 Professional Level I cohort is limited to the department's capacity. The students with the top GPAs in Social Work Major Requirements and who meet the professional behavioral exceptions criteria will be given first preference, with university GPA serving as Social Work GPA tiebreaker.

4. SW 306 Social Work Field Practicum and Seminar — 104 hours over 13 weeks (8 hours per week). The SW 306 field practicum are on Tuesdays and Thursdays and the seminar is on Mondays and/or Wednesdays.

5. Admission to Professional Level II:

Completion of an application during the spring semester of junior year is required for admission to Professional Level II. 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 Professional Level II: 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,

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 the field coordinator or designee.

f. Has demonstrated continued evidence of communication skills, of meeting the program's learning objectives and professional 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 the spring semester of senior year.

7. A student who does not receive a "C+" or better in a required major course and a "C+" or better in a Social Work course in fall semester senior year will not be permitted to begin spring semester of 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 hours each semester (16 hours 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 faculty 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
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 Judicial Department
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
DOMUS Kids, Stamford
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
Renewal House, Danbury
Sherman Senior Center and Social Services, Sherman
Social Work and Law Enforcement Academy (SWLE)
Southbury Senior Center, Southbury
Stamford Cares, Family Centers, Stamford
Staywell Health Center, Waterbury
The Bridge Fund of Westchester, White Plains, NY
United Way of Western Connecticut, Danbury
Waterbury Public Schools, Waterbury
Waterbury Youth Services, Waterbury
WCMHN, Jail Diversion Program, Danbury
WCSU Western Connection Program, Danbury
Women's Resource Center Putnam/North Westchester, Carmel, NY

Minor in Social Justice (18 SH)

Please consult your advisor for all program requirements.

Required Courses (12 SH)
SW 200 Social Work and Social Welfare Services
SW 210 Social Welfare as an Institution
SW 220 Diversity Equity and Inclusion
SOC 101 Social Problems

Two (2) courses; see examples from the list below or courses approved by the Department Chair; (6 SH):
AAS 100 The Black Experience in America
PS 340 Gender, Justice and the State
PSY 205 Social Psychology
SOC 211 Latinas/os/x in United States
SOC 310 Political Sociology
Any other course approved by Social Work Department Chairperson

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.

ED 102 First Year Experience for Secondary Education Majors 1 SH
Through this course, candidates will explore why teaching, one of the most challenging and rewarding professions, matters. They will demonstrate understanding of the level of commitment and resilience they will need to succeed in becoming certified in Connecticut. Students will engage in thoughtful analysis through writings and discussion about topics encountered in class, as well as of observations of a public secondary school classroom. In addition, addressing the culture, resources and protocols of the university will be embedded in the class work and assignments of this first-year competency course.

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 206 Introduction to Education: Becoming a Professional Educator 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 20 hours of required classroom exposure throughout the semester is designed to combine theory with educational practices. *Prerequisite*: GPA 2.7 or higher for Education majors and completion of 30 credits.

ED 208 Foundations of Reading: Literacy Development & Instruction 3 SH
This course provides an in-depth analysis of PreK through grade 5 foundations of reading instruction encompassing phonological awareness, decoding, fluency, vocabulary development, and comprehension with focus on elements of genre. Students will learn theoretical models of reading and language development and differentiated instructional approaches for all students including English Language Learners and special needs students. The course emphasizes evidence-based instruction rooted in the science of reading research. This course is grounded in decades of scientific research about how children learn to read, including findings from cognitive psychology, neuroscience, and educational research. We will examine the Simple View of Reading (Gough & Tunmer, 1986), Scarborough's Reading Rope (2001), and current neuroimaging research to understand the reading brain and evidence-based instructional practices. *Pre-requisite ED 206*

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 early childhood and 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. A field work experience of 10 hours in an early childhood classroom for this course will be done to combine theory with educational practices. *Prerequisite*: Sophomore Standing, Education Major, Overall GPA of 2.7.

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.

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 302 Literacy Assessment and Differentiation 3 SH
This course provides in-depth analysis with practical application in reading assessment across all five components of literacy instruction. Students will learn to administer both formal and informal assessments and create literacy profiles for differentiated instruction. The course emphasizes evidence-based assessment practices rooted in the science of reading research and Response to Intervention (RTI)frameworks. Assessment in this course is grounded in scientific understanding of reading development and evidence-based practices for identifying and supporting struggling readers. We will examine assessment through the lens of the Simple View of Reading (SVR), using validated screening tools, diagnostic assessments, and progress monitoring measures. *Prerequisite:* Elementary Education major and ED206.

ED 314 Social Justice and Diversity Education 3 SH
This course will examine cultural and other types of diversity in America and explore the relationship between the ideals of justice, the realities of injustice, and provide practical solutions for establishing impartial unity. Candidates will expand their knowledge of cultural, social, economic, political and other evolving issues related to our complex, diverse society in relation to our educational system. They will learn the importance of infusing anti-racist and anti-biased curriculum, and practices that advance equality in the classroom. Content will include lessons that promote respect and understanding of diverse groups through organized movements, historical events, and reform. Educational technology, research studies, problem solving, and collaboration will be used to investigate the issues. *Prerequisite:* Elementary, Secondary or Health Education major.

ED 316 Assessment and Documentation for Early Childhood 1 SH
Assessment and Documentation in Early Childhood Education prepares teacher candidates to understand, implement, and evaluate authentic assessment practices for young children. Candidates will learn to use systematic observation, documentation, and assessment tools to support each child's development and learning. The course emphasizes responsible assessment practices, family partnerships, and the use of assessment data to inform teaching decisions and create supportive learning environments for children from birth through age 8. *Prerequisite*: Elementary Education IDM program with minimum 2.7 GPA.

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.

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.

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. Afield experience is required in an early childhood setting. *Prerequisite*: Elementary Education with minimum 2.7 GPA.

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 403 Understanding and Supporting Students with Dyslexia 3 SH
This course provides elementary education candidates with comprehensive knowledge and practical skills for identifying, understanding, and supporting students with dyslexia in K-6 classrooms. Students will explore the neurobiological foundations of dyslexia, learn evidence-based assessment and intervention strategies, and develop competencies in implementing structured literacy approaches. The course emphasizes Response to Intervention (RTI) frameworks, family collaboration, and data-driven decision making to ensure equitable learning opportunities for all students. *Prerequisite:* Education major.

ED 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*: ED 211, ED 212

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.

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.

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 Department of Writing and Literature faculty. Candidates must receive a grade of "B" or higher in order to enroll in student

teaching. *Prerequisite: Instructor permission.*

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

Health Promotion and Exercise Sciences

Non-Activity Courses

HPX 100 Introduction to Health and 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 103 Introduction to Public Health 3 SH
This course focuses public health, health promotion, community health, and health issues at the community level. Students will study the historical evolution of health promotion, as well as the role of policy, advocacy, and diversity in health promotion studies. The course will expose students to the structure and function of the US healthcare system and its impact on community health. Prerequisite: Public Health major or permission of department chair.

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.

HPX 112 Introduction to Sport Management 3 SH
This course will provide students with an overview of all facets of the sport management industry, including management concepts, sponsorship & marketing, sales, finance, facility & event management, public relations, tourism, legal aspects and current business and societal issues. The course will also trace the beginning of professional, college, community, youth, and Olympic sports. Ethical challenges facing sports management professionals will also be examined. Finally, the course will provide an in-depth look into the career opportunities in the sports industry. Students will conduct a self-examination and plan of action for potential careers as sport management professionals.

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 Fitness for Life Lecture 1 SH
This 1 SH course meets once a week to discuss the effect of exercise, physical activity, and fitness on health and disease.

HPX 177A Fitness for Life Activity 1 SH
This course includes 2 weekly activity classes that are designed to improve cardiovascular, muscular and/or flexibility fitness.

HPX 200 Introduction to Community Health Assessment 3 SH
This course focuses on the process of conducting a comprehensive needs assessment in community health. Students will learn skills in primary and secondary data collection, information literacy in health promotion, community needs assessment, community asset mapping, and group facilitation. Fieldwork in this course includes assessing needs and involving the community in the process. Fall semester. *Prerequisite:* Public Health major; 2.5 cumulative GPA; C+ or higher in HPX 103; or permission from department chair.

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 204 Contemporary Issues in Sport 3 SH
This course examines contemporary sport factually and critically, with a focus on sport in the United States and globally. Students will critically explore topics such as racial diversity, gender, and the inclusion of people with disabilities in sport, as well issues in sport across the lifespan.

HPX 212 Dance and Culture: World Dance 3 SH
This course is designed to bring the field of dance to life on a variety of levels and to help students grasp a wide range of cultural, aesthetic, and historical worlds from which dance is born and which are perpetuated by dance. The goal of this course is to provide students with keys to a fuller understanding of the field of dance, its origins, its healing rituals, and its relationship to other areas of the humanities and social sciences and how dance can be used as an analytical tool to better understand the world. The class introduces a variety of dance practices from around the world through a series of readings, lectures, discussions, movement workshops, and participant-driven interaction. Guest artists (experts in various disciplines) will augment learning through demonstration and shared knowledge of respective dance traditions. This course combines intellectual engagement (reading, writing, research, and class discussion) with the physical and sensational experience of moving in accordance with cultural practices particular to these two areas. By utilizing these two learning methods, we take a holistic approach to

understanding dance as a way of carrying cultural knowledge.

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 220 Sport Marketing 3 SH
This course presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing in comparison with traditional marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in reaching the sport consumer, an overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages.

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 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/HUM 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/HUM 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.

HPX 254 Exercise Testing and Prescription 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. Every other semester.

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 262 Sports Facility Management 3 SH
This course is designed to provide students with a comprehensive introduction to the key elements of sports facility and event management. Students will examine the issues associated with developing,

designing, operating, and managing different types of sport facilities. Emphasis will be placed on finance & budgeting, daily operation, safety, risk management, emergency planning and crowd control. Also, specific attention will be given to the planning and implementation process for sporting events. The relationship between sporting events and the host facilities will also be highlighted. The course will explore several of the key positions in facility and event management.

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:* Sport and Wellness Management or Health Education majors or permission of Department Chair.

HPX 298 Faculty Developed Study 1–6 SH

HPX 299 Student Developed Study 1–6 SH

HPX 301 Health Promotion Policy, Advocacy, and Partnerships 3 SH
This course focuses on policy as an effective way to improve the health of populations and reduce health disparities. Students are introduced to the basic tools used in policy design, implementation and evaluation at the local, state, and national levels. Using current issues and research in the public health sector, students will learn how to impact policy decisions and foster an appreciation of the complexity of policy problems and the policy making. Prerequisites: HPX 103 Introduction to Public Health

HPX 310 Methods & Materials in School Health Education 3 SH
This course provides health education majors with the basic skills necessary to work in the area of school health education. Students will deepen their understanding of the history and philosophy of health education and examine current trends and movements in PreK-12 health education. Theories underlying health education will be examined along with national, state, and local health education standards and curricula. Students will construct unit and lesson plans, develop a sound knowledge of health education resources, and design materials for instruction in preparation for the student teaching experience. *Prerequisite:* Health Education major and Junior standing or permission of the HPX Department Chair.

HPX 311 Methods of Teaching School Health Education 3 SH
This course focuses on health education content, process skills, instructional strategies, resources, inquiry-based activities, integration of the current State and National Standards, and the underlying theoretical basis for teaching health education to children in grades PreK-12. Candidates apply concepts

previously learned in education classes to health-specific content areas. Application of prior learning experiences and observation of health education teachers in the field enable candidates to engage in a range of modalities of teaching and assessment processes for students with a range of different abilities, including students with special needs. Informal health education settings are introduced to familiarize candidates with strategies and resources for a comprehensive learning experience. This course allows for application of previously-learned self-management strategies and classroom management techniques for maintaining an environment conducive to learning. Fall semester. *Prerequisite:* Acceptance to the Professional Health Education preparation program. *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. *Prerequisites*: BIO 105 (D-)

HPX 314 Exercise Physiology 3 SH
This course provides an in-depth study of the human body's physiological response to the stress of exercise. Emphasis is on acute changes to the respiratory, cardiovascular, and muscular systems as well as long term training adaptations to these systems and the underlying mechanisms. *Prerequisite:* HPX major or minor; BIO 106.

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 (D-).

HPX 320 Consumer Health 3 SH
This course provides students with a framework for evaluating health information by improving health literacy. The course equips students with the foundation and skills to make informed, intelligent, voluntary, and financially wise choices regarding the selection and utilization of products, practitioners, services, facilities, and information resources aimed at personal and community behaviors, maintenance, enhancement, and protection.

HPX 323 Sport Law 3 SH
Sport law affects sport at every level, from youth sports to professional sports organizations. This course will provide students with an overview of common legal concepts and applications in the industry of sport, including risk management, contract law, employment law, gender equity, intellectual property law, antitrust law, and labor law.

HPX 342 Global Health 3 SH

This course examines major global health challenges, including infectious and chronic diseases, maternal mortality, and health inequities. Students explore the roles of governments, international organizations, and NGOs in addressing health issues across diverse populations. Emphasis is placed on epidemiological methods; cultural health beliefs and practices; and the social, economic, and political forces shaping health outcomes worldwide. *Prerequisite:* Junior standing or permission of the Department Chair.

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 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.

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. *Prerequisite:* Sport and Wellness Management or Public Health major; C+ or higher in HPX 270 or 271; or permission from department chair.

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 life course 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.

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 369 Exercise as Medicine 3 SH
This course provides an in-depth examination of the relationship between physical activity and disease. Physiological changes initiated by exercise are connected to the diseases and conditions that exercise treats. These diseases and conditions are reviewed and specific exercise treatments and prescriptions are discussed. Fall semester. *Prerequisite:* Junior standing.

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.

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 375 Sport Finance 3 SH
This course examines the financial tools that sport managers use to run a sport business. It explores traditional and innovative methods of revenue acquisition and financial management in sports organizations, the financial business structure of sports organizations, and the financial planning and forecasting processes that make organizations effective. Other aspects of finance are discussed as they relate to sports organizations with a special focus on strategy.

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 381 Environmental Health 3SH

This course provides students with an introduction to environmental health including the principles and key concepts, main sub-fields, and the relationships between the built and natural environments and human health. Historical and current environmental threats and challenges to health will be examined, including the impact on specific chronic and infectious diseases, injuries, and conditions and related shifts in patterns and trends. Topics include areas such as toxicology, risk assessment and management, water and sanitation issues, outdoor and indoor air pollution, solid waste management, food safety, occupational risks, and emerging topics. Students will learn about multi-disciplinary skills and approaches used to identify, evaluate, control, and prevent environmental hazards to health and safety in environmental and occupational settings.

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 410 Sport and Wellness Entrepreneurship 3 SH
This course addresses entrepreneurship as it relates to initiating new business ventures in the health and wellness industry. Special attention is given to developing workable ideas, funding, marketing, and structuring new ventures. Students will develop a project testing the feasibility of a business proposal. Entrepreneurial opportunities within health and wellness organizations are also highlighted. *Prerequisites*: Sport and Wellness Management major, 2.0 cumulative GPA, and successful completion of the following courses: HPX 271, MIS 155, ACC 201, and MKT 200. Every other semester.

HPX 411 Practicum in Sport & Wellness Management 3 SH
This course will introduce students to the skills, theories, and practices of leadership and management within US health and wellness organizations, identifying best practices for managing these operations and therefore sustaining a competitive advantage. The course also focuses on the professional development of students as future leaders and managers in the health and wellness industry. Students will build professional management and leadership skills through field-based experiences. *Prerequisites:* Sport and Wellness Management major, 2.0 cumulative GPA, and successful completion of the following course: HPX 410: Sport and Wellness Entrepreneurship.

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: M*ust 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.

HPX 490 Public Health Practicum 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 470. A grade of 'C' or better in all other major and option courses; cumulative GPA of 2.5 or above

HPX 491 Public Health Senior Seminar 1 SH
This course includes an examination and reflection of the Public Health internship experiences, professional behavior, entry-level professional expectations, job application processes, and networking opportunities, all in preparation for entry-level employment in a health promotion, wellness, or allied health setting. *Prerequisite:* Completion of HPX 103, 200, 270, 370, 371, 470 with a grade of C+ or higher; completion of all other major and option coursework with a grade of C or higher; cumulative GPA 2.5 or above.

The following courses also have been approved and are offered periodically:
HPX 163 Basic Disaster Services
HPX 280 Principles of Health Education
HPX 310 Methods and Materials in Health Education

Physical Activity Courses

All physical activity courses meet general education requirements.

***HPX 177FY/177A Fitness for Life 2 SH**
This 2 SH course is divided into one weekly lecture (HPX 177) and twice weekly activity class (HPX 177A) that is designed to improve cardiovascular, muscular and/or flexibility fitness. *Student Independent Activities* require HPX department approval prior to registration.

Current Activity Course Offerings:

Aerobics
Ballet
Basketball
Hip Hop
HIIT (High Intensity Interval Training)
Hiking/Power Walking
Multi-methods
Power Walking/Games
Resistance Training
Softball
Stability Ball/Core
Swimming
Tai Chi
Tap Dance
Tennis
Volleyball
Yoga
Zumba
Student Independent Activities

Health Science

See Health Promotion and Exercise Sciences.

Justice And Law Administration

JLA 100 Introduction to Criminal Justice 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 170 Introduction to American Law 3 SH
Introduction to American Law will provide entry level instruction into the U.S. legal system, and legal thinking. Students will learn U.S. legal history and philosophy, the fundamentals of the legal system, and the basics of commonly used areas of law. Instruction will be concentrated in three areas. Students will read and listen to lectures about the mechanics of the legal system, sources of law, legal philosophy, and substantive areas of law. Second, students will read and learn to accurately summarize statutes and legal cases from several areas of law. Finally, students will interact with the legal system through the use of experiential learning techniques.

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*: COMP 101 or appropriate placement.

JLA 201 Criminology 3 SH
An analysis of criminal behavior and its causes in contemporary American society. *Prerequisite:* SOC 100 or JLA 100.

JLA 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 2.0 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 Introduction to 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. *Prerequisite:* JLA 100.

JLA 270 Ethics in Criminal Justice 3 SH
This course will introduce students to ethical decision-making in the criminal justice system. Students will explore ethical issues and dilemmas in policing, criminal courts, and corrections. The course will

review philosophical principles of ethics, theories, and current events related to the topics of crime and justice. *Prerequisites:* JLA 100 and JLA 150.

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 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 2.0 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 2.0 or higher.

JLA 315 Police Organization & Administration 3 SH
In this course, students will analyze the role of police in the U.S. Criminal Justice System and examine the fundamental principles in organization and administration as they relate to the departmental structure of a typical police agency. Students will also be introduced to the practical application theories and methods in police management. Emphasis will be placed on U.S. police officers and the role of the law enforcement agencies in a democracy. At the conclusion of the course, students will engage in a critical analysis of the relationship between law enforcement and the community. Not open to students who have successfully completed JLA 305 and/or JLA 310. *Prerequisites*: JLA 100 and minimum 60 credits.

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 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 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 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 2.0 or higher.

JLA 346 Seminar on Sex Crimes 3 SH
The course is designed as a broad-based “seminar” style class in which students are given weekly reading assignments from the required textbooks and timely academic articles on specific subjects, as well as weekly case studies (via news reports, court documents, film documentaries, etc.) on a real-world incidents of sexually motivated crime, which students assess and “profile” in the context of their criminology readings. Each topic section begins with a foundation based on scholarly research, followed

by discussion and application of case studies to the literature for analysis by the group. Student participation is critical, and students are encouraged to use library, internet, and media sources to supplement their research on each week's topic. Many topics are also supplemented with video documentary on a particular case (e.g., multiple allegations against Jeffrey Epstein) or particular offender (e.g., Mary Kay LeTourneau) to provide fact-based variables for analysis. Offered every fall. *Prerequisites: JLA 201 and minimum 60 credits completed.*

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 348 Visual Criminology 3 SH
This course would explore the aesthetics of visuals in building narratives, as well as the fallibility of these narratives. To do so, it is important to understand and explore scholarly works and study the field of visual criminology as a discipline. It includes understanding different methodological approaches to visual criminology and their affordances. It also requires the ability to distinguish between fiction, film, and framing of arguments surrounding policing, courts, and corrections. This course will also explain evidentiary and statistical limitations in drawing conclusions about individuals, groups, and cultures based on images, videos, and documentaries. *Every Fall.*

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 350 Bias in the American Justice System 3 SH
This course will examine the historical and contemporary context of how the American criminal justice system has been influenced by race, class, and gender in the pursuit of fairness and equity. Each criminal justice component (police, courts, corrections, and legislature) will be examined to identify the existing biases in the American Justice System, using in-depth discussions, case studies, court cases, and legislative action. In addition, this course will examine how reform at all levels of the system needs to balance individual rights within civil society, while also maintaining law and order. This course will also discuss future issues related to race, class, and gender and the approaches necessary to achieve a truly fair and balanced system. Offered every fall. *Prerequisite:* JLA 100, 150, 170, and 45 credits completed.

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 370 Crime Mapping 3 SH

The Crime Mapping course covers both the theory and practice of Geographic Information Systems ("GIS") for law enforcement and public safety purposes. The class introduces the theoretical framework for the study of the ecology of public safety, or "crime and place," the descriptive and analytic procedures of crime mapping, and how spatial analysis is used in designing and implementing effective programs of crime prevention, problem solving and community policing. Various GIS and crime mapping topics are explored, with emphasis on their impact on current policies and practice in modern-day policing. *Prerequisite:* JLA 100, MIS 155.

JLA 380 Data Analytics 3 SH
Data analytics is the study of the generalizable extraction of knowledge from data. Being a data analyst requires an integrated skill set spanning mathematics, statistics, and databases, along with a comprehensive understanding of problem analysis. This course will continue the study of data analysis and equip the students with an understanding of the concepts, techniques, and tools that they need to conduct meaningful statistical interpretation of data. Focus will be on the integration of statistical concepts and their application to understanding data to inform policy decisions in criminal justice. *Prerequisite:* JLA 100, MAT 120.

JLA 390 Legal Forensics and Cybersecurity 3 SH
This course examines computer-related regulations to provide students with the legal investigation tools for electronic devices including computers. The course also provides prior Court decisions to conduct legal computer-related investigations and includes the processes involved in preparing an affidavit for a search warrant. For the cyber security part, the course introduces students to organizational policy, wireless networking, security management, and cryptography. *Prerequisite: J*LA 100, JLA 150, and JLA 322.

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 200.

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 & information literacy (WIL) course; GPA 2.0 or higher.

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 & information literacy (WIL) course; GPA 2.0 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 2.0 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 201; Junior standing; a writing & information literacy (WIL) course; GPA 2.0 or higher.

JLA 460 Legal Issues in Homeland Security 3 SH
This course will be a survey of the legal history of homeland security measures undertaken by the U.S. government since its founding as applied within the framework of the U.S. Constitution, U.S. Supreme Court decisions and international law. Additionally, the post-9/11 environment of homeland security and the legal authority and consequence of U.S. actions within the United States and extra-territorially will be explored and discussed in class.

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

Nursing

NUR 105 Medication Dosage Calculation and Preparation 1 SH
This course is designed to prepare students to accurately calculate medication dosages. The priority of safe medication preparation is emphasized. *Prerequisite:* Admission to the Nursing Major. *Co-requisite:* NUR 201, NUR 205.

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.

NUR 201 Introduction to Physical Assessment 3.5 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 opportunities to develop assessment skills in preparation for clinical courses. (3 hr lecture — 1.5 hrs laboratory). *Prerequisite*: Admission to the Nursing major. *Co-requisite:* BIO 215.

NUR 205 Fundamentals of Nursing 3.5 SH
Introduction of the nursing profession as a theory-based practice discipline. Foundational concepts and skills used in the care of individuals, families, and communities across the life span are introduced within the context of the metaparadigm of nursing. Beginning nursing skills are developed in college lab. (3 hrs lecture, 1.5 hr college lab). *Prerequisite*: Admission to the Nursing major. *Co-requisite:* BIO 215.

NUR 226 Pathophysiology and Pharmacology for Nursing Practice I 3 SH
This course is an introduction to the basic concepts and principles of pathophysiology and pharmacology. Students will study the science of pathophysiology and pharmacology to develop an understanding of the action of medication on the human body and disease processes. Common pharmacologic therapies used to manage disease are presented. Special nursing considerations of pharmacologic therapies such as, medication side effects, adverse effects, special populations, and patient education will be discussed. *Prerequisites*: BIO 215, NUR 201, NUR 225. *Co-requisite*: NUR 235.

NUR 227 Pathophysiology and Pharmacology for Nursing Practice II 3 SH
This course builds on the previous course, Pathophysiology and Pharmacology for Nursing Practice I, with the introduction of advanced concepts and principles of pathophysiology and pharmacology. Students will study the science of pathophysiology and pharmacology to develop a deeper understanding of the action of medication on the human body and disease processes. Common pharmacologic therapies used to manage disease are presented. Special nursing considerations of pharmacologic therapies such as, medication side effects, adverse effects, special populations, and patient education will be discussed. *Prerequisites*: NUR 227, NUR 235. *Co-requisite*: NUR 255, NUR 361.

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 adult and geriatric clients with chronic illnesses. Human responses to commonly encountered illnesses, including pathophysiological processes and treatment approaches are explored. Clinical experiences provide opportunities to apply theory and develop skills in the care of individuals with chronic illness. (3 hrs lecture; 6 hrs clinical). *Prerequisite*: BIO 215, NUR 201, NUR 205. *Co-requisite*: NUR 226.

NUR 255 Clinical Nursing Practice II 6 SH
Use clinical judgement and critical thinking to design, implement, and evaluate therapeutic nursing interventions for individuals undergoing medical and/or surgical treatment for commonly occurring illnesses. Clinical experiences both at the clinical site and in the laboratory provide opportunities to apply theory and develop skills in the care of individuals in medical-surgical settings. (3 hrs lecture, 3 hrs college lab; 6 hrs clinical lab). *Prerequisite:* NUR 225, NUR 235, and HPX 203 with a minimum grade of C..

NUR 298 Faculty Developed Study 1-6 SH

NUR 299 Student Developed Study 1-6 SH

NUR 300 Mental Health Nursing 4 SH
Mental Health Nursing will apply the nursing process with clients who have major disorders of behavior and function. Psychosocial development and cultural issues of childhood, adolescence and adulthood will be explored. Psychobiological therapies and therapeutic interpersonal interventions will be presented, with consideration of holistic interventions. (3 hrs lecture; 3 hrs clinical lab). Co/*Prerequisite*: NUR 235.

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 323 Maternal-Newborn Nursing 3.5 SH
Continuing application of the nursing process in planning and providing nursing care to the maternal and newborn dyad. Providing family centered care. Clinical experiences both at the clinical site and in the laboratory provide opportunities to apply theory and develop skills in the care of maternal and newborn patients (2 hrs lecture; 1.5 hrs college lab, 3 hrs clinical lab). *Prerequisites:* NUR 255, NUR 227, NUR 300, NUR 361. *Co-requisites:* NUR 324, NUR 327.

NUR 324 Pediatric Nursing 3.5 SH
Use clinical judgement and critical thinking to design, implement, and evaluate therapeutic nursing interventions for pediatric patients undergoing medical and/or surgical treatment for commonly occurring illnesses. Providing family centered care. Clinical experiences both at the clinical site and in the laboratory provide opportunities to apply theory and develop skills in the care of pediatric patients in an acute care setting. *Prerequisites:* NUR 255, NUR 227, NUR 300, NUR 361. *Co-requisites:* NUR 323, NUR 327.

NUR 327 Nursing in the Community 5 SH
With community viewed as the client, studying population groups, health prevention, health promotion, and risk reduction strategies are explored with select community health problems across diverse community settings. (3 hrs lecture; 6 hrs clinical lab). *Prerequisite*: NUR 255, NUR 227, NUR 300, NUR 361. *Co-requisites:* NUR 323, NUR 324.

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.

NUR 335 Clinical Nursing Practice III 7 SH
Use clinical judgement and critical thinking in the application of concepts and skills to design, implement, and evaluate therapeutic nursing interventions for individuals experiencing complex illnesses. Consider the human response to complex illnesses, design and support innovative approaches to nursing interventions to meet the demands of complex care situations. Clinical experiences both at the clinical site and in the laboratory provide opportunities to apply theory and develop skills in the care of complex individuals in acute medical-surgical (critical care) settings (3 hrs lecture; 3 hrs college lab; 9 hrs clinical lab). *Prerequisite*: NUR 255, NUR 226, NUR 300, NUR 361. *Pre/Co-requisite*: NUR 374.

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.

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.

NUR 361 Research Process and Ethical Issues in Nursing Practice 3 SH
This course explores the principles and concepts underlying the research process as it is used in conducting nursing research studies. Students will analyze and critique current nursing research, emphasizing evaluation of research for application in practice. Nursing scholarship informs science, enhances clinical practice, influences policy, and impacts best practices for educating nurses as clinicians, scholars, and leaders. (3 hrs lecture). *Prerequisites*: Admission to the Nursing Major or Admission to the RN-BS program. MAT 115, MAT 120. *Co-requisite:* NUR 255.

NUR 374 Leadership and Management in Contemporary Nursing Practice 3 SH
Application of the principles of leadership and management within the context of professional nursing practice. Organization of the healthcare system, payment models, political, ethical, and legal issues as they relate to professional nursing practice will be discussed. Leadership, communication, change theory, quality improvement, and patient safety as they pertain to collaborative nursing practice within teams will be explored. (3 hrs lecture). *Prerequisite*: NUR 255, NUR 227, NUR 361. *Pre/Co-requisite*: NUR 335.

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).

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. Critical analysis of contemporary issues impacting the delivery of healthcare and the role of the professional nurse are explored. Clinical experiences allow students to be immersed in the clinical setting to facilitate development of professional identity and socialization as a registered nurse. (3 hrs. lecture; 3 hrs. clinical). *Prerequisite:* All required Nursing courses.

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 190 Social Work & Sports 3 SH
This course looks into the intersection of social work, sports, and social justice, with a particular focus on how athletics can be leveraged to address pressing societal challenges. Students will explore the mental health needs of athletes, coaches, and officials; analyze the impact of race, gender, and power structures in sports; and evaluate the vital role of social workers in advocating for equity and inclusion in athletic spaces. Topics include resilience and mental health awareness in sports, the experiences of women and marginalized groups, the role of parents in athletic development, and combating systemic issues such as human trafficking in sports contexts. The course also highlights social justice movements within athletics such as athlete activism against racial injustice and prepares students to critically engage with sports as a lens for advancing racial equity, inclusion, and societal change.

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.

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.

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 polices 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; or permission of department chair.

SW 220 Diversity, Equity and Inclusion 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.

SW 240 Racial Trauma 3 SH
This course assists students in recognizing the pervasiveness of historical and contemporary racial trauma. Students will understand trauma responses and the impacts of racial trauma on the health/ behavioral health of marginalized racial groups. Students will develop skills in trauma assessment as well as recognizing strategies used by populations to survive or thrive under oppressive conditions. Students will use a trauma-informed practice model and consider evidence-informed and traditional healing strategies that promote post traumatic growth and wellness. Emphasis is on the promotion of radical healing which includes individual care as well as changing conditions and/or policies that trigger and perpetuate trauma. Prerequisite: SOC 100: Spring semester.

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.

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 313 Social Work Practice III 3 SH
This course is a continuation of SW 310, Social Work Practice II. Students will utilize generalist practice social work skills as they engage in a supervised macro practice experience. Models of community practice are introduced and students participate in social change efforts with an existing community group or coalition. In collaboration with community partners, students gather data to assess community strengths and needs, use interpersonal skills to work effectively with groups, develop and implement action plans, and evaluate community interventions. Emphasis is on initiating social action to change community conditions and/or policies and advance human rights and social, economic and environmental justice. *Prerequisites: C+ in SW 310 and acceptance into Professional Level II. Corequisites: SW 320 and SW 325. Fall semester.*

SW 314 Social Work Practice IV 3 SH

This course is a continuation of SW 313, Social Work Practice III with an emphasis on macro practice skills. Students develop social work competencies in assessment, intervention, and evaluation within organizations. The course accentuates organizational change grounded in evidence-based research. Students develop professional identities as change agents preparing organizations to engage diversity and difference in practice and promote social justice. *Prerequisite: C+ in SW 313, Corequisite SW 321 and SW 400. Spring semester*

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 388 / EPY 588 Understanding the Veteran Experience 3 SH
This course is designed for students interested in learning about the veteran experience and those preparing to work in health care, social work, counseling, and other support roles who may encounter veterans in their practice settings. Students will learn how military culture and service culminate in the veteran experience. This course explores how military service imbues resilience but also can lead to challenges in the civilian world. Also explored are the impacts of physical and psychological injuries as well as ways to ameliorate their impact on the veteran. Every fall.

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.

School of Visual, Performing, and Communication Arts

OVERVIEW

Departments

- Art
- Communication and Media Arts
- Music
- Theatre Arts

Degree Programs

- BA Art
- BA Communication
- BA Digital and Interactive Media
- BA Media Arts
- BA Music
- BA Popular Music
- BS Music Education (PK-12)
- BM Performance
- BM Jazz Studies
- BM Emphasis in Audio and Music Production
- BA Theatre Arts
- BFA Musical Theatre
- BFA Visual Arts

Courses

- Art
- Communication
- Digital Interactive Media
- Music
- Music Education
- Theatre Arts

School of Visual, Performing, and Communication Arts

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Departments:

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Communication & Media Arts
Chair: Katie Lever, Ph.D.
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(203) 837-8872

Music
Chair: Laurel Larsen, D. M. A.
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Associate Chair: Jamie Begian
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Theatre Arts
Chair: Justin Cowan, D.M.A.
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Associate Chair: Joni Lerner, M.F.A.
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Mission Statement

The mission of the School of Visual, Performing, and Communication Arts is to promote intellectual inquiry, advance knowledge, and cultivate creativity between faculty and students through teaching, research, projects, and the application of skills in real-world settings.

The School provides its students with a superior education, fosters excellence in creative research and discovery, nurtures ethical and moral decision-making, encourages leadership, and contributes to the cultural enrichment of the state and region.

The School serves the general education component at WCSU by providing a unique perspective for thinking about and understanding other disciplines. The richness of Communication and the Arts contributes to human achievement, connection, and a deeper shared experience.

Objectives

1. to offer the highest quality educational, pre-professional, and professional experiences within a liberal arts environment;
2. to utilize fully our regional advantage in the arts and arts-related professions, including access to outstanding faculty, guest artists, and resources of New York City;
3. to recruit the highest quality students in the arts disciplines;
4. to attract major funding for scholarships and endowed faculty Chairs;
5. ot anchor the School as a prime resource for enhancing the cultural life and image of the university and region.

In addition to the undergraduate degree programs listed, the M.F.A. Visual Arts, M.F.A. Creative and Professional Writing, and M.M. Music are offered. Please see the current WCSU Graduate Catalog for detailed information.

Admissions

Certain areas of study within the School of Visual and Performing Arts require the completion and passing of an audition or portfolio review for acceptance into the program.

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

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Faculty

Scaglia, *Chair, Graphic Design*
D. Cardonsky, *MFA Coordinator, MFA*
S. Marques,*Studio Art, MFA*
R. Nadeau, *Foundations, MFA*
D. Skora,*Graphic Design*
J. Tom, *Illustration, MFA*

Adjunct Faculty

R. Ames, *Digital Technology*
D. Boyajian, *Foundations*
R. Brewster, *MFA*
P. Carabell, *Art History*
J. Chandler, *Foundations*
B. Dunbar, *Photography*
Fancher, *Gallery Studies*

D. Flook, *Foundations*
A. Jette, *Art History*
S. Kolbig*, Foundations*
C. McGuire, *Painting/Foundations*
A. Rios, *Ceramics*
A. Scoon, *MFA*
E. Shapiro, *Photography*

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 and nationally exhibiting artists. Their unique backgrounds and experiences create engaging and challenging learning environments for our students.

Our curriculum incorporates comprehensive instruction integrated with the development, encouragement 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, Painting, and Photography. 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.

Learning Outcomes

All students pursuing the Bachelor of Arts in Art and the Bachelor of Fine Arts in Visual Arts degrees 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.

BA Studies

1. Understanding of basic principles of design and color, concepts, media and formats, and the ability to apply them a specific aesthetic intent. This includes functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning.
2. Demonstrate critical analysis applied to their own work and the work of others.
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
4. Progress toward developing a consistent, personal direction and style

BFA Studies

1. Knowledge of basic principles of design and color, concepts, media and formats, and the ability to apply to them a specific aesthetic intent. This includes functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning. This will be assessed in courses like Fundamentals of 2D Design and Color Theory.
2. Progress toward developing a consistent, personal direction and style. This will be assessed in Level 200 and 300 studio courses.
3. Demonstrate critical analysis applied to their own work and the work of others. This will be assessed through individual and group critiques in all studio classes.
4. 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. This will be assessed through all Art History classes including Art History I and II, Global Art History, Survey of Contemporary Art, History of Design, and History of

Photography.

5. Development and creation of a significant body of work along with the ability to understand and evaluate works of art. This will be assessed in Level 300 and 400 courses including Portfolio.
6. Situate their artwork within a larger historical, cultural, and contemporary context.This will be assessed in Level 300 and 400 courses including Portfolio.
7. Demonstrate effective preparation and presentation of work with an understanding of basic professional practices in the field.This will be assessed in both Gallery Interactions and Portfolio.

Graduating BFA majors participate in the annual Portfolio Exhibition, which serves as the capstone event, showcasing their acquired skill sets.

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 1st-semester sophomores prior to the spring course registration period. Faculty may confer regarding the student's ability to proceed to the junior level courses. 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 chair 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.

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

BA in Art

BFA in Visual Arts
Options:
Graphic Design
Illustration
Painting
Photography

Minor Programs
Art
Photography

BA Art

Description: 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 and nationally exhibiting artists. Their unique backgrounds and experiences create engaging and challenging learning environments for our students.

Our curriculum incorporates comprehensive instruction integrated with the development, encouragement, 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, and Communication 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 49 SH.

ART 103 Art Seminar	1 SH
ART 100 History and Appreciation of Western Art: Beginnings to Renaissance	3 SH
ART 101 History and Appreciation of Art: Renaissance to the Present	3 SH
ART 117 Intro to Digital Photography	3 SH
ART 121 Fundamentals of Two-Dimensional Design	3 SH
ART 130 Color Theory	3 SH
ART 141 Drawing I	3 SH
ART 150 Drawing II	3 SH
ART 201 Global Art History (Global Diversity)	3 SH
ART 205 Media and Methods	3 SH
ART 266 Fundamentals of Three-Dimensional Design	3 SH
ART 448 Gallery Interactions	3 SH
Art Electives	15 SH

Minimum GPA for the BA in Art = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Art
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
ART 103 Art Seminar	1	ART 101 Hist & App. Western Art: Renaissance to Present	3
ART 100 Hist. & App. Western Art: Beg to Renaissance	3	ART 130 Color Theory	3
ART 121 Fundamentals of 2D Design	3	ART 150 Drawing II	3
ART 141 Drawing I	3	Gen Ed: Speech Communication	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Mathematical Reasoning*	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ART 117 Intro to Digital Photography	3	ART 201 Global Art History (Global Diversity)	3
ART 266 Fundamentals of 3-D Design	3	ART Elective (200-400 level)	3
ART 205 Media and Methods	3	Gen Ed: Arts or Humanities**	3
Gen Ed: Humanities**	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Writing & Information Literacy	3

Semester 5	**SH**	**Semester 6**	**SH**
ART Elective (200-400 level)	3	ART Elective (200-400 level)	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Personal Wellness	2	Elective	3
Gen Ed: Arts	3	Elective	3
Elective	3	Elective	3
Elective	1		

Semester 7	**SH**	**Semester 8**	**SH**
ART 448 Gallery Interactions **OR** Elective	3	ART 448 Gallery Interactions **OR** Elective	3
ART Elective (200-400 level)	3	ART Elective (200-400 level)	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

Total Credits Required for the BA in ART = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2; Gen Ed: Mathematical Reasoning may be taken in any semester.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other

than English in high school with an overall “B” average have met this requirement.

BFA in Visual Art: Graphic Design

Description: 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 through exploration of traditional and emerging media. The options are Graphic Design, Illustration, Painting and Photography. Each option’s objective is to develop technical knowledge and expertise appropriate to each medium. 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 Thesis Exhibition.

The Graphic Design option is a comprehensive program that serves to foster growth in an intuitive, conceptual approach to visual communication problem solving. Our students learn that graphic design is not technology, but is, and always has been, the convergence of art, business, and technology to produce meaningful, successful visual communication.

After freshman and sophomore foundation courses, Graphic Design students embark on a two-year experience in specific concentration courses. The curriculum includes typography and creative problem solving, along with the application of both traditional and digital processes and techniques. Juniors and seniors participate in a rigorous program through direct engagement. The process of design encompasses:

- Research
- Critical analysis
- Concept development
- Experimentation
- Design and production

Students will gain a strong understanding of design methods. The high quality of the Graphic Design program at WCSU is reflected in the student work displayed in the annual Senior Thesis Exhibition. Graphic Design students graduate from the program with a strong portfolio and visually effective self-promotion pieces.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 80 SH.

ART CORE

ART 100 History and Appreciation of Western Art: Beginnings to Renaissance	3 SH
ART 101 History and Appreciation of Art: Renaissance to the Present	3 SH
ART 103 Art Seminar	1 SH
ART 205 Media and Methods	3 SH
ART 117 Intro to Digital Photography	3 SH
ART 121 Fundamentals of Two-Dimensional Design	3 SH
ART 130 Color Theory	3 SH
ART 141 Drawing I	3 SH
ART 150 Drawing II	3 SH
ART 201 Global Art History (Global Diversity)	3 SH
ART 266 Fundamentals of Three-Dimensional Design	3 SH
ART 448 Gallery Interactions	3 SH
ART 472/474/476/478 Portfolio (Sections aligned with options)	3 SH

GRAPHIC DESIGN OPTION

ART 202 History of Design	3 SH
ART 274 Bookmaking	3 SH
ART 302 Graphic Processes	3 SH
ART 310 Typography	3 SH
ART 315 Communication Design I	3 SH
ART 332 Digital Production: InDesign	3 SH
ART 352 Digital Production: Web Development	3 SH
ART 432 Communication Design II	3 SH

ART 442 Communication Design III	3 SH
Art Electives	16 SH

Minimum GPA for the BFA in Art = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BFA in Visual Art – Graphic Design
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
ART 103 Art Seminar	1	ART 101 Hist & App. Western Art: Renaissance to Present	3
ART 100 Hist. & App. Western Art: Beg. to Renaissance	3	ART 130 Color Theory	3
ART 121 Fundamentals of 2D Design	3	ART 150 Drawing II	3
ART 141 Drawing I	3	Gen Ed: Speech Communication	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Mathematical Reasoning*	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ART 117 Intro to Digital Photography	3	ART 201 Global Art History (Global Diversity)	3
ART 266 Fundamentals of 3-D Design	3	ART 302 Graphic Processes	3
ART 202 History of Design	3	ART 274 Bookmaking	3
ART 105 Media and Methods	2	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Humanities	3	Gen Ed: Writing & Information Literacy	3

Semester 5	**SH**	**Semester 6**	**SH**
ART 310 Typography	3	ART 315 Communication Design I	3
ART 352 Digital Production: Web Development	3	ART 332 Digital Production: InDesign	3

Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Arts	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Personal Wellness	2	ART Elective	3

Semester 7	**SH**	**Semester 8**	**SH**
ART 432 Communication Design II	3	ART 442 Communication Design III	3
ART 448 Gallery Interactions	3	ART 472 Art Portfolio: Graphic Design	3
ART Elective	3	ART Elective	3
Gen Ed: Arts or Humanities	3	ART Elective	4
Gen Ed: Social & Behavioral Sciences	3	ART Elective	3

Total Credits Required for the BFA in ART = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2; Gen Ed: Mathematical Reasoning may be taken in any semester.

BFA Visual Art: Illustration

Description: 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 through exploration of traditional and emerging media. The options are Graphic Design, Illustration, Painting and Photography. Each option's objective is to develop technical knowledge and expertise appropriate to each medium. 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 Thesis Exhibition.

The Illustration option provides students with the technical skills, conceptual understanding, and practical experience to become effective, creative communicators and visual storytellers. The goals of the Illustration option are to:

- Encourage conceptual and visual problem-solving.
- Encourage creativity, innovation, and experimentation in a variety of illustration media.
- Explore historical and contemporary trends in illustration.
- Inform students on professional business practices and ethical standards.
- Fuel passion for the image-making process.

Our program understands that tomorrow's skilled illustrators will need to craft images that may elicit an intellectual and emotional response and connection. Our full-time and adjunct professors, who manage successful artistic careers alongside their teaching, provide a challenging, yet nurturing environment for illustration students.

After students complete their foundation core courses, they progress to the Illustration concentration requirements which include traditional and digital illustration. These courses help fine-tune their advanced image problem-solving skills. As seniors, students create their capstone portfolio pieces and tailor a series of artworks demonstrating their unique talents, style, and vision for the Senior Thesis Exhibition.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 80 SH.

ART CORE	
ART 100 History and Appreciation of Western Art: Beginnings to Renaissance	3 SH
ART 101 History and Appreciation of Art: Renaissance to the Present	3 SH
ART 103 Art Seminar	1 SH
ART 205 Media and Methods	3 SH
ART 117 Intro to Digital Photography	3 SH
ART 121 Fundamentals of Two-Dimensional Design	3 SH
ART 130 Color Theory	3 SH
ART 141 Drawing I	3 SH
ART 150 Drawing II	3 SH
ART 201 Global Art History (Global Diversity)	3 SH
ART 266 Fundamentals of Three-Dimensional Design	3 SH
ART 448 Gallery Interactions	3 SH
ART 472/474/476/478 Portfolio (Sections aligned with options)	3 SH
ILLUSTRATION OPTION	
ART 202 History of Design	3 SH
ART 330 Figure Drawing	3 SH
ART 304 Illustration I	3 SH
ART 317 Illustration II	3 SH
ART 324 Digital Illustration	3 SH
ART 333 Intro to Animation	3 SH
ART 342 Intro Digital Imaging and Production	3 SH
ART 434 Adv. Digital Illustration	3 SH
ART 444 Illustration III	3 SH
Art Electives	16 SH
Minimum GPA for the BFA in Art = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed

with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BFA in Visual Art – Illustration
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
ART 103 Art Seminar	1	ART 101 Hist. & App. Western Art: Renaissance to Present	3
ART 100 Hist & App Western Art: Beginning to Renaissance	3	ART 130 Color Theory	3
ART 121 Fundamentals of 2D Design	3	ART 150 Drawing II	3
ART 141 Drawing I	3	Gen Ed: Speech Communication	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Mathematical Reasoning*	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ART 117 Intro to Digital Photography	3	ART 201 Global Art History (Global Diversity)	3
ART 266 Fundamentals of 3-D Design	3	ART 330 Figure Drawing	3
ART 202 History of Design	3	ART Elective	3
ART 205 Media and Methods	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Humanities	3	Gen Ed: Writing & Information Literacy	3

Semester 5	**SH**	**Semester 6**	**SH**
ART 304 Illustration I	3	ART 317 Illustration II	3
ART 342 Intro Digital Imaging and Production	3	ART 332 Digital Illustration	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Arts	3	ART 333 Intro to Animation	3

Semester 7	**SH**	**Semester 8**	**SH**
ART 434 Advanced Digital Illustration	3	ART 474 Portfolio: Illustration	3
ART 448 Gallery Interactions	3	ART Elective	3
ART 444 Illustration III	3	ART Elective	3
ART Elective	4	ART Elective	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Arts or Humanities	3

Total Credits Required for the BFA in ART = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2; Gen Ed: Mathematical Reasoning may be taken in any semester.

BFA Visual Art: Painting

Description: 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 through exploration of traditional and emerging media. The options are Graphic Design, Illustration, Painting and Photography. Each option's objective is to develop technical knowledge and expertise appropriate to each medium. 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 Thesis Exhibition.

The Painting option is a comprehensive program that serves to foster growth in an intuitive, conceptual approach to complex image making. At the core of instruction are individual and group critiques conducted by faculty. The Painting faculty are dedicated educators, accomplished artists, and respected scholars known for being actively engaged in helping each student develop her/his ideas, technical skills, confidence, and professional knowledge. Our students are a diverse group of artists who excel at visualizing their distinctive experiences, cultures, and voices. Students develop habits and problem-solving skills that will inform a lifetime of creative endeavors. Our students become active participants in studio arts' uniquely vital and continually strong presence in the contemporary art world.

The goals of the Painting option are to:

- Acquire a knowledge and understanding of concepts, and techniques as used to create artworks
- Demonstrate through the creation of a body of work an understanding of the painting process and its use as a medium for communication
- Develop the capability to creatively express one's personal experience and thought with visual skill and clarity
- Develop a critical appreciation of historical and contemporary painting
- Develop expertise applicable to professional practice as evidenced within an art portfolio

Once students complete their foundation curriculum, the core of the upper-division studies is the completion of a portfolio of paintings/sculptures during the Senior year for their Senior Thesis Exhibition. The experience of creating a body of work will develop personally significant ideas that reference the Studio Arts rich history and contribute to its lively contemporary conversation.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 80 SH.

ART CORE

ART 100 History and Appreciation of Western Art: Beginnings to Renaissance	3 SH
ART 101 History and Appreciation of Art: Renaissance to the	3 SH

Present	
ART 103 Art Seminar	1 SH
ART 205 Media and Methods	3 SH
ART 117 Intro to Digital Photography	3 SH
ART 121 Fundamentals of Two-Dimensional Design	3 SH
ART 130 Color Theory	3 SH
ART 141 Drawing I	3 SH
ART 150 Drawing II	3 SH
ART 201 Global Art History (Global Diversity)	3 SH
ART 266 Fundamentals of Three-Dimensional Design	3 SH
ART 448 Gallery Interactions	3 SH
ART 472/474/476/478 Portfolio (Sections aligned with options)	3 SH
PAINTING OPTION	
ART 203 Survey of Contemporary Art	3 SH
ART 208 Painting I	3 SH
ART 268 Alternative Creative Process	3 SH
ART 330 Figure Drawing	3 SH
ART 274 Bookmaking	3 SH
ART 309 Sculpture I	3 SH
ART 318 Painting II	3 SH
ART 329 Painting III	3 SH
ART 438 Painting IV	3 SH
Art Electives	16 SH

Minimum GPA for the BFA in Art = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BFA in Visual Art – Painting
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**

ART 103 Art Seminar	1	ART 101 Hist & App Western Art: Renaissance to Present	3
ART 100 Hist & App Western Art: Beginning to Renaissance	3	ART 130 Color Theory	3
ART 121 Fundamentals of 2D Design	3	ART 150 Drawing II	3
ART 141 Drawing I	3	Gen Ed: Speech Communication	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Mathematical Reasoning*	3
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
ART 117 Intro to Digital Photography	3	ART 201 Global Art History (Global Diversity)	3
ART 266 Fundamentals of 3-D Design	3	ART 330 Figure Drawing	3
Art 203 Survey of Contemporary Art	3	ART 208 Painting I	3
ART 205 Media and Methods	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Humanities	3	Gen Ed: Writing Information & Literacy	3

Semester 5	**SH**	**Semester 6**	**SH**
ART 274 Bookmaking	3	ART 329 Painting III	3
ART 318 Painting II	3	ART 309 Sculpture I	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Arts	3	ART 268 Alternative Creative Process	3

Semester 7	**SH**	**Semester 8**	**SH**
ART 438 Painting IV	3	ART 478 Portfolio: Painting	3
ART 448 Gallery Interactions	3	ART Elective	3
ART Elective	3	ART Elective	3
Gen Ed: Arts or Humanities	4	ART Elective	3
Gen Ed: Social & Behavioral Sciences	3	ART Elective	3

Total Credits Required for the BFA in ART = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2; Gen Ed: Mathematical Reasoning may be taken in any semester.

BFA Visual Art: Photography

Description: 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 through exploration of traditional and emerging media. The options are Graphic Design, Illustration, Painting and Photography. Each option's objective is to develop technical knowledge and expertise appropriate to each medium. 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 Thesis Exhibition.

The Photography option provides students with the technical training and critical framework to begin a creative life with photography at its center. Photography is understood as a broad range of practices and the medium's image-making possibilities are meaningfully explored throughout the curriculum. The Photography program seeks to educate students so that they graduate with a refined understanding of the various dimensions that shape their practice. Upon program completion, students are expected to demonstrate:

- Knowledge of a diverse set of industry-standard photographic and related technical practices engaged with commercial, fine art, and digital media
- Fluency in the visual, technical, conceptual, and professional vocabulary necessary to succeed in the field of choice including commercial, fine art, and digital media
- Ability to expand photographic learning into cultural/social/political contexts
- Ability to navigate the commercial and contemporary marketplace with core knowledge of professional practices in the areas of commercial/studio, advertising, production, and editorial

Once students complete their foundation curriculum, they progress from traditional analog photographic processes to digital media. Courses cover a mixture of experimental analog photography, digital software, and alternative photographic processes. Seniors then focus on developing and refining their portfolio for their Senior Thesis Exhibition and future careers.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 80 SH.

ART CORE	
ART 100 History and Appreciation of Western Art: Beginnings to Renaissance	3 SH
ART 101 History and Appreciation of Art: Renaissance to the Present	3 SH
ART 103 Art Seminar	1 SH
ART 205 Media and Methods	3 SH
ART 117 Intro to Digital Photography	3 SH
ART 121 Fundamentals of Two-Dimensional Design	3 SH
ART 130 Color Theory	3 SH
ART 141 Drawing I	3 SH
ART 150 Drawing II	3 SH
ART 201 Global Art History (Global Diversity)	3 SH
ART 266 Fundamentals of Three-Dimensional Design	3 SH
ART 448 Gallery Interactions	3 SH

ART 472/474/476/478 Portfolio (Sections aligned with options)	3 SH
PHOTOGRAPHY OPTION	
ART 145 History of Photography	3 SH
COM 146 Basic Video Production	3 SH
ART 207 Photography I	3 SH
ART 210 Fundamentals of Imaging Software I	3 SH
ART 316 Photography II	3 SH
ART 326 Alternative Photographic Process	3 SH
ART 346 Color Photography	3 SH
ART 356 Advanced Photographic Methods	3 SH
ART 436 Photography III	3 SH
Art Electives	16 SH
Minimum GPA for the BFA in Art = 2.0.	

General Education:All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BFA in Visual Art – Photography
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
ART 103 Art Seminar	1	ART 101 Hist. & App. Western Art: Renaissance to Present	3
ART 100 Hist & App. Western Art: Beginning to Renaissance	3	ART 130 Color Theory	3
ART 121 Fundamentals of 2D Design	3	ART 150 Drawing II	3
ART 141 Drawing I	3	Gen Ed: Speech Communication	3
COMP 101 Intro to Comp/Rhetoric*	3	Gen Ed: Mathematical Reasoning*	3
Gen Ed: First Year Experience	1		

Semester 3	SH	Semester 4	SH
ART 117 Intro to Digital Photography	3	ART 201 Global Art History (Global Diversity)	3
ART 266 Fundamentals of 3-D Design	3	ART 210 Fundamentals of Imaging Software I	3
ART 145 History of Photography	3	COM 146 Basic Video Production	3
ART 205 Media and Methods	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Humanities	3	Gen Ed: Writing & Information Literacy	3

Semester 5	SH	Semester 6	SH
ART 207 Photography I	3	ART 316 Photography II	3
ART 346 Color Photography	3	ART 356 Advanced Photographic Methods	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Arts	3	ART Elective	3

Semester 7	SH	Semester 8	SH
ART 436 Photography III	3	ART 476 Portfolio: Photography	3
ART 448 Gallery Interactions	3	ART Elective	3
ART 326 Alternative Photographic Methods	3	ART Elective	3
ART Elective	4	ART Elective	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Arts or Humanities	3

Total Credits Required for the BFA in ART = 120; Minimum GPA 2.0.

*COMP 101 may be taken in Semester 1 or Semester 2; Gen Ed: Mathematical Reasoning may be taken in any semester.

Minor in Art (18 S.H.)

Eighteen semester hours are required. Please see your advisor to review all program requirements.

Required Courses (12 SH):

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

Select any two 3-credit courses offered by the Department of Art, for which the student has proper prerequisites (6 SH).

Minor in Photography (18 S.H.)

Eighteen semester hours are required. Please see your advisor to review all program requirements.

Required Courses (18 SH):

ART 121 Fundamentals of Two-Dimensional Design
ART 207 Photography I
ART 316 Photography II
ART 356 Advanced Photographic Methods
ART 346 Color Photography
ART 436 Photography III

Communication and Media Arts

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Faculty

J. Barone	J. Eckstein	J. Guzda
T. Keys	**K. Lever, Chair**	V. West
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.

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.

Broadcast Education Association

Media Arts students may join the department's chapter of The Broadcast Education Association. This is the premier international academic media organization, driving insights, excellence in media production, and career advancement for educators, students, and professionals. The association's publications, annual convention, web-based programs, and regional district activities provide opportunities for juried production competition and presentation of current scholarly research related to aspects of the electronic media. Advanced students are invited to attend the national convention in April.

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 – Communication & Media Arts

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 hot 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.

Learning Outcomes – Digital Interactive Media Arts

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.

Degree Programs in Communication & Media Arts

BA in Communication
Communication Studies option

BA in Film & Broadcasting
Film & Broadcasting

BA in Digital Interactive Media Arts
Media Production option
Motion Graphics option
Computer Science option

Minor
Communication
Broadcast Journalism

Bachelor of Arts in Communication: Communication Studies (B.A.)

Description: Students who major in communication 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 33 SH.

COM 219 Communication Ethics	3 SH
COM 260W Thinking Through Communication	3 SH
COM 380 Communication Theory	3 SH
COM 390 Research Methods in Communication	3 SH
COM 495 Senior Thesis	3 SH
Required Major Electives: Six courses (18 credits) of communication courses. Only course one can be at the 100-level.	18 SH

Students must earn a a grade of C or better in all communication courses in the major.
Minimum GPA for the BA in Communication = 2.5 in major; 2.0

overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Communication: Communication Studies
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	COM Elective	3
COM 160 Public Speaking **OR** COM 161 Decision Comm. Skills, **OR** COM 163 Intro to Human Comm.	3	COMP 101 Intro to Comp/Rhetoric	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Humanities**	3
Gen Ed: Mathematical Reasoning*	3	Gen Ed: Natural Science & Technology	3
Gen Ed: Arts & Humanities**	3	Elective	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
COM 219 Communication Ethics **OR** COM 260W Thinking through Communication	3	COM 219 Communication Ethics **OR** COM 260W Thinking through Communication	3
COM Elective **OR** COM 380 Communication Theory	3	COM Elective **OR** COM 380 Communication Theory	3
Gen Ed: Natural Science & Technology	4	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2	Gen Ed: Writing & Information Literacy	3
Gen Ed: Arts	3	Elective	3

Semester 5		**Semester 6**	
COM 390 Research Methods in Communication **OR** COM Elective	3	COM 390 Research Methods in Communication **OR** COM Elective	3
COM Elective	3	COM Elective	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3

Elective	3	Elective	3
Semester 7		**Semester 8**	
COM 495 Senior Thesis **OR** Elective	3	COM 495 Senior Thesis **OR** Elective	3
COM Elective 6	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

You must earn a C or better in all 100-level communication courses.

Total Credits Required for the BA in Communication = 120; Minimum GPA in major 2.5.

*Gen Ed: Mathematical Reasoning may be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Bachelor of Arts in Film & Broadcasting

Description: Students who major in Film & Broadcasting prepare for graduate studies or careers directly related to: media creation and performance for television, film, radio, audio, social media, graphics, non-profits, small businesses and corporations; analysis and criticism; and related fields that require scriptwriting, filming, interviewing, recording, producing, directing, editing and postproduction skills. Film & Broadcasting engages students in hands-on discovery, experimentation, problem-solving, and the development of original works.

Degree Requirements:
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 43 SH.

COM 110 Sight, Sound & Motion	3 SH
COM 146 Basic Video Production	3 SH
COM 243 Broadcast Writing **OR** COM 342 Screenplay Writing	3 SH
COM 246 Intermediate Video Production	3 SH
COM 247 Live News & Election Coverage	4 SH
COM 336 Postproduction	3 SH
COM 340 Sound for Media	3 SH
COM 435 Pre-Production for Senior Project	3 SH
COM 436 Senior Project & Presentation	3 SH

Fifteen (15) credits from the following courses: COM 219 Communication Ethics; COM 230 History of Mass Media; COM 243 Broadcast Writing or COM 342 Screenplay Writing; COM 252 Media Performance Techniques; COM 270 Fundamentals of Radio Broadcasting; COM 271 Exploring the Film; COM 371 Film & Video Art; COM 297 Internship; DIMA 100 Digital & Interactive Media Arts; DIMA 200 Storytelling for Digital & Interactive Media. Students must earn a C (2.0) or better in all communication/media arts courses in the major.	15 SH

Minimum GPA for the BA in Media Arts = 2.5 in major; 2.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Film & Broadcasting

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	COM 146 Basic Video Production	3
COM 110 Sight, Sound & Motion	3	COMP 101 Intro to Comp/Rhetoric	3
Gen Ed: Speech Communication	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Mathematical Reasoning*	3	Gen Ed: Humanities**	3
Gen Ed: Arts or Humanities**	3	Elective	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
COM 342 Screenplay Writing **OR** COM 243 Broadcast Writing	3	COM 246 Intermediate Video Production	3
COM 247 Live News & Election Coverage	4	Major Elective 1***	3
COM 336 Postproduction	3	Gen Ed: Arts	3
Gen Ed: Natural Sciences & Technology	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Personal Wellness	2	Gen Ed: Social & Behavioral Sciences	3

Semester 5	SH	Semester 6	SH
Major Elective 2***	3	COM 340 Sound for Media	3
Major Elective 3***	3	Major Elective 4***	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Social & Behavioral Sciences	3
Elective	3	Elective	3
Elective	3	Elective	3

Semester 7	SH	Semester 8	SH
COM 435 Pre-Production for Senior Project	3	COM 436 Senior Project & Presentation	3
Major Elective 5***	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	1

You must earn a C or better in all 100-level communication/media arts courses.

Total Credits Required for the BA in Media Arts = 120; Minimum GPA in major 2.5.

*Gen Ed: Mathematical Reasoning may be taken in Semester 1 or Semester 2.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

***Several course choices in this major can be 3 or 4 SH. Remember that you must complete a minimum of 120 credits to graduate.

BACHELOR OF ARTS IN DIGITAL AND INTERACTIVE MEDIA ARTS

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.

BA Digital and Interactive Media Arts: Media Production

Description: Students who major in DIMA prepare for graduate studies or careers directly related to digital media creation and oversight for small businesses, non-profits, public and governmental organizations, and private sector corporations of all kinds.

Degree Requirements

All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 48-49 SH.

DIMA CORE	
DIMA/CS 100 Introduction to Digital and Interactive Media Arts	3 SH
DIMA 200 Storytelling for Digital and Interactive Media Arts	3 SH
DIMA/CED 297 Internship	3 SH
DIMA/CS 300 Digital and Interactive Technologies	3 SH
DIMA/COM 436 Senior Project	3 SH
ART 121: Fundamentals of Two-Dimensional Design	3 SH
ART 117 Digital Photography	3 SH
COM 146 Basic Video Production	3 SH
COM 110 Sight, Sound, and Motion	3 SH
CS 140 Intro to Programming **OR** CS 143 Visual Basic	3-4 SH
Programming Language: CS 110 Web Design **OR** CS 102 3D Modeling & Printing **OR** CS 103 Comp Animation & Scripting.	3 SH

MEDIA PRODUCTION OPTION

COM 243 Broadcast Writing **OR** COM 342 Screenplay Writing	3 SH
COM 246 Intermedia Video Production	3 SH
COM 336 Postproduction	3 SH
COM 371 Film and Video Art	3 SH
Media Production Elective: One of the following: COM 247, 252, 340, 270, 435, 446.	3 SH

Students must earn a grade of C or better in all courses in the major.
Minimum GPA for the BA in DIMA = 2.5 in major; 2.0 overall.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA DIMA: Media Production
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	COM 146 Basic Video Production	3
COM 110: Sight, Sound & Motion	3	ART 121 Fundamentals of 2-D Design	3
Gen Ed: Speech Communication	3	COMP 101 Intro to Comp/Rhetoric	3
DIMA/CS 100 Intro. to Digital and Interactive Media Arts	3	CS 140 Intro to Programming **OR** CS 143 Visual Basic**	3-4
Gen Ed: Mathematical Reasoning*	3	Elective	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
COM 243 Broadcast Writing **OR** COM 342 Screenplay Writing	3	COM 246 Intermediate Video Production	3
ART 117 Digital Photograph	3	Programming Language (CS 102, 103, 110)	3
DIMA 200 Storytelling for DIMA	3	Media Production Elective (COM 247, 252, 270, 340, 435, 446)	3
Gen Ed: Arts or Humanities***	3	Gen Ed: Humanities***	3
Gen Ed: Personal Wellness	2	Gen Ed: Writing & Information Literacy	3

Semester 5	SH	Semester 6	SH
COM 371 Film and Video Art	3	COM 336 Postproduction	3
DIMA 300 Digital and Interactive Technologies	3	Gen Ed: Natural Science & Technology	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Natural Sciences & Technology	4	Elective	3
Elective	3	Elective	3

Semester 7	SH	Semester 8	SH
DIMA/CED 297 DIMA Internship	3	DIMA/COM 436 Senior Project & Presentation	3
Gen Ed: Arts	3	Elective	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

Total Credits Required for the BA in DIMA = 120; Minimum GPA 2.0

*Gen Ed: Mathematical Reasoning may be taken in Semester 1 or Semester 2.

**Several course choices in this major can be 3 or 4 SH. Remember that you must complete a minimum of 120 credits to graduate.

*** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

BA Digital and Interactive Media Arts: Motion Graphics

Description: Students who major in DIMA prepare for graduate studies or careers directly related to digital media creation and oversight for small businesses, non-profits, public and governmental organizations, and private sector corporations of all kinds.

Degree Requirements

All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 46-50 SH.

DIMA CORE	
DIMA/CS 100 Introduction to Digital and Interactive Media Arts	3 SH
DIMA 200 Storytelling for Digital and Interactive Media Arts	3 SH
DIMA/CED 297 Internship (SH will depend on hours. 1 SH minimum)	1-3 SH
DIMA/CS 300 Digital and Interactive Technologies	3 SH
DIMA/COM 436 Senior Project	3 SH
ART 121: Fundamentals of Two-Dimensional Design	3 SH
ART 117 Digital Photography	3 SH
COM 146 Basic Video Production	3 SH
COM 110 Sight, Sound, and Motion	3 SH
CS 140 Intro to Programming **OR** CS 143 Visual Basic	3-4 SH
Programming Language: CS 110 Web Design **OR** CS 102 3D Modeling & Printing **OR** CS 103 Comp Animation & Scripting.	3 SH
ART OPTION	
ART/DIMA 210 Fundamentals of Imaging Software I	3 SH
ART/DIMA 224 Fundamentals of Imaging Software II	3 SH
ART 356 Adv. Photo Methods **OR** ART 346 Color Photography	3 SH
ART 342 Digital Production: Illustrator	3 SH
ART 352 Digital Production: Web Development	3 SH
Students must earn a grade of C or better in all courses in the major.	
Minimum GPA for the BA in DIMA = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA DIMA: Motion Graphics

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	COM 146 Basic Video Production	3
COM 110: Sight, Sound & Motion	3	ART 121 Fundamentals of 2-D Design	3
DIMA 100 Intro. to Digital and Interactive Media Arts	3	COMP 101 Intro to Comp/Rhetoric	3

Gen Ed: Social & Behavioral Sciences	3	CS 140 Intro to Programming **OR** CS 143 Visual Basic**	3-4
Gen Ed: Mathematical Reasoning*	3	Elective	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
ART/DIMA 210 Fundamentals of Imaging Software I	3	ART/DIMA 224 Fundamentals of Imaging Software II	3
ART 117 Digital Photography	3	Programming Language (CS 102. 103, 110)	3
DIMA 200 Storytelling for DIMA	3	Gen Ed: Speech Communication	3
Gen Ed: Arts or Humanities***	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: Personal Wellness	2	Gen Ed: Humanities***	3

Semester 5		**Semester 6**	
ART 356 Adv Photo Methods **OR** ART 346 Color Photography	3	ART 342 Intro to Digital Imaging & Production	3
DIMA 300 Digital and Interactive Technologies	3	Gen Ed: Natural Sciences & Technology	4
DIMA/CED 297 DIMA Internship	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Natural Sciences & Technology	3	Elective	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3

Semester 7		**Semester 8**	
ART 352 Digital Production: Web Dev.	3	DIMA/COM 436 Senior Project & Presentation	3
Gen Ed: Arts	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

Total Credits Required for the BA in DIMA= 120; Minimum GPA in 2.0

*Gen Ed: Mathematical Reasoning may be taken in Semester 1 or Semester 2.

**Several course choices in this major can be 3 or 4 SH. Remember that you must complete a minimum of 120 credits to graduate.

*** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

BA Digital and Interactive Media Arts: Computer Science

Description: Students who major in DIMA prepare for graduate studies or careers directly related to digital media creation and oversight for small businesses, non-profits, public and governmental organizations, and private sector corporations of all kinds.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 47-50 SH.

DIMA CORE	
DIMA/CS 100 Introduction to Digital and Interactive Media Arts	3 SH
DIMA 200 Storytelling for Digital and Interactive Media Arts	3 SH
DIMA/CED 297 Internship (SH will depend on hours. 1 SH minimum)	3 SH
DIMA/CS 300 Digital and Interactive Technologies	3 SH
DIMA/COM 436 Senior Project	3 SH
ART 121 Fundamentals of Two-Dimensional Design	3 SH
ART 117 Digital Photography	3 SH
COM 146 Basic Video Production	3 SH
COM 110 Sight, Sound, and Motion	3 SH
CS 140 Intro to Programming **OR** CS 143 Visual Basic	3-4 SH
Programming Language: CS 110 Web Design **OR** CS 102 3D Modeling & Printing **OR** CS 103 Comp Animation & Scripting.	3 SH
COMPUTER SCIENCE OPTION	
CS 170 Interm. Java Programming **OR** 172 Language C++	3-4 SH
CS 205 Data Modeling & DB Design **OR** MIS 301 DB Applications in Business	3-4 SH
CS 221 Object Oriented Programming & Data Structure **OR** CS 250 Advanced Topics	4 SH
CS 245 Web Application Development **OR** CS 340 Computer Animation	4 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSE	
MAT 141 Foundational Discrete Math	3 SH
Students must earn a grade of C or better in all courses in the major.	
Minimum GPA for the BA in DIMA = 2.0	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major***

Designated General Education Courses; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA DIMA: Computer Science
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	COM 146 Basic Video Production	3
COM 110: Sight, Sound & Motion	3	ART 121 Fundamentals of 2-D Design	3
Gen Ed: Social & Behavioral Sciences	3	COMP 101 Intro to Comp/Rhetoric	3
DIMA 100 Intro. to Digital and Interactive Media Arts	3	CS 140 Intro to Programming **OR** CS 143 Visual Basic**	3-4
MAT 100 Intermediate Math **OR** MAT 133 Precalculus*	3	MAT 133 Precalculus **OR** MAT 141 Foundational Discrete Math*	3
Elective	3		

Semester 3	**SH**	**Semester 4**	**SH**
CS 170 Language C++ **OR** CS 172 Intermed. Java Programming**	3	CS 221 Obj Oriented Programming **OR** CS 250 Advanced Topics**	3
ART 117 Digital Photography	3	Programming Language (CS 102, 103, 110)	3
DIMA 200 Storytelling for DIMA	3	Gen Ed: Speech Communication	3
Gen Ed: Arts or Humanities***	3	Gen Ed: Writing & Information Literacy	3
MAT 141 Foundational Discrete Math **OR** Elective	3	Gen Ed: Humanities***	3

Semester 5		**Semester 6**	
CS 205 Data Modeling and DB Design **OR** MIS 301 DB Applications in Business**	3-4	CS 245 Web App Development OR CS 340 Computer Animation	4
DIMA 300 Digital and Interactive Technologies	3	Gen Ed: Natural Science & Technology	4
DIMA/CED 297 DIMA Internship**	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Natural Sciences & Technology	3	Gen Ed: Personal Wellness	2
Gen Ed: Social & Behavioral Sciences	3	Elective	3

Semester 7		**Semester 8**	
Gen Ed: Arts	3	DIMA/COM 436 Senior Project & Presentation	3
Elective	3	Elective	3
Elective	3	Elective	3

Elective	3	Elective**	2-3
Elective	3	Elective**	1-3

Total Credits Required for the BA in DIMA= 120; Minimum GPA in 2.0

*MAT 141, required for the program, requires either an appropriate placement score or completion of MAT 133; MAT 133 requires placement or completion of MAT 100. Students not placing directly into MAT 141 should take either MAT 100 or 133 in Semester 1

**Several course choices in this major can be 3 or 4 SH. Remember that your total must be 120 to graduate.

*** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

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 380 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.

Minor in Communication

Please consult your advisor for all program requirements.

Eighteen semester hours (18 SH) 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

Please consult your advisor for all program requirements.

Required Courses (9 SH):
WRT 270W News Writing
COM 146 Basic Video Production 3 SH
COM 243 Broadcast Writing 3 SH

Three credits (3 SH) 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 3 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 394 Special Topics in Media Production (see advisor) 3 SH
WRT 270W News Writing 3 SH

6 Credits (6 SH) 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

Notes:

- See Catalog section on World Language Requirements to determine how language classes count.
- Electives in the junior and senior year are often used for professional internships or minors in related areas.

Music and Music Education

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Faculty

L. Larsen,**Chair**, *Keyboard, Music Theory, Sightsinging*
D. O'Grady, **Associate Chair**,*Music Theory and Composition*
J. Begian, *Co-Coordinator of Jazz Studies, Jazz and Commercial guitar, Jazz Ensembles,*
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*
F. Jiménez, *Applied Trombone, Conducting, Orchestra, Wind Ensemble*
D. O'Grady, *Coordinator of Audio & Music Production, Music Theory*
O. Satarasinghe, *Elementary Music Education, Keyboard Competency, Sight Singing*
K. Walker, *Applied Flute, Chamber Music, Music History*
J. Wiggins, Music Education, Choral Ensembles

Adjunct Faculty

E. Bailen, *Applied Cello, Chamber Music*

D. Baranowski, *Applied Commercial Piano*
A. Beals, *Frankensax, Jazz Studies*
E. Blyskal, *Applied Voice*
D. Boller, *Applied Jazz and Commercial Bass, Pop and Rock Ensemble*
J. Briley*, Applied Tuba*
K. Callaghan, *Applied Bass*
A. Gordon, *Opera Ensemble*
W. Gorman, *Applied Jazz and Commercial Voice, Jazz Piano, Vocal Jazz Ensemble*
D. Gray, *Applied Audio & Music Production*
A. Gundell, *Songwriting*
E. Hallenbeck*, Applied Jazz and Commercial Voice*
B. Hartglass, *Applied Audio Production*
S. Monroe, *Applied Bassoon*
M. Lieberman*, Applied Voice*
J. Matley, *Applied Audio Production*
M. Medeiros*, Applied Percussion*
L. Metcalf, *Applied Jazz Guitar, Jazz Studies*
H. Nelson, *Applied Jazz Trumpet*, CHamber Music, History of Hip Hop
J. Oviedo, *Applied Saxophone, Chamber Music*
D. Perry, *Applied Percussion, Applied Audio & Music Production*
S. Peters, *Guitar and Ukulele Workshop*
S. Rimkunas, *Applied Trumpet*
S. Shapiro*, Applied Audio Production*
J. Siegel, *Applied Jazz and Commercial Percussion, Jazz Studies*
M. Silva, *Applied Voice*
M. Snyder, *Applied Oboe, Chamber Music*
R. Weidlich, *Applied Voice*
D. Weisz, *Applied Jazz Trombone, Jazz Studies*
K. Wessel, *Applied Jazz Guitar, Jazz Studies*
D. Westervelt*, World Music*
B. Whitney, Applied *Violin and Viola, Chamber Music*
M. Ziegler, *Applied Voice*

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.

Learning Outcomes for 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

B. The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
C. 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.
D. An ability to address culture and history from a variety of perspectives.
E. Understanding of, and experience in thinking about, moral and ethical problems.
F. The ability to respect, understand, and evaluate work in a variety of disciplines.
G. The capacity to explain and defend views effectively and rationally.
H. Understanding of and experience in one or more art forms other than music.

2. Musicianship

A. The ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture.
B. An understanding of and the ability to read and realize musical notation.
C. An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
D. An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.
E. The ability to develop and defend musical judgments.

3. Performance and Music Electives

A. Ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree program being followed.
B. Understanding of procedures for realizing a variety of musical styles.
C. 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.

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)

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. Students will:

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 repertories 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. 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. 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. 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. 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:

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 Performance

1. **Performance Skills**
    a. Students will acquire technical skills requisite for artistic self-expression in at least one major performance area.
    b. Students will develop an overview understanding of the repertory in their major performance area and will perform from a cross-section of that repertory.
    c. Students will demonstrate the ability to read at sight with fluency, showing general musicianship and professional-level skill in their major performance area.
2. **Musicianship Skills and Analysis**
    a. Students will understand the common elements and organizational patterns of music and their interaction.
    b. Students will employ this understanding in aural, verbal, and visual analyses and take aural dictation.
    c. Students will gain sufficient understanding and capability with musical forms, processes, and structures to use this knowledge in various applications such as compositional, performance, analytical, scholarly, and pedagogical.
3. **Keyboard Competency**
    a. Students will achieve keyboard competency to support various professional activities in music.
4. **Ensemble Experience**
    a. Students will experience growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular ensemble participation. Ensembles will be varied in size and nature, with performance study and ensemble experience continuing throughout the baccalaureate program.
5. **Conducting and Rehearsal Skills**
    a. Students will develop knowledge and skills sufficient to work as leaders and collaborators on musical interpretation, including rehearsal and conducting skills as appropriate to their specific concentration.
6. **Composition and Improvisation**
    a. Students will understand and apply principles of composition and improvisation, working with both electronic and acoustic media, and various forms, styles, and notations.
7. **Historical and Cultural Context**
    a. Students will gain knowledge of music history and literature, understanding historical periods, cultural contexts, and the evolution of musical styles. This includes an acquaintance with a wide selection of musical literature from different eras, genres, and cultural sources.
8. **Pedagogical Skills**
    a. Students will understand principles of music pedagogy and develop teaching skills applicable to their major area, preparing them for educational roles in various settings.

9. **Professional Development**
    a. Students will demonstrate the ability to produce work independently, showing significant technical mastery and a coherent set of artistic and intellectual goals evident in their work. This includes forming and defending value judgments about music and effectively communicating musical ideas, concepts, and requirements to both professionals and laypersons.
10. **Research and Writing Skills**
    a. Students will acquire research skills sufficient to pursue and acquire knowledge, fostering ongoing intellectual curiosity. They will develop writing and speaking skills to communicate clearly and effectively to both musicians and wider communities.
11. **Interdisciplinary and Collaborative Skills**
    a. Students will integrate knowledge and skills in music with other fields, making logical evaluations and judgments, solving problems, and addressing issues in collaborative and interdisciplinary contexts.

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).

Degree Programs

Bachelor of Arts in Music

Bachelor of Arts in Popular Music

Bachelor of Science in Music Education

Bachelor of Music Emphasis in Audio & Music Production

B.M. in Performance

Minor

Music

BACHELOR OF ARTS IN MUSIC (B.A.)

Description: This degree is appropriate for students who wish to study music within the broader context of a liberal arts education.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 51 SH.

MUS 103 World Music (Global Diversity)	3 SH
MUS 108 Music Theory I	3 SH
MUS 109 Music Theory II	3 SH
MUS 113 Convocation (4 Semesters)	0 SH
MUS 114 Sight Singing/Ear Training I	1 SH
MUS 115 Sight Singing/Ear Training II	1 SH
MUS 125 Keyboard Competency I	.5 SH
MUS 126 Keyboard Competency II	.5 SH
MUS 182 Applied Music (4 Semesters, 1 SH each)	4 SH
Choose three (3) of the following courses: MUS 208 Music Theory III; MUS 209 Music Theory IV; MUS 112 Jazz Theory; MUS 243 Songwriting; MUS 2xx Pop & Rock Analysis; MUS 200 Special Topics: Theory Focused Topic	6 SH
MUS 210 Advanced Musicianship I	2 SH
MUS 211 Advanced Musicianship II	2 SH
MUS 225 Keyboard Competency III	.5 SH
MUS 226 Keyboard Competency IV	.5 SH
MUS 381 Capstone in Music	2 SH
MUS 230 Music History & Literature I	3 SH
MUS 231 Music History & Literature II	3 SH
Music Electives (Any): SH for music electives vary. Make sure it adds up to 12 by your last semester.	12 SH
Performing Groups: (Minimum of 4 SH, .5 SH each)	4 SH

Minimum GPA for the BA Music = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Music

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 108 Music Theory I	3	MUS 109 Music Theory II	3
MUS 114 Basic Musicianship I	1	MUS 115 Basic Musicianship II	1
MUS 125 Keyboard Competency I	.5	MUS 126 Keyboard Competency II	.5
MUS 182 Applied Music	1	MUS 182 Applied Music	1
Ensemble	.5	Ensemble	.5
Gen Ed: Mathematical Reasoning	3	Gen Ed: Writing & Information Literacy	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: First Year Experience	1	MUS Elective*	3

Semester 3	**SH**	**Semester 4**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 208/210/243	2	MUS 200/209 2xx	2
MUS 210 Advanced Musicianship I	2	MUS 211 Advanced Musicianship II	2
MUS 225 Keyboard Comp. III	.5	MUS 226 Keyboard Comp. IV	.5
MUS 182 Applied Music	1	MUS 182 Applied Music	1
Ensemble	.5	Ensemble	.5
MUS 230 Music History & Lit I	3	MUS 231 Music History & Lit II	3
Gen Ed: Speech Communication	3	Gen Ed: Arts	3
Gen Ed: Social & Behavioral Science	3	Gen Ed: Social & Behavioral Science	3

Semester 5	**SH**	**Semester 6**	**SH**
MUS 103 Word Music (Global Diversity)	3	MUS Elective*	3
MUS 112/208/243	2	Ensemble	.5

MUS Elective*	3	Gen Ed: Natural Sciences & Technology	3
Ensemble	.5	Gen Ed: Humanities**	3
Gen Ed: Natural Sciences & Technology	4	Elective	3
Gen Ed: Personal Wellness	2	Elective	3
Gen Ed: Arts or Humanities**	3		
Semester 7		**Semester 8**	
MUS 381 Capstone in Music	2	Electives (number will vary)	14
Mus Elective *	3	Ensemble	.5
Ensemble	.5		
Electives	9		
Total Credits Required for the BA Music = 120; Minimum GPA 2.0.			

*Music electives have variable credits. You must complete 12 SH to satisfy this degree. In addition, the total number of SH required is 120, so track your totals as you navigate your music elective options.

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

BACHELOR OF ARTS IN POPULAR MUSIC (B.A.)

Description: The Bachelor of Arts in Popular Music degree is appropriate for students who wish to study popular music within the broader context of a liberal arts education.

Degree Requirements

All degrees at WCSU require 120 semester hours (SH) that include major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 41 SH.

MUS 100 History & Appreciation of Music	3 SH
MUS 101 Evolution of Jazz & Rock Music (Global Diversity)	3 SH
MUS 105 Music Essentials	3 SH
MUS 108 Music Theory I	2 SH
MUS 109 Music Theory II	2 SH
MUS 114 Sight-Singing/Ear-Training I	2 SH

MUS 115 Sight-Singing/Ear-Training II	2 SH
MUS 118 Music Technology	3 SH
MUS 119 Music Industry Studies	2 SH
MUS 122 Guided Listening for Music Majors	2 SH
MUS 125 Keyboard Competency I	.5 SH
MUS 126 Keyboard Competency II	.5 SH
MUS 195 **OR** 283 Ensemble (3 semesters required)	1.5 SH
MUS 184U Group Applied Voice (2 semesters required)	2 SH
MUS 184HX Group Applied Commercial Guitar (2 semesters required)	2 SH
MUS 189 Pop and Rock Ensemble	.5 SH
MUS 205 Digital Musicianship	3 SH
MUS 206 Rock & Roll Discography	3 SH
MUS 243 Songwriting	2 SH
MUS 381 Capstone in Music	2 SH

Minimum GPA for the BA Music = 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Popular Music

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MUS 100 Music Appreciation	3	MUS 101 Evolution of Jazz and Rock (Global Diversity)	3
MUS 122 Guided Listening for Music Majors	2	MUS 105 Music Essentials	3
MUS 184U: Group Applied Voice	1	MUS 184U: Group Applied Voice	1
MUS 195 or 283 Ensemble	.5	MUS 195 or 283 Ensemble	.5
MUS 205 Digital Musicianship	3	Gen Ed: Personal Wellness	2
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: First Year Experience	1	Gen Ed: Mathematical Reasoning	3

Semester 3	**SH**	**Semester 4**	**SH**
MUS 108 Music Theory I	2	MUS 115 Sight Singing/Ear Training II	2
MUS 114 Sight Singing/Ear Training I	2	MUS 126 Keyboard Competency II	.5
MUS 125 Keyboard Competency I	.5	MUS 119 Music Industry Studies	2
MUS 118 Music Technology	3	MUS 184HX: Group Applied Commercial Guitar	1
MUS 184HX: Group Applied Commercial Guitar	1	MUS 206 Rock & Roll Discography	3
MUS 195 or 283 Ensemble	.5	MUS 189 Pop and Rock Ensemble	.5
Gen Ed: Arts	3	MUS 109 Music Theory II	2
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5	**SH**	**Semester 6**	**SH**
MUS 243 Songwriting	2	MUS 381 Capstone in Music	2
Gen Ed: Arts or Humanities*	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Speech Communication	3	Gen Ed: Humanities*	3

Elective	3	Elective	3
Semester 7	**SH**	**Semester 8**	**SH**
Electives	16	Electives	17

Total Credits Required for the BA Popular Music = 120; Minimum GPA 2.0.

* All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

BACHELOR OF SCIENCE IN MUSIC EDUCATION (B.S.)

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: MUS 46 SH and CERT 30 SH.

MUS 108 Music Theory I	2 SH
MUS 109 Music Theory II	2 SH
MUS 113 Convocation (7 Semesters)	0 SH
MUS 114 Sight Singing/Ear Training I	2 SH
MUS 115 Sight Singing/Ear Training II	2 SH
MUS 125 Keyboard Competency I	.5 SH
MUS 126 Keyboard Competency II	.5 SH
MUS 180 or 181 Applied Music (4 Semesters, 2 SH each)	8 SH
MUS 208 Music Theory III	2 SH
MUS 209 Music Theory IV	2 SH
MUS 210 Sight Singing/Ear Training III	2 SH
MUS 211 Sight Singing/Ear Training IV	2 SH
MUS 225 Keyboard Competency III	.5 SH
MUS 226 Keyboard Competency IV	.5 SH
MUS 317 Form & Analysis	3 SH
MUS 320 Basic Conducting	2 SH

MUS 321 Choral Conducting **OR** MUS 322 Instrumental Conducting	2 SH
MUS 390 or 391 Applied Music (Three Semesters, 2 SH each)	6 SH
Performing Groups: Major (7 Sections, .5 SH each)	3.5 SH
Performing Groups: Secondary (5 Sections .5 SH each)	2.5 SH
Two Choir MUS 195 or MUS 295 (.5 each)	1 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MUS 230 Music History & Literature I	3 SH
MUS 231 Music History & Literature II	3 SH
HIS 148 **OR** 149 American History	3 SH
MED 206 Introduction to Music Education (C or better)	3 SH
ED 212 Educational Psychology II (B or better)	3 SH
HPX 215 Health Issues in Schools (B or better)	3 SH
ED 405 Introduction to Special Education (B or better)	3 SH
MUSIC EDUCATION CERTIFICATION REQUIREMENTS (C or better in all courses)	
MED 100 Voice Workshop **OR** MUS 101 Voice Workshop II	1 SH
MED 102 Woodwinds Single Reed Workshop	1 SH
MED 103 Brass Workshop	1 SH
MED 104 World Music in the Classroom (Global Diversity)	1 SH
MED 105 Strings Workshop	1 SH
MED 107 Introduction to Music Learning	1 SH
MED 110 Percussion Workshop *C*	1 SH
MED 113 Classroom Instruments	1 SH
Two Workshop Courses: MED 108, 114,201, 202 203, 204, 205, 207, 208	2 SH

The pre-req for all 300-Level MED courses is successful completion of the Sophomore Barrier Exam and the Professional Program Interview.

MED 303 Elementary Music Methods	2 SH
MED 304 Elementary Professional Development Experience	.5 SH
MED 312 Middle Level Methods	2 SH
MED 313 **OR** 314 Secondary Instrumental or Choral Methods	2 SH
MED 316 Arranging	1 SH
MED 354 Secondary Professional Development Experience	.5 SH
MED 340 Assessment of Teaching Strategies	1 SH
MED 320 Student Teaching	11 SH

Minimum GPA for the BS Music Education = 3.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BS Music Education

Semester 1	**SH**	**Semester 2**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 108 Music Theory I	2	MUS 109 Music Theory II	2
MUS 114 Sight Singing/Ear Tr. I	2	MUS 115 Sight Singing/Ear Tr. II	2
MUS 125 Keyboard Competency I	.5	MUS 126 Keyboard Competency II	.5
MUS 180 Applied Music	2	MUS 180 Applied Music	2
MED 100 or 101/102/103/104/105/110	1	MED 100 or 101/102/103/104/105/110	1
MED 107 Intro to Music Learning	1	MED 100 or 101/102/103/104/105/110	1
Major Ensemble	.5	Major Ensemble	.5
Secondary Ens./Choral	.5	Secondary Ens./Choral	.5
Gen Ed: First Year Experience	1	Gen Ed: Writing & Information Literacy	3
COMP 101 Intro to Comp/Rhetoric	3	HIS 148 **OR** HIS 149 American History	3

Semester 3	**SH**	**Semester 4**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 208 Music Theory III	2	MUS 209 Music Theory IV	2
MUS 210 Sight Singing/Ear Tr. III	2	MUS 211 Sight Singing/	2
MUS 225 Keyboard Comp. III	.5	MUS 226 Keyboard Comp. IV	.5
MUS 180 Applied Music	2	MUS 180 Applied Music	2
MED 100 or 101/102/103/104/105/110	1	MED 100 or 101/102/103/104/105/110	1
MED 100 or 101/102/103/104/105/110	1	MED 108, 114, 201, 202, 203, 204, 205, 207 or 208	1
Major Ensemble	.5	Major Ensemble	.5
Secondary/Choral Ensemble	.5	Secondary/Choral Ensemble	.5
MUS 230 Music History & Lit I	3	MUS 231 Music History & Lit II	3

MED 206 Intro to Music Education	3	ED 212 Ed. Psychology: Child & Adol II	3

Semester 5		**Semester 6**	
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 390 Applied Music	2	MUS 390 Applied Music	2
MUS 317 Form and Analysis	3	MED 316 Arranging	1
MUS 320 Basic Conducting	2	Major Ensemble	.5
MED 108, 114, 201, 202, 203, 204, 205, 207 or 208	1	Secondary/Choral Ensemble	.5
Major Ensemble	.5	MUS 321/322 Choral Instr. Conducting	2
Secondary/Choral Ensemble	.5	MED 312 Middle Level Methods	2
HPX 215 Health Issues in Schools	3	MED 303 Elem Ed: Music Ed Methods	2
Gen Ed: Natural Sciences & Technology	4	MED 304 Elem Ed: Mus. Ed Prof Exp	.5
		Gen Ed: Mathematical Reasoning	3
		Gen Ed: Personal Wellness	2

Semester 7		**Semester 8**	
MUS 113 Convocation	0	MED 340 Assess. of Teaching Strategies	1
MUS 390 Applied Music	2	MED 320 Student Teaching	11
Major Ensemble	.5		
Secondary/Choral Ensemble	.5		
MED 313/314 Secondary Instrumental OR Secondary Choral Music Methods	2		
MED 354 Secondary Prof. Dev. Exp.	.5		
ED 405 Intro to Special Education	3		
Gen Ed: Natural Sciences & Technology	3		

Total Credits Required for the BS Music Education = 120; Minimum GPA 3.0.

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" COMP 101.
3. Apply and meet the criteria for professional program acceptance and present a minimum grade of "B" in each of the following courses:

ED 212 Ed Psy: Child & Adolescent II
MED 206 Introduction to Music 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

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 (Two Degree Options)

BACHELOR OF MUSIC: Emphasis in Audio and Music Production

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 77 SH.

MUS 103 World Music (Global Diversity)	3 SH
MUS 104 Audio Recording I	2 SH
MUS 108 Music Theory I	2 SH
MUS 109 Music Theory II	2 SH
MUS 113 Convocation (8 Semesters)	0 SH
MUS 114 Sight Singing/Ear Training I	2 SH
MUS 115 Sight Singing/Ear Training II	2 SH
MUS 125 Keyboard Competency I	.5 SH
MUS 126 Keyboard Competency II	.5 SH
MUS 180 or MUS 181 Applied Music (4 Semesters, 2 SH each)	8 SH
MUS 208 Music Theory III	2 SH
MUS 209 Music Theory IV	2 SH
MUS 210 Sight Singing/Ear Training III	2 SH
MUS 211 Sight Singing/Ear Training IV	2 SH
MUS 216 Jazz & Commercial Piano I	.5 SH
MUS 217 Jazz & Commercial Piano II	.5 SH
MUS 317 Form and Analysis	3 SH
MUS 320 Basic Conducting	2 SH
MUS 380 Senior Capstone Project/Recital	2 SH
MUS 390 or MUS 391 Applied Music (Four Semesters, 2 SH each)	8 SH
Performing Groups: Major (6 Semesters, .5 SH each)	3 SH

Performing Groups: Secondary (4 semesters, .5 SH each)	2 SH
Performing Groups: Choir (2 Semesters, .5 SH each)	1 SH
AUDIO AND MUSIC PRODUCTION Option	
MUS 118 Music Technology	3 SH
MUS 119 Music Industry Studies	2 SH
MUS 240 Audio Recording II	2 SH
MUS 243 Song Writing	2 SH
MUS 300 Electronic Music Composition & Sound Design	2 SH
MUS 340 Audio Production I	3 SH
MUS 341 Audio Production II	2 SH
MUS 342 Film & Media Scoring	2 SH
MUS 350 Studio Harmony and Arranging	2 SH
MUS 370 Music Industry Practicum	1 SH
MUS 371 Applied Arts Entrepreneurship	2 SH
MUS Electives	2 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MUS 230 Music History & Literature I	3 SH
MUS 231 Music History & Literature II	3 SH
Minimum GPA for the BM Music: Audio & Music Production = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BM Music Audio and Music Production
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 108 Music Theory I	2	MUS 109 Music Theory II	2
MUS 114 Sight Singing/Ear Tr. I	2	MUS 115 Sight Singing/Ear Tr. II	2
MUS 125 Keyboard Competency I	.5	MUS 126 Keyboard Competency II	.5

MUS 180 Applied Music	2	MUS 180 Applied Music	2
MUS 118 Music Technology	3	Major Ensemble	.5
Major Ensemble	.5	Secondary Ensemble	.5
Secondary Ensemble	.5	MUS 104 Audio Recording I	2
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & Information Literacy	3
Gen Ed: First Year Experience	1	Gen Ed: Mathematical Reasoning	3

Semester 3	**SH**	**Semester 4**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 208 Music Theory III	2	MUS 209 Music Theory IV	2
MUS 210 Sight Singing/Ear Tr. III	2	MUS 211 Sight Singing/Ear Tr. IV	2
MUS 216 Jazz & Commercial Piano I	.5	MUS 217 Jazz & Comm. Piano II	.5
MUS 180 Applied Music	2	MUS 180 Applied Music	2
MUS 230 Music History & Literature I	3	MUS 119 Music Industries Studies	2
MUS 240 Audio Recording II	2	MUS 231 Music History & Lit II	3
Major Ensemble	.5	Major Ensemble	.5
Secondary Ensemble	.5	Secondary Ensemble	.5
Gen Ed: Speech Communication	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Health & Wellness	2		

Semester 5	**SH**	**Semester 6**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 390 Applied Music	2	MUS 390 Applied Music	2
MUS 317 Form and Analysis	3	MUS 342 Film & Media Scoring **OR** MUS 350 Studio Harmony & Arranging	2
MUS 320 Basic Conducting	2	MUS 341 Audio Production II	2
MUS 340 Audio Production I	3	MUS Elective	2
MUS 243 Song Writing	2	Major Ensemble	.5
Major Ensemble	.5	Gen Ed: Humanities	3
Gen Ed: Natural Sciences & Technology	3	Gen Ed: Social & Behavioral Sciences	3

Semester 7	**SH**	**Semester 8**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 103 World Music (Global Diversity)	3	MUS 390 Applied Music	2
MUS 390 Applied Music	2	MUS 342 Film & Media Scoring **OR** MUS 350 Studio Harmony & Arranging	2
MUS 300 Electronic Comp & Sound Design	2	MUS 380 Senior Capstone	2
MUS 370 Music Industry Practicum	1	Ensemble: Choir	.5
MUS 371 Applied Arts Entrepreneurship	2	Gen Ed: Social & Behavioral Sciences	3
Ensemble: Choir	.5	Elective	3
Gen Ed: Social & Behavioral Sciences	3		

Total Credits Required for the BM Audio/Music Production = 120; Minimum GPA 2.0.

*Meet with your advisor to discuss your ensembles.

BACHELOR OF MUSIC IN PERFORMANCE

Description: 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. Students focus their individual lessons on a primary genre, such as classical, jazz, or commercial music, while also completing coursework and performing in ensembles that explore a wide range of musical styles.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 80 SH.

MUSIC CORE	
MUS 103 World Music (Global Diversity)	3 SH
MUS 108 Music Theory I	2 SH
MUS 109 Music Theory II	2 SH
MUS 112 Jazz Theory	3 SH
MUS 113 Convocation (8 Semesters)	0 SH
MUS 114 Sight Singing/Ear Training I	2 SH
MUS 115 Sight Singing/Ear Training II	2 SH
MUS 118 Music Technology	3 SH
MUS 125 Keyboard Competency I	.5 SH
MUS 126 Keyboard Competency II	.5 SH
MUS 186 **OR** 187 Applied Music (4 Semesters, 3 SH each)	12 SH
MUS 200 Special Topics in Music (Repertoire)	1 SH
MUS 208 Music Theory III	2 SH
MUS 209 Music Theory IV	2 SH
MUS 210 Sight Singing/Ear Training III	2 SH
MUS 211 Sight Singing/Ear Training IV	2 SH
MUS 214 Half Recital	1 SH
MUS 216 Jazz/Commercial Piano I **OR** MUS 225 Keyboard Competency III	.5 SH
MUS 217 Jazz/Commercial Piano II **OR** MUS 226 Keyboard Competency IV	.5 SH
MUS 235 Jazz Improvisation I	2 SH
MUS 236 Jazz Improvisation II	2 SH
MUS 317 Form and Analysis	3 SH
MUS 320 Basic Conducting	2 SH

MUS 380 Senior Capstone Project/Recital	2 SH
MUS 392 **OR** 393 Applied Music (4 semesters, 3 SH each)	12 SH
MUS 311, 332, 333, 334, 335, 337 Music History Era Course	3 SH
MUS 371 Applied Arts Entrepreneurship	2 SH
MED 1xx Music Education Workshop	1 SH
MUS 321 Choral **OR** MUS 322 Instrumental Conducting	2 SH
Music Electives (Any)	2 SH
Performing Groups: Major (8 Semesters, .5 SH each)	4 SH
Performing Groups: Secondary/Chamber (6 Semesters, .5 SH each)	3 SH
Performing Groups: Secondary/Chamber (2 Semesters, .5 SH each)	1 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MUS 230 Music History & Literature I	3 SH
MUS 231 Music History & Literacy II	3 SH
Minimum GPA for the BM Music Performance Vocal = 2.0.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BM Performance
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 108 Music Theory I	2	MUS 109 Music Theory II	2
MUS 114 Sight Singing/Ear Tr. I	2	MUS 115 Sight Singing/Ear Tr. II	2
MUS 125 Keyboard Competency I	.5	MUS 118 Music Technology	.3
MUS 186 Applied Music	3	MUS 126 Keyboard Competency II	.5
Major Ensemble	.5	MUS 186 Applied Lessons	3
Secondary Ensemble	.5	Major Ensemble	.5
COMP 101 Intro to Comp/Rhetoric	3	Secondary Ensemble	.5

Gen Ed: First year Experience	1	Gen Ed: Writing & Information Literacy	3
Gen Ed: Social & Behavioral Science	3		

Semester 3	**SH**	**Semester 4**	**SH**
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 186 Applied Lessons	3	MUS 186 Applied Music	3
MUS 208 Music Theory III	2	MUS 209 Music Theory IV	2
MUS 210 Sight Signing/Ear Training III	2	MUS 211 Sight Singing/Ear Training IV	2
MUS 216 Jazz & Commercial Piano I **OR** MUS 225 Keyboard Competency III	.5	MUS 217 Jazz & Commercial Piano IV **OR** MUS 225 Keyboard Competency IV	.5
MUS 235 Jazz Improvisation I	2	MUS 236 Jazz Improvisation I	2
MUS 230 Music History I	3	MUS 231 Music History II	3
Major Ensemble	.5	Major Ensemble	.5
Secondary Ensemble	.5	Secondary Ensemble	.5
Gen Ed: Mathematical Reasoning	3	Gen Ed: Personal Wellness	2

Semester 5		**Semester 6**	
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 317 Form and Analysis	3	MUS 200 Special Topics in Music (Repertoire)	1
MUS 320 Basic Conducting	2	MUS 214 Half Recital	1
MUS 392 Applied Lessons	3	MUS 311, 332, 333, 334, 335 or 337 Music History Era Course	3
MUS 1xx Music Education Workshop	1	MUS 392 Applied Lessons	3
MUS 103 World Music (Global Diversity)	3	Major Ensemble	.5
Major Ensemble	.5	Secondary Ensemble	.5
Secondary Ensemble	.5	Gen Ed: Speech Communication	3
Gen Ed: Natural Sciences & Technology	4	Gen Ed: Natural Sciences & Technology	3

Semester 7		**Semester 8**	
MUS 113 Convocation	0	MUS 113 Convocation	0
MUS 112 Jazz Theory	3	MUS 380 Capstone	2
MUS 371 Applied Arts Entrepreneurship	2	MUS 392 Applied Lessons	3
MUS 392 Applied Lessons	3	Major Ensemble	.5
Major Ensemble	.5	Secondary Ensemble Choral: MUS 295 or 296	.5
Secondary Ensemble Choral: MUS 295 or 295	.5	Gen Ed: Social & Behavioral Science	3
MUS Elective	2	Gen Ed: Humanities	3
Gen Ed: Social & Behavioral Science	3		

<u>MUS 113, Convocation, Concert and Recital Repertoire</u>

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, 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 or 216, 226 or 217; and/or pass Piano Proficiency Exam
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

Bachelor of Arts in Popular Music: MUS 125, 126; 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, or the B.M. in Performance 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; MUS 392). 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).

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 studying a classical instrument 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 or commercial standard, provide a harmonization for a given melody, and perform a 12-bar blues melody and chord progression in all 12 keys.

h. Students in the Bachelor of Music- Performance studying applied jazz lessons 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-Performance degree program studying classical voice 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 tohttps://www.wcsu.edu/music/auditions/ 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: 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: 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.

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.

<u>Secondary Applied Lessons</u>

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 program 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 program 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 Guitar	seven semesters of 191, 192, 195, 280, 282, 283, 289, 295, 296, 396 and/or 397 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: Audio and Music Production

six semesters of 191 or 192 or 195 or 280
or 283 or 284 or 295 or 296 or 388 or 396

four semesters of 189 or 281 or 282 or 284
or 286 or 287 or 288 or 289 or 290 or 291
or 292 or 293 or 294 or 297

two semesters of 195 or 294 or 295

Bachelor of Music: Performance

Major Ensemble determined by audition and advisement.

	eight semesters of 195 and/or 295
Voice	six semesters of 281 two semesters of others
	eight semesters of 191, 192, 280 and/or 397
Percussion	six semesters of 290 two semesters of 195 and/or 295
	eight semesters of 191, 192, 280 and/or 397
Woodwind	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
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.

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.

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.

Minor in Music (18 SH)

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.

Required Courses (18 SH):

MUS 108, 109 Music Theory I & II (2-2)	4 SH
MUS 114, 115 Sight Singing/Ear Training I, II (2-2)	4 SH
MUS 230, 231 Music History & Literature I, II (3-3)	6 SH
MUS 182, 183 Applied Music (1-1)	2 SH
Music Performance Ensembles (.5-.5-.5-.5)	2 SH
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.

Theatre Arts

Dr. Justin P. Cowan, ***Chair***
cowanj@wcsu.edu
VPA 239A, Westside campus
(203) 837-8476

Joni Johns Lerner, ***Associate Chair***
lernerj@wcsu.edu
VPA 239B, Westside campus
(203) 837-3984

Heather Hurley, ***Department Secretary***
heatherh@wcsu.edu

VPA 239, Westside campus
(203) 837-8404
(203) 837-8912 (fax)

Faculty

Cowan, Chair, Musicianship, MT Rep, MT History, Musical Director, Director
J. Johns-Lerner, Associate Chair, Costume Design, Costume Technology, Costume History
D. Gagnon, Theatre History, MT History, Play Struct. & Analysis, Senior Portfolio, Dramaturgy
T. Howard, BFA Musical Theatre Coordinator, MT Workshop, Audition Techniques, Director
P. McDaniel, BFA Acting Coordinator, Directing, Acting, Performing Shakespeare, Acting II, III
S. Trapani, Acting, Directing, Devised Theatre, Theatre History, Director
O. Wason, BFA Design/Tech Coordinator, Lighting Design, Design Fund., Technical Theatre

Full-Time Staff

Tom Swetz, Theatre Arts Production Coordinator

Adjunct Faculty

Evan Anderson, Lighting Design
Michael Bartoli, Acting, Voice and Diction
Gabriel Bennett, Sound Design
Chris Bolan, Acting, Voice and Diction, Audition Techniques
John Bonanni, BFA Stage Management Coordinator
Donna Baldwin-Bradby, Director, Social Issues and Justice in Theatre
Clifton Chadick, Scenic Design, Computer Drafting

Danielle DeLaFuente, Scenic Design
Anthony DePoto, Acting, Playmaking with Children, Directing
Arielle Edwards, Sound Design
Cameron Filepas, Lighting Design
Phillip George, Scene into Song
Kevin Geraghty, Video Production
Kori Hansen, Production Lab Supervision, Technical Coordinator
John Hickok, Performance Techniques, Acting, Meisner
Andrew Levine, Theatre Management
Annie G. Levy, Directing
Mary Ann Lamb, Musical Theatre Dance
Robin McGee, Stage Makeup, Costume Design
Jan Mason, Intro to Theatre Arts
Matt Newton, Acting for the Camera
Megan Osterhaus, Applied Voice
Elizabeth Parkinson, Musical Theatre Dance, Choreography
Brenda Phelps, Costume Technology, Stage Makeup
Amy Piantaggini, Musical Theatre Dance
Jeremy Powell, Applied Voice
Janelle Robinson, Applied Voice
Donna Rendely Peeler, MT Repertoire, Musical Director
David Sexton, Lighting Design
Kiyoshi Shaw, Costume Design
Cheyenne Sykes, Lighting Design
Jennifer Turey, Choreographer
Scott Wise, Choreography, Tap

University Assistants

Colleen Callahan, Props Coordinator
Hilary Oak, Costume Shop Supervisor
Ben Warner, University Assistant
Zach Anderson, Pianist/Musical Theatre Coach
Sarah Fay, Pianist/Musical Theatre Coach
Sarah Fox, Pianist/Musical Theatre Coach
Ann Gerschefski, Pianist/Musical Theatre Coach

VPA Support Staff

Chris Farell, Piano Technician
Eric Gomez, SVPA Events Coordinator
Kori Hansen, Technical Coordinator
Chip Machokas, Audio and IT Coordinator

Overview

Our NAST-accredited Department of Theatre Arts provides a strong professional training approach to

the study of the art and craft of theatre. Students who pursue a BFA in Theatre Arts prepare for a myriad of professional careers as they relate to the student's personal interests in Acting, Design/Technology, or Stage Management through our specialized and rigorous curriculum. Students pursuing a BFA in Musical Theatre prepare for professional performance careers through the BFA program's intensive curriculum and training. For students interested in a broader/liberal arts theatre education, the BA in Theatre Arts program is the perfect place for a more expansive, less specialized, approach. While there is no audition or interview process for the BA in Theatre Arts Degree, the BFA in Musical Theatre degree, as well as all concentrations within the BFA in Theatre Arts degree do require an in-person audition/interview for admittance into those programs.

The WCSU Department of Theatre Arts produces six MainStage productions every year in our state of the art, 98-million dollar Visual and Performing Arts Center. Our productions include both musicals and traditional plays, and range in style and genre from classic to contemporary. All students in our department, regardless of degree program, are heavily involved in all aspects of these productions. Whether performing on stage, building scenery, hanging lights, running sound, contributing to dramaturgical research, or stitching costumes…upon graduation, our students will have had hands-on experience in multiple areas of production. Our students leave WCSU not only well-equipped with a plethora of skills in a diverse and expansive array of theatrical disciplines.

Our proximity to NYC (one hour to midtown Manhattan) gives us a unique opportunity to make excellent use of its vast resources, including hiring well-known casting directors & agents for our annual Senior Showcase, Broadway choreographers for our staged productions, and various guest artists for master classes. Many faculty members have worked extensively in the Broadway and TV community, and have received Tony, Drama Desk and Emmy awards. The theatre faculty also maintains close ties with professional organizations, activities, and research facilities within the greater tri-state area. Opportunities such as professional training workshops and performances by guest artists are regularly planned to introduce students to the professional environment through these connections.

Additionally, the Theatre Arts Department at WCSU has participated in The Kennedy Center American College Theatre Festival (KCACTF), and has received many top national awards from the festival. Design/Technology students also have the opportunity to attend the national USITT conference annually, gaining access to the latest technology being developed specifically for the stage. Keeping our students up to date on the latest technology and trends is something for which we as a department take great pride.

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 both the BFA Theatre Arts – Acting and BFA Musical Theatre degrees.
- 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.

Learning Outcomes

As per NAST standards and the stated goals for this degree, students enrolled in the Bachelor of Arts in Theatre and in the Bachelor of Fine Arts in Musical Theatre and Theatre Arts degree programs are expected to demonstrate the following competencies upon graduation:

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.

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.

Degree Programs in Theatre Arts

Bachelor of Arts
Theatre Arts

Bachelor of Fine Arts
Musical Theatre

Bachelor of Fine Arts in Theatre Arts
options in:
Acting
Design/Technology
Stage Management

Minor
Theatre Arts

BACHELOR OF ARTS IN THEATRE ARTS (B.A.)

Description: 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.

Program Learning Outcomes

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 drama studies.

Specific goals related to the B.A. in Theatre Arts include:

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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 42 SH.

THEATRE ARTS CORE	
THR 100 Intro to Theatre Production Lab	1 SH
THR 105 Social Issues/Justice in Theatre (Global Diversity)	2 SH
THR 110 Theatre Management	3 SH
THR 181 Acting I: Character Study	3 SH
THR 182 Technical Theatre I	3 SH
THR 201 Playmaking with Children **OR** THR 289 Children's Theatre Practicum	3 SH
THR 202 Technical Theatre II **OR** THR 306 Costume Technology II	3 SH
THR 279 History of the Theatre	3 SH
THR 284 Costume Technology for Theatre	3 SH
THR 286 Theatre History II	3 SH
THR 300 Theatre Production Lab (at least 1 SH for 6 semesters). Course may be taken for 1-3 SH each semester. Students must still participate for 6 semesters	6 SH
THR 383 Methods of Scenic Arts & Crafts	3 SH
THR 387 Devised Theatre Workshop	3 SH
THR 490 Senior Portfolio in Theatre Arts	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
THR 107W Play Structure & Analysis	3 SH

Minimum GPA for the BA in Theatre Arts = 2.0

General Education: All students must complete the General Education curriculum. The WCSU

General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major***

Designated General Education Courses; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Theatre Arts

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	THR 105 Social Issues/Justice in Theatre (Racial Justice)	2
THR 100 Intro to Theatre Production Lab	1	THR 107W Play Structure and Analysis	3
THR 110 Theatre Management	3	THR 284 Costume Technology for Theatre **OR** THR 182 Technical Theatre I	3
THR 181 Acting I: Character Study	3	THR 300 Theatre Production Lab	1
THR 182 Technical Theatre I **OR** THR 284 Costume Technology for Theatre	3	Gen Ed: Mathematical Reasoning	3
THR 383 Methods of Scenic Arts & Crafts	3	Gen Ed: Arts	3
COMP 101 Intro to Comp/Rhetoric	3		

Semester 3	**SH**	**Semester 4**	**SH**
THR 202 Technical Theatre II **OR** THR 306 Costume Technology II	3	THR 201 Playmaking with Children **OR** THR 289 Children's Theatre Practicum	3
THR 279 History of the Theatre	3	THR 286 Theatre History II	3
THR 300 Theatre Production Lab	1	THR 300 Theatre Production Lab	1
Gen Ed: Humanities*	3	Gen Ed: Arts or Humanities*	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Speech Communication	3
Elective	3	Elective	2

Semester 5		Semester 6	
THR 300 Theatre Production Lab	1	THR 300 Theatre Production Lab	1
THR 387 Devised Theatre Workshop	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Personal Wellness	2	Gen Ed: Social Behavioral Sciences	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Gen Ed: Natural Sciences & Technology	3	Elective	3
Elective	3		

Semester 7		Semester 8	
THR 300 Theatre Production Lab	1	Elective	3
THR 490 Senior Portfolio- Theatre Arts	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

Total Credits Required for the BA in Theatre Arts = 120; Minimum GPA of 2.0.

* All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

BACHELOR OF FINE ARTS IN MUSICAL THEATRE (B.F.A.)

Description: Offers students knowledge of and professional 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 theatre talent is utilized.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Entry and Audition Requirements: The BFA in Musical Theatre requires a prescreen audition in order to be invited to campus for an in-person audition. For more information about how to submit a prescreen, how to audition, and what to prepare, please visit the BFA in Musical Theatre Auditions webpage here.

Admission Auditions for Musical Theatre Degree Program

Students wishing to pursue a BFA in Musical Theatre degree in the Department of Theatre Arts must adhere to the following criteria for admission:

Perform and pass a prescreen audition, and an in-person audition, for members of the faculty. The student, through this audition process, must exhibit the standards and skill sets required for entry into the Musical Theatre program, including:

1. Ability to effectively perform with accompaniment two songs, one ballad and one uptempo. One song should be written prior to 1970. This song can be either the uptempo or the ballad (student's choice). One song should be written after 1970 and contrast the style of the first.
2. Ability to perform a 60-90 second contemporary monologue (written during the 20th Century-present) from a published play.
3. Ability to learn and perform a short dance phrase that demonstrates movement skills. (On Site Audition Only)
4. Provide three copies of a picture and resume at the time of your audition.
5. Fulfill general admission guidelines found in the catalog for the university, school, and department.

Information regarding audition dates and specific audition requirements can be found online or by contacting the Department of Theatre Arts at (203) 837-8250.

Program Learning Outcomes

The Bachelor of Arts in Musical Theatre degree is a specialized professional training degree that 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 talent is utilized. Students will develop the following skills:

1. Vocal production and techniques for musical theatre 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, aural, keyboard, 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 ballet, jazz, modern dance, tap and dance repertoire.
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. Understanding of the entertainment business, its agents, and practices.
8. Portfolio preparation of musical and non-musical repertoire for professional auditions and/or advanced studies.

In addition to Musical Theatre specialization, students will also develop the following skills:

1. Students will demonstrate, through engaging with verbal, physical, visual, and research aspects of the craft, the value of Theatre as a profession. This will be assessed in courses like The Transition Workshop, Senior Portfolio, and through their production assignments.
2. Students will understand the value of secondary theatre disciplines as they pertain to professional collaboration in their field and potential avenues for supplemental work in the field

of Theatre. This will be assessed through courses within the BFA core, as well as any courses that provide supplemental skills and training outside of the student's chosen concentration.

3. Students will apply theoretical concepts through hands-on/practical applications of skill. This will be assessed through production assignments, casting, auditioning, and other practicum experiences.
4. Students will analyze scripts, both contemporary and classic, and evaluate their merits and contributions. This will be assessed through courses such as Play Structure and Analysis, Design Courses, Management Courses, and Acting Courses.
5. Students will create meaningful theatrical experiences as they pertain to their concentrations. Acting students will create roles, Design/Tech students will create scenery and/or realize their designs, Management students will create processes and procedures for successful rehearsal and performance of productions. This will be assessed through courses in Acting, Design, and Management. As well as through production assignments and casting.

Students will create professional portfolios and audition packages to advance their careers post-graduation. This will be assessed through courses in Transition Workshop, Senior Portfolio, and Senior Showcase.

Required Courses in the Major: 79 SH.

THR 100 Introduction to Theatre Production	1 SH
THR 103 Fundamental Ballet for Musical Theatre	2 SH
THR 113 BFA Performance Studio (0 SH for 8 semesters)	0 SH
THR 165 Stage Makeup	1 SH
THR 171 Musical Theatre Workshop	3 SH
THR 181 Acting I: Character Study	3 SH
THR 182 Technical Theatre I	3 SH
THR 183 Applied Voice BFA Mus Theatre (1 SH for 8 semesters)	8 SH
THR 207 Dance for Musical Theatre: Jazz	2 SH
THR 208 Dance for Musical Theatre: Tap	2 SH
THR 209 Dance for Musical Theatre: Modern	2 SH
THR 260 Voice and Diction	3 SH
THR 279 History of the Theatre **OR** THR 286 History of Theatre II	3 SH
THR 281 Acting II: Scene Study	3 SH
THR 284 Costume Technology for Theatre	3 SH
THR 295 Musicianship for Musical Theatre I	3 SH
THR 296 Musicianship for Musical Theatre II	3 SH
THR 300 Theatre Production Lab (1 SH for 6 semesters)	6 SH
THR 305 Dance Combination Class (1 SH for 2 semesters – *1 SH will fulfill a general education requirement and 1 SH will fulfill a major requirement)	1 SH
THR 372 Advanced Musical Theatre Workshop	3 SH
THR 388 Acting III: Period Styles	3 SH
THR 389 Auditioning Techniques – Actor	3 SH
THR 392 Scene into Song	3 SH
THR 401 Musical Theatre Repertoire	3 SH
THR 402 Special Topics in Theatre Arts	3 SH

THR 403 Transition Workshop	1 SH
THR 490 Senior Portfolio-Theatre Arts	3 SH
THR 495 Senior Showcase	2 SH
Musical Theatre Electives: THR 244 Playwriting, THR 252 Acting for the Camera, THR 298 Performing Shakespeare, THR 386 Directing 1, THR 387 Devised Theatre	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
THR 107W Play Structure and Analysis	3 SH
THR 204 Musical Theatre History I: Pre-1943	3 SH
THR 214 Musical Theatre History II: 1943-Present	3 SH
THR 305 Dance Combination Class*	1 SH
Minimum GPA for the BFA in Musical Theatre = 2.0 and a "C" or better in all courses within the major to count toward graduation.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BFA Musical Theatre
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	THR 113 BFA Performance Studio	0
THR 100 Intro to Theatre Production	1	THR 171 Musical Theatre Workshop	3
THR 103 Fundamental Ballet for Musical Theatre	2	THR 182 Technical Theatre I **OR** THR 284 Costume Technology for Theatre	3
THR 113 BFA Performance Studio	0	THR 183 Applied Voice BFA Mus Theatre	1
THR 181 Acting I: Character Study	3	THR 207 Dance for Musical Theatre: Jazz	2
THR 183 Applied Voice BFA Mus Theatre	1	THR 296 Musicianship for Musical Theatre II	3
THR 260 Voice & Diction	3	THR 300 Theatre Production Lab	1
THR 295 Musicianship for Musical Theatre I	3	Gen Ed: Mathematical Reasoning	3
COMP 101 Intro to Comp/Rhetoric	3		

Semester 3	SH	Semester 4	SH
THR 113 BFA Performance Studio	0	THR 113 BFA Performance Studio	0
THR 107W Play Structure and Analysis	3	THR 165 Stage Makeup	1
THR 183 Applied Voice BFA Mus Theatre	1	THR 183 Applied Voice BFA Mus Theatre	1
THR 209 Dance for Musical Theatre: Modern	2	THR 204 MT History I: Pre-1943	3
THR 284 Costume Technology for Theatre **OR** THR 182 Technical Theatre I	3	THR 208 Dance for Musical Theatre: Tap	2
THR 300 Theatre Production Lab	1	THR 281 Acting II: Scene Study	3
THR 372 Adv. Musical Theatre Workshop	3	THR 300 Theatre Production Lab	1
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5	SH	Semester 6	SH
THR 113 BFA Performance Studio	0	THR 113 BFA Performance Studio	0
THR 183 Applied Voice BFA Mus Theatre	1	THR 183 Applied Voice BFA Mus Theatre	1
THR 300 Theatre Production Lab	1	THR 300 Theatre Production Lab	1
THR 305 Dance Combination Class	1	THR 305 Dance Combination Class	1
THR 392 Scene into Song	3	THR 388 Acting III: Period Styles	3
THR Elective	3	THR 279 Theatre History **OR** THR 286 Theatre History II	3
THR 214 MT History II: 1943-Present	3	THR 402 Special Topics in Theatre Arts	3
Gen Ed: Humanities	3	Gen Ed: Natural Sciences & Technology	4

Semester 7	SH	Semester 8	SH
THR 113 BFA Performance Studio	0	THR 113 BFA Performance Studio	0
THR 183 Applied Voice BFA Mus Theatre	1	THR 183 Applied Voice BFA Mus Theatre	1
THR 300 Theatre Production Lab	1	THR 403 Transition Workshop	1
THR 389 Auditioning Techniques-Actor	3	THR 495 Senior Showcase	2
THR 401 Musical Theatre Repertoire	3	Gen Ed: Personal Wellness	1
THR 490 Senior Portfolio-Theatre Arts	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Speech Communication	3	Gen Ed: Natural Sciences & Technology	3
		Elective	1

Total Credits Required for the BFA in Musical Theatre = 120; Minimum GPA = 2.0

"C" or better required in all courses within the major to count toward graduation.

BACHELOR OF FINE ARTS IN THEATRE ARTS (B.F.A.)

BFA Theatre Arts: Acting

Description: The Bachelor of Fine Arts in Theatre Arts at WCSU is the newest degree in our nationally-recognized Department of Theatre Arts. Within a liberal arts setting, this professional training program provides students with knowledge of, and professional training in, all aspects of theatre while offering three distinct concentrations in which students can hone their specific skills. Those three concentrations are: Acting, Design/Technology, and Stage Management.

Students in these concentrations are guided toward professional placement in order to compete for post-graduate employment opportunities in their specified field.

Degree Requirements:
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Entry and Audition Requirements: Prospective students must schedule an on-campus audition for acceptance into the BFA in Theatre Arts – Acting Concentration degree program. There is currently no prescreen requirement to be granted an in-person audition. For more information about how to request an audition appointment, and what to prepare, please visit the BFA Auditions – Acting webpage here.

Students wishing to pursue a BFA in Theatre Arts: Acting degree in the Department of Theatre Arts must adhere to the following criteria for admission:

Perform and pass a prescreen audition, and an in-person audition, for members of the faculty. The student, through this audition process, must exhibit the standards and skill sets required for entry into the Musical Theatre program, including:

1. Ability to effectively perform a 60-90 second contemporary monologue (*written after 1950*) from a published play.
2. Ability to effectively perform a 60-90 second classical monologue (*written before 1950*) from a published play.
3. Provide three copies of a picture and resume at the time of your audition.
4. Fulfill general admission guidelines found in the catalog for the university, school, and department.

Information regarding audition dates and specific audition requirements can be found online or by contacting the Department of Theatre Arts at (203) 837-8250.

Program Learning Outcomes

The BFA in Theatre Arts degree offers students knowledge of and professional training in three specific areas of theatre within a liberal arts context in order to compete for employment opportunities in the entertainment industry where theatrical talent is utilized. These three areas of concentration are: Acting,

Design/Technology, and Stage Management.

Students will develop the following skills:

1. Students will demonstrate, through engaging with verbal, physical, visual, and research aspects of the craft, the value of Theatre as a profession. This will be assessed in courses like The Transition Workshop, Senior Portfolio, and through their production assignments.
2. Students will understand the value of secondary theatre disciplines as they pertain to professional collaboration in their field and potential avenues for supplemental work in the field of Theatre. This will be assessed through courses within the BFA core, as well as any courses that provide supplemental skills and training outside of the student's chosen concentration.
3. Students will apply theoretical concepts through hands-on/practical applications of skill. This will be assessed through production assignments, casting, auditioning, and other practicum experiences.
4. Students will analyze scripts, both contemporary and classic, and evaluate their merits and contributions. This will be assessed through courses such as Play Structure and Analysis, Design Courses, Management Courses, and Acting Courses.
5. Students will create meaningful theatrical experiences as they pertain to their concentrations. Acting students will create roles, Design/Tech students will create scenery and/or realize their designs, Management students will create processes and procedures for successful rehearsal and performance of productions. This will be assessed through courses in Acting, Design, and Management. As well as through production assignments and casting.
6. Students will create professional portfolios and audition packages to advance their careers post-graduation. This will be assessed through courses in Transition Workshop, Senior Portfolio, and Senior Showcase.

Required Courses in the Major: 77 SH.

BFA THEATRE ARTS CORE	
THR 100 Introduction to Theatre Production Lab	1 SH
THR 105 Social Issues and Justice in Theatre	2 SH
THR 181 Acting I: Character Study	3 SH
THR 182 Technical Theatre I	3 SH
THR 279 History of Theatre	3 SH
THR 284 Costume Technology for Theatre	3 SH
THR 286 Theatre History II	3 SH
THR 300 Theatre Production Lab (at least 1 SH for 6 semesters). May be taken for 1-3 SH each semester. Students must still participate for 6 semesters.	6 SH
THR 490 Senior Portfolio in Theatre Arts	3 SH
ACTING Option	
THR 113 BFA Performance Studio (0 SH for 8 semesters)	0 SH
THR 150 Performance Techniques	3 SH
THR 165 Stage Makeup	1 SH
THR 201 Playmaking with Children **OR** THR 289 Children's Theatre Practicum	3 SH
THR 202 Technical Theatre II **OR** THR 306 Costume Technology	3 SH

II **OR** THR 383 Methods of Scenic Arts and Crafts	
THR 252 Acting for the Camera	3 SH
THR 260 Voice and Diction	3 SH
THR 261 Dialect for the Stage	2 SH
THR 271 Meisner Technique	3 SH
THR 281 Acting II: Scene Study	3 SH
THR 293 Stage Combat	2 SH
THR 386 Directing I	3 SH
THR 387 Devised Theatre Workshop	3 SH
THR 388 Acting III: Period Styles	3 SH
THR 389 Audition Techniques-Actor	3 SH
THR 403 The Transition Workshop	1 SH
THR 488 Acting IV: Performing Shakespeare	3 SH
THR 495 Senior Showcase	2 SH
THR Electives	6 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
HPX 150 Dance Workshop	3 SH
THR 107W Play Structure Analysis	3 SH
Minimum GPA for BFA Theatre Arts = 2.0 and a "C" or better in all courses within the major to count toward graduation.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major***

Designated General Education Courses; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BFA Theatre Arts: Acting

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	
Gen Ed: First Year Experience	1	THR 105 Social Issues and Justice in	2

		Theatre (Racial Justice)	
THR 100 Intro to Theatre Prod Lab	1	THR 107W Play Structure and Analysis	3
THR 181 Acting I: Character Study	3	THR 113 BFA Performance	0
THR 182 Tech Theatre I **OR** THR 284 Costume Tech. for Theatre	3	THR 165 Stage Makeup	1
THR 113 BFA Performance	0	THR 284 Costume Tech. for Theatre **OR** THR 182 Tech Theatre I	3
THR 150 Performance Techniques	3	THR 260 Voice and Diction	3
HPX 150 Dance Workshop	3	THR 300 Theatre Production Lab	1
COMP 101 Intro. to Comp/Rhetoric	3	Gen Ed: Mathematical Reasoning	3

Semester 3	**SH**	**Semester 4**	
THR 113 BFA Performance Studio	0	THR 113 BFA Performance	0
THR 261 Dialects for the Stage	2	THR 271 Meisner Technique	3
THR 279 History of Theatre	3	THR 286 Theatre History II	3
THR 300 Theatre Production Lab	1	THR 201 Playmaking w/ Children **OR** THR 289 Children's Pract.	3
THR 281 Acting II: Scene Study	3	THR 300 Theatre Production Lab	1
THR Elective	3	Gen Ed: Arts or Humanities	3
Gen Ed: Humanities	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5	**SH**	**Semester 6**	
THR 113 BFA Performance Studio	0	THR 113 BFA Performance Studio	0
THR 202 Tech Theatre II **OR** THR 306 Costume Tech. II **OR** THR 383 Methods of Scenic Arts & Crafts	3	THR 293 Stage Combat	2
THR 252 Acting for the Camera	3	THR 386 Directing I **OR** THR 387 Devised Theatre Workshop	3
THR 388 Acting III: Period Styles	3	THR 300 Theatre Production Lab	1
THR 300 Theatre Production Lab	1	THR 488 Acting IV: Performing Shakespeare	3
Gen Ed: Speech Communication	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Personal Wellness	2		

Semester 7	SH	Semester 8	
THR 113 BFA Performance Studio	0	THR 113 BFA Performance Studio	0
THR 300 Theatre Production Lab	1	THR 403 The Transition Workshop	1
THR 387 Devised Theatre Workshop **OR** THR 386 Directing I	3	THR 495 Senior Showcase	2
THR 389 Audition Techniques- Actor	3	THR Elective	3
THR 490 Senior Portfolio in Theatre Arts	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
Gen Ed: Natural Sciences & Technology	3		

Total Credits Required for the BFA in Musical Theatre = 120; Minimum GPA = 2.0

"C" or better required in all courses within the major to count toward graduation.

BFA Theatre Arts: Design/Technology

Description: The Bachelor of Fine Arts in Theatre Arts at WCSU is the newest degree offering in our nationally-recognized Department of Theatre Arts. Within a liberal arts setting, this professional training program provides students with knowledge of, and professional training in, all aspects of theatre while offering three distinct concentrations in which students can hone their specific skills. Those three concentrations are: Acting, Design/Technology, and Stage Management.

Students in these concentrations are guided toward professional placement in order to compete for post-graduate employment opportunities in their specified field.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Entry and Interview Requirements: Prospective students must schedule an in-person interview for acceptance into the BFA in Theatre Arts – Design/Technology Concentration degree program. For more information about how to request an interview appointment and what to submit, please visit the BFA Interviews – Design/Tech webpage here.

Students wishing to pursue a BFA in Theatre Arts: Design/Tech degree in the Department of Theatre Arts must adhere to the following criteria for admission:

Attend and pass an in-person interview for members of the faculty. The student, through this interview process, must exhibit the standards and skill sets required for entry into the Design/Technology program,

including:

1. Ability to effectively present a candidate statement highlighting areas of interest and ability in area(s) of theatrical design/technology.
2. Ability to effectively present a resume and/or portfolio that illustrates examples of creative work and experiences.
3. Attend an in-person interview with design/tech faculty.
4. Fulfill general admission guidelines found in the catalog for the university, school, and department.

Information regarding audition dates and specific audition requirements can be found online or by contacting the Department of Theatre Arts at (203) 837-8250.

Program Learning Outcomes

This degree offers students knowledge of and professional training in three specific areas of theatre within a liberal arts context in order to compete for employment opportunities in the entertainment industry where theatrical talent is utilized. These three areas of concentration are: Acting, Design/ Technology, and Stage Management. Students will develop the following skills:

1. Students will demonstrate, through engaging with verbal, physical, visual, and research aspects of the craft, the value of Theatre as a profession. This will be assessed in courses like The Transition Workshop, Senior Portfolio, and through their production assignments.
2. Students will understand the value of secondary theatre disciplines as they pertain to professional collaboration in their field and potential avenues for supplemental work in the field of Theatre. This will be assessed through courses within the BFA core, as well as any courses that provide supplemental skills and training outside of the student's chosen concentration.
3. Students will apply theoretical concepts through hands-on/practical applications of skill. This will be assessed through production assignments, casting, auditioning, and other practicum experiences.
4. Students will analyze scripts, both contemporary and classic, and evaluate their merits and contributions. This will be assessed through courses such as Play Structure and Analysis, Design Courses, Management Courses, and Acting Courses.
5. Students will create meaningful theatrical experiences as they pertain to their concentrations. Acting students will create roles, Design/Tech students will create scenery and/or realize their designs, Management students will create processes and procedures for successful rehearsal and performance of productions. This will be assessed through courses in Acting, Design, and Management. As well as through production assignments and casting.
6. Students will create professional portfolios and audition packages to advance their careers post-graduation. This will be assessed through courses in Transition Workshop, Senior Portfolio, and Senior Showcase.

Required Courses in the Major: 77 SH.

BFA THEATRE ARTS CORE

THR 100 Introduction to Theatre Production Lab	1 SH
THR 105 Social Issues and Justice in Theatre	2 SH
THR 181 Acting I: Character Study	3 SH
THR 182 Technical Theatre I	3 SH
THR 279 History of Theatre	3 SH
THR 284 Costume Technology for Theatre	3 SH
THR 286 Theatre History II	3 SH
THR 300 Theatre Production Lab (at least 1 SH for 6 semesters). May be taken for 1-3 SH each semester. Students must still participate for 6 semesters.	6 SH
THR 490 Senior Portfolio in Theatre Arts	3 SH
DESIGN/TECH Option	
THR 125 Design Fundamentals for Theatre	3 SH
THR 202 Technical Theatre II	3 SH
THR 210 Stage Management	3 SH
THR 283 Scenic Design	3 SH
THR 302 Costume Design	3 SH
THR 304 Computer Drafting/Design for Theatre	3 SH
THR 306 Costume Technology II	3 SH
THR 307 Allied Craft in 3D for Stage	3 SH
THR 308 Sound Design	3 SH
THR 312 Evolution of Fashion	3 SH
THR 383 Methods of Scenic Arts and Crafts	3 SH
THR 384 Fundamentals of Stage Lighting	3 SH
THR 390 Play Production	3 SH
THR 394 Adv. Stage Lighting and Design	3 SH
THR 403 The Transition Workshop	1 SH
THR Electives	7 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
ART 100 Hist. & Appr. of Art Beg. to Ren. **OR** ART 101 Hist. & Appr. of Art Ren. to Present	3 SH
ART 141 Drawing I	3 SH
COM 146 Basic Video Production	3 SH
THR 107W Play Structure & Analysis	3 SH
Minimum GPA for BFA Theatre Arts = 2.0 and a "C" or better in all courses within the major to count toward graduation.	

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major***

Designated General Education Courses; if so, they will be listed with the program requirements.

Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BFA Theatre Arts: Design/Tech

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	THR 105 Social Issues and Justice in Theatre (RAcial Justice)	2
THR 100 Intro to Theatre Prod Lab	1	THR 107W Play Structure and Analysis	3
THR 125 Design Fundamentals for Theatre	3	THR 181 Acting I: Character Study	3
THR 182 Technical Theatre I	3	THR 210 Stage Management	3
ART 100 Hist. & Appr. Of Art Beg. To Ren. **OR** ART 101 Hist. & Appr. Of Art Ren. To Present	3	THR 284 Costume Technology for Theatre	3
ART 141 Drawing I	3	THR 300 Theatre Production Lab	1
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Mathematical Reasoning	3

Semester 3	**SH**	**Semester 4**	**SH**
THR 202 Technical Theatre II	3	THR 286 Theatre History II	3
THR 279 History of Theatre	3	THR 300 Theatre Production Lab	1
THR 300 Theatre Production Lab	1	THR 304 Computer Drafting/Design for Theatre	3
THR 383 Methods of Scenic Arts and Crafts	3	THR 306 Costume Tech II	3
THR 384 Fundamentals of Stage Lighting	3	THR 307 Allied Craft in 3D for Stage	3
COM 146 Basic Video Production	3	Gen Ed: Social & Behavioral Sciences	3

Semester 5	**SH**	**Semester 6**	**SH**
THR 283 Scenic Design	3	THR 300 Theatre Production Lab	1
THR 300 Theatre Production Lab	1	THR 302 Costume Design	3
THR 308 Sound Design	3	THR 390 Play Production	3
THR 312 Evolution of Fashion	3	THR 394 Adv. Stage Lighting and Design	3
Gen Ed: Social & Behavioral Sciences	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Personal Wellness	2		

Semester 7	**SH**	**Semester 8**	**SH**
THR 300 Theatre Production Lab	1	THR 490 Senior Portfolio	3
THR 403 The Transition Workshop	1	THR Elective	4
THR Elective	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Natural sciences & Technology	4	Gen Ed: Speech Communication	3

Elective	3

Total Credits Required for the BFA in Musical Theatre = 120; Minimum GPA = 2.0

"C" or better required in all courses within the major to count toward graduation.

BFA Theatre Arts: Stage Management

Description: The Bachelor of Fine Arts in Theatre Arts at WCSU is the newest degree offering in our nationally-recognized Department of Theatre Arts. Within a liberal arts setting, this professional training program provides students with knowledge of, and professional training in, all aspects of theatre while offering three distinct concentrations in which students can hone their specific skills. Those three concentrations are: Acting, Design/Technology, and Stage Management.

Students in these concentrations are guided toward professional placement in order to compete for post-graduate employment opportunities in their specified field.

Degree Requirements:
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Entry and Interview Requirements: Prospective students must schedule an in-person interview for acceptance into the BFA in Theatre Arts – Stage Management Concentration degree program. For more information about how to request an interview appointment and what to submit, please visit the BFA Interviews – Stage Management webpage here.

Students wishing to pursue a BFA in Theatre Arts: Stage Management degree in the Department of Theatre Arts must adhere to the following criteria for admission:

Attend and pass an in-person interview for members of the faculty. The student, through this interview process, must exhibit the standards and skill sets required for entry into the Stage Management program, including:

1. Ability to effectively present a candidate statement highlighting areas of interest and ability.
2. Ability to effectively present a resume that illustrates examples of their experiences and aptitude for organization and leadership.
3. Attend an in-person interview with faculty and staff.
4. Fulfill general admission guidelines found in the catalog for the university, school, and department.

Information regarding audition dates and specific audition requirements can be found online or by contacting the Department of Theatre Arts at (203) 837-8250.

Program Learning Outcomes

This degree offers students knowledge of and professional training in three specific areas of theatre within a liberal arts context in order to compete for employment opportunities in the entertainment industry where theatrical talent is utilized. These three areas of concentration are: Acting, Design/ Technology, and Stage Management. Students will develop the following skills:

1. Students will demonstrate, through engaging with verbal, physical, visual, and research aspects of the craft, the value of Theatre as a profession. This will be assessed in courses like The Transition Workshop, Senior Portfolio, and through their production assignments.
2. Students will understand the value of secondary theatre disciplines as they pertain to professional collaboration in their field and potential avenues for supplemental work in the field of Theatre. This will be assessed through courses within the BFA core, as well as any courses that provide supplemental skills and training outside of the student's chosen concentration.
3. Students will apply theoretical concepts through hands-on/practical applications of skill. This will be assessed through production assignments, casting, auditioning, and other practicum experiences.
4. Students will analyze scripts, both contemporary and classic, and evaluate their merits and contributions. This will be assessed through courses such as Play Structure and Analysis, Design Courses, Management Courses, and Acting Courses.
5. Students will create meaningful theatrical experiences as they pertain to their concentrations. Acting students will create roles, Design/Tech students will create scenery and/or realize their designs, Management students will create processes and procedures for successful rehearsal and performance of productions. This will be assessed through courses in Acting, Design, and Management. As well as through production assignments and casting.
6. Students will create professional portfolios and audition packages to advance their careers post-graduation. This will be assessed through courses in Transition Workshop, Senior Portfolio, and Senior Showcase.

Required Courses in the Major: 78 SH.

BFA THEATRE ARTS CORE

THR 100 Introduction to Theatre Production Lab	1 SH
THR 105 Social Issues and Justice in Theatre	2 SH
THR 181 Acting I: Character Study	3 SH
THR 182 Technical Theatre I	3 SH
THR 279 History of Theatre	3 SH
THR 284 Costume Technology for Theatre	3 SH
THR 286 Theatre History II	3 SH

THR 300 Theatre Production Lab (at least 1 SH for 6 semesters). May be taken for 1-3 SH each semester. Students must still participate for 6 semesters.	6 SH
THR 490 Senior Portfolio in Theatre Arts	3 SH
STAGE MANAGEMENT Option	
THR 201 Playmaking with Children **OR** THR 289 Children's Theatre Practicum	3 SH
THR 210 Stage Management	3 SH
THR 281 Acting II: Scene Study	3 SH
THR 283 Scenic Design	3 SH
THR 293 Stage Combat with Children	2 SH
THR 298 Special Topics ASM	2 SH
THR 298 Special Topics ASM	2 SH
THR 302 Costume Design	3 SH
THR 304 Computer Drafting/Design for Theatre	3 SH
THR 308 Sound Design	3 SH
THR 310 Stage Management II	3 SH
THR 384 Fundamentals of Stage Lighting	3 SH
THR 386 Directing I	3 SH
THR 390 Play Production	3 SH
THR 402 Special Topics PSM	3 SH
THR 403 The Transition Workshop	1 SH
THR Electives	4 SH
MUS 195 Concert chorale (2 semesters)	1 SH
MGT 250 Organizational Behavior	3 SH
MAJOR DESIGNATED GENERAL EDUCATION COURSES	
MIS 155 Information Technology **OR** 260 Information Systems Concepts	3

THR 110 Theatre Management	3 SH
THR 107W Play Structure Analysis	3 SH

Minimum GPA for BFA in Theatre Arts = 2.0 and a "C" or better in all courses within the major to count toward graduation.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major***

Designated General Education Courses; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BFA Theatre Arts: Stage Management

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	THR 105 Social Issues and Justice in Theatre (Racial Justice)	2
THR 100 Intro to Theatre Prod Lab	1	THR 107W Play Structure and Analysis	3
THR 110 Theatre Management	3	THR 181 Acting I: Character Study	3
THR 182 Tech Theatre I **OR** THR 284 Costume Tech. for Theatre	3	THR 210 Stage Management	3
MUS 195 Concert Chorale	.5	THR 300 Theatre Production Lab	1
MIS 155 Information Technology **OR** MIS 260 Information Systems	3	MUS 195 Concert Chorale	.5
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Mathematical Reasoning	3

Semester 3	**SH**	**Semester 4**	**SH**
THR 279 History of Theatre	3	THR 201 Playmaking w/ Children **OR** THR 289 Children's Pract.	3
THR 284 Costume Tech. for Theatre **OR** THR 182 Tech Theatre I	3	THR 281 Acting II: Scene Study	3
THR 300 Theatre Production Lab	1	THR 286 Theatre History II	3

THR 310 Stage Management II	3	THR 300 Theatre Production Lab	1
THR 384 Fundamentals of Stage Lighting	3	THR 304 Computer Drafting/Design for Theatre	3
MGT 250 Organizational Behavior	3	Gen Ed: Natural Sciences & Technology	4

Semester 5	**SH**	**Semester 6**	**SH**
THR 283 Scenic Design	3	THR 293 Stage Combat	2
THR 294 Asst. Stage Manager	2	THR 294 Asst. Stage Manager	2
THR 300 Theatre Production Lab	1	THR 300 Theatre Production Lab	1
THR 386 Directing I **OR** THR 390 Play Production	3	THR 302 Costume Design	3
THR Elective	3	THR 390 Play Production **OR** THR 386 Directing I	3
Gen Ed: Personal Wellness	2	Gen. Ed: Speech Communication	3
Gen. Ed: Arts or Humanities	3		

Semester 7	**SH**	**Semester 8**	**SH**
THR 300 Theatre Production Lab	1	THR 490 Senior Portfolio in Theatre Arts	3
THR 308 Sound Design	3	Gen Ed: Social & Behavioral Sciences	3
THR 403 The Transition Workshop	1	Gen Ed: Social & Behavioral Sciences	3
THR 494 Production Stage Manager	3	Gen Ed: Humanities	3
THR Elective	1	Elective	2
Gen Ed. Social & Behavioral Sciences	3		

Total Credits Required for the BFA in Musical Theatre = 120; Minimum GPA = 2.0

"C" or better required in all courses within the major to count toward graduation.

Minor in Theatre (18 S.H.)

Eighteen semester hours in theatre which must include at least 12 semester hours above the 200-level or higher with at least 3 semesters of THR 300. Emphasis must be on Theatre Arts.

Writing & Literature

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Faculty

Dr. Brian Clements, Co-Chair	Prof. Anthony D'Aries
Dr. Oscar De Los Santos, Co-Chair	
Prof. John Roche	

Overview

The Department of Creative and Professional Writing offers Bachelor of Arts programs in Writing (including Creative Writing, Business and Technical Writing, and Journalism and Public Relations options), and a Master of Fine Arts in Creative and Professional Writing.

Our department is committed to enriching lives through the study of writing and literature; to exploring issues of justice, identity, and equity across our curricula; and to preparing students for writing, editing, publishing, and teaching careers.

Students in Writing have opportunities to enrich their learning experiences through an Honor Society (Pi Epsilon Pi), three magazines and a student-run newspaper (*The Echo*), internships and work experiences on and off campus, visiting writers and lecturers, and our innovative Writers' Studio course sequence.

Mission of the Department

1. Engage students in excellent and innovative programs, with emphasis on the writing process; writing as a key to critical thinking; the development of style and voice; attunement to genre,

purpose, and audience; and the production of high-quality imaginative, critical, and factual texts.
2. Lead WCSU in the development of community through writing.
3. Advise and consult with other departments to foster writing across the curriculum in the General Education sequence.
4. Play a key role in General Education and thereby prepare students to integrate writing and critical thinking in their chosen fields and to exercise lifelong confidence as writers.
5. Maintain, enhance, and develop innovative new programs and courses in writing, publishing, and related fields.
6. Create synergies among all levels of the department—from first-year writing through the MFA program—and with other departments and offices across the university.
7. Immerse students in a wealth of , writing events, and learning opportunities in the region.

Learning Outcomes—BA Professional Writing

At the successful completion of the program, Writing Majors 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..

Pi Epsilon Pi

The Writing program in the Creative and Professional Writing Department sponsors the Connecticut Alpha Chapter of Pi Epsilon Pi, a national writing honor society. Students inducted into the chapter are among the university's most successful and active students and are eligible for Departmental Distinction. All Writing major and minor students with at least Junior standing, at least two Writing courses completed beyond the WIL requirement, at least 24 credits earned at WCSU, GPA of at least 3.33 in Writing courses, and standing in the top 35% of their class are eligible for induction.

Degree Programs in Writing

The Bachelor of Arts in Professional Writing in the Creative and Professional Writing Department prepares students for careers and advanced study in fields that include creative writing, technical writing, public relations, online and print journalism, and publishing, as well as writing-intensive professions such as the law, publishing, business, and education.

Bachelor of Arts 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
Sports Media

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.

B.A. in Professional Writing – Business and Technical Writing Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 51 SH.

WRITING CORE	
WRT 171 Conversations with Predecessors	3 SH
WRT 172 Conversations with Contemporaries	3 SH
WRT 274 Form and Inspiration	3 SH
Writer's Studio	
WRT 190 Writer's Studio	3 SH
WRT 290 Writers' Studio II	3 SH
WRT 390 Writer's Studio III	3 SH
Required Upper-Level Courses	
LNG 320 Modern English Grammar	3 SH
WRT 442 Publication Design & Development	3 SH
WRT 465 Thesis	3 SH

Required WRT Electives: Two courses (6 SH) in WRT at 200 level or above.	6 SH
BUSINESS AND TECHNICAL WRITING OPTION	
WRT 210W Managerial Writing	3 SH
WRT 245W Technical Writing	3 SH
Select four courses from the following: WRT 246W Science Writing, WRT 247 Multimedia Writing, WRT 255 Advertising, Copywriting, and Promotion, WRT 270 Newswriting, WRT 321W Legal Writing, Research, and Analysis, WRT 340W Public Relations Writing, Concepts, and Practices, WRT 441 Magazine Editing, WRT 490 Practicum/Internship Minimum GPA in major 2.0.	12 SH

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

***Electives*:** All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Professional Writing: Business & Technical Writing Option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	WRT 171 Conversations with Predecessors	3
COMP 101 Intro to Comp/Rhetoric	3	WRT 210W Managerial Writing	3
WRT 190 Writers' Studio	3	Gen Ed: Arts	3
WRT 274 Form and Inspiration	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Speech Communication	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Mathematical Reasoning*	3		

Semester 3	**SH**	**Semester 4**	**SH**
WRT 172 Conversations with Contemporaries	3	WRT 245 Technical Writing	3
WRT 290 Writers' Studio II	3	LNG 320 Modern English Grammar	3
Gen Ed: Social & Behavioral Sciences	3	Business & Tech. Writing Elective I	3
Gen Ed: Writing & Information Literacy	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3

Semester 5		Semester 6	
WRT 390 Writers' Studio III	3	WRT 442 Publication Design & Development	3
Gen Ed: Social & Behavioral Sciences	3	WRT Elective II	3
Business & Tech. Writing Elective II	3	Business & Tech. Writing Elective III	3
Gen Ed: Personal Wellness	2	Elective	3
WRT Elective I	3	Elective	3

Semester 7		Semester 8	
Business and Tech. Writing Elective IV	3	WRT 465 Thesis Project	3
Elective	3	Electives	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2

You must earn a 2.5 overall GPA or higher in Writing Major courses.

Total Credits Required for the BA in Professional Writing = 120; Minimum GPA in major 2.0.

*May be taken in Semester 1 or Semester 2

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

B.A. in Professional Writing – Creative Writing Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 51 SH.

WRITING CORE	
WRT 171 Conversations with Predecessors	3 SH
WRT 172 Conversations with Contemporaries	3 SH
WRT 274 Form and Inspiration	3 SH

Writer's Studio

WRT 190 Writer's Studio	3 SH
WRT 290 Writers' Studio II	3 SH
WRT 390 Writer's Studio III	3 SH
Required Upper-Level Courses	
LNG 320 Modern English Grammar	3 SH
WRT 442 Publication Design & Development	3 SH
WRT 465 Thesis	3 SH
Required WRT Electives: Two courses (6 SH) in WRT at 200 level or above.	6 SH
CREATIVE WRITING OPTION	
Select six courses from the following: WRT 242 Poetry Workshop I, WRT 243 Fiction Workshop I, WRT/THR 244W Playwriting Workshop, WRT 247 Multimedia Writing, WRT 261 Forms of Poetry, WRT 262 Forms of Fiction, WRT 271 Human Interest Writing, WRT 273W Writing Identity, WRT 339 Creative Essay, WRT 342 Poetry Workshop II, WRT 343 Fiction Workshop II, WRT 346 Playwriting Workshop II, WRT 345 Writing Prose Poetry and Flash Fiction, WRT 371W Writing the Weird: Conspiracy Theories, WRT 373 Editing & Copyediting, WRT 441 Magazine Editing.	18 SH

Note the following course prerequisites:
Prerequisites for WRT 342 Poetry Workshop II are WRT 242 Poetry Workshop I and WRT 261 Forms of Poetry.
Prerequisites for WRT 343 Fiction Workshop II are WRT 243 Fiction Workshop I and WRT 262 Forms of Fiction.

Minimum GPA in major 2.0.

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Professional Writing: Creative Writing Option

Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: First Year Experience	1	WRT 171 Conversations with Predecessors	3
COMP 101 Intro to Comp/Rhetoric	3	Gen Ed: Writing & information Literacy	3
WRT 190 Writers' Studio	3	Gen Ed: Arts	3
WRT 274 Form and Inspiration	3	Gen Ed: Social & Behavioral Sciences	3
Gen Ed: Speech Communication	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: Mathematical Reasoning*	3		

Semester 3	**SH**	**Semester 4**	**SH**
WRT 172 Conversations with Contemporaries	3	LNG 320 Modern English Grammar	3
Gen Ed: Social & Behavioral Sciences	3	Elective	3
WRT 290 Writers' Studio II	3	Creative Writing Elective II	3
Creative Writing Elective I	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Humanities**	3	Gen Ed: Arts or Humanities**	3

Semester 5		**Semester 6**	
WRT 390 Writers' Studio III	3	WRT 442 Publication Design & Development	3
Social & Behavioral Science course III	3	Creative Writing Elective IV	3
Creative Writing Elective III	3	WRT Elective II	3
Gen Ed: Personal Wellness	2	Elective	3
WRT Elective I	3	Elective	3

Semester 7		**Semester 8**	
Creative Writing Elective V	3	WRT 465 Thesis Project	3
Elective	3	Creative Writing Elective VI	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2	Elective	3

Total Credits Required for the BA in Professional Writing = 120; Minimum GPA in major 2.0.

*May be taken in Semester 1 or Semester 2

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

B.A. in Professional Writing – Journalism & Public Relations Option

Description: 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.

Degree Requirements
All degrees at WCSU require 120 semester hours (SH). This includes major requirements, general education requirements, and electives. This structure provides room for minors, internships, and study abroad.

Required Courses in the Major: 51 SH.

WRITING CORE	
WRT 171 Conversations with Predecessors	3 SH
WRT 172 Conversations with Contemporaries	3 SH
WRT 274 Form and Inspiration	3 SH
Writer's Studio	
WRT 190 Writer's Studio	3 SH
WRT 290 Writers' Studio II	3 SH
WRT 390 Writer's Studio III	3 SH
Required Upper-Level Courses	
LNG 320 Modern English Grammar	3 SH
WRT 442 Publication Design & Development	3 SH
WRT 465 Thesis	3 SH
Required WRT Electives: Two courses (6 SH) in WRT at 200 level or above.	6 SH
JOURNALISM AND PUBLIC RELATIONS OPTION	
WRT 270 News Writing	3 SH
WRT 340W Public Relations Writing, Concepts and Practice	3 SH
WRT 373 Editing and Copyediting	3 SH
Select three courses from the following: WRT 247 Multimedia Writing, WRT 255 Advertising, Copywriting, and Promotion, WRT 271 Human Interest Writing, WRT 279 Sports Writing, JLA/WRT 321W Legal Writing, Research, and Analysis, WRT 335W Fact-Based Opinion Writing, WRT 338 Writing about Specialized Subjects, WRT 375 Book, Performance, and Restaurant Reviewing, WRT 441 Magazine Editing, WRT 490 Practicum/Internship, COM 230 History of Mass Media, COM 243 Broadcast Writing Minimum GPA in major 2.0.	9 SH

General Education: All students must complete the General Education curriculum. The WCSU General Education curriculum invites students to encounter a broad range of topics and skills in the liberal arts

and sciences. The system requires students to successfully complete a minimum of 40 semester hours split across eleven learning areas. Generally, students can satisfy the requirements for a given learning area with any course they choose within that area; some programs of study may require specific ***Major Designated General Education Courses***; if so, they will be listed with the program requirements. Additionally, the Racial Justice and Global Diversity requirements may be completed with courses which are part of the program requirements. For a complete description of the General Education program, follow this link: https://catalogs.wcsu.edu/ugrad/academic-programs-degrees/

Electives: All degrees require 120 semester hours. Elective credits are opportunities for minors, internships, study abroad, and just following general interests. We encourage all students to speak with their advisors about great opportunities for their elective courses.

Sample Four Year Plan: BA Professional Writing: Journalism & Public Relations Option
Four-year plans are suggestions. Plans change. Consult your advisor to adjust your plan.

Semester 1	**SH**	**Semester 2**	**SH**
Gen Ed: Mathematical Reasoning*	3	WRT 171 Conversations with Predecessors	3
COMP 101 Intro to Comp/Rhetoric	3	WRT 270 News Writing	3
WRT 274 Form and Inspiration	3	Gen Ed: Arts	3
Gen Ed: Speech Communication	3	Gen Ed: Social & Behavioral Sciences	3
WRT 190 Writers' Studio	3	Gen Ed: Natural Sciences & Technology	4
Gen Ed: First Year Experience	1		

Semester 3	**SH**	**Semester 4**	**SH**
WRT 172 Conversations with Contemporaries	3	Journalism/PR Elective I	3
Gen Ed: Social & Behavioral Sciences	3	LNG 320 Modern English Grammar	3
WRT 290 Writers' Studio II	3	Gen Ed: Writing & Information Literacy	3
Elective	3	Gen Ed: Natural Sciences & Technology	3
Gen Ed: Humanities**	3	Gen Ed: Arts & Humanities**	3

Semester 5		**Semester 6**	
WRT 390 Writers' Studio III	3	WRT 442 Publication Design & Development	3
Gen Ed: Social & Behavioral Sciences	3	WRT 340W Public Relations Writing, Concepts, & Practices	3
Journalism/PR Elective II	3	WRT 373 Editing & Copyediting	3
Gen Ed: Personal Wellness	2	Journalism & PR Options Course III	3
WRT Elective I	3	Elective	3

Semester 7		**Semester 8**	
WRT Elective II	3	WRT 465 Thesis Project	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

Elective	2	Elective		3

Total Credits Required for the BA in Professional Writing = 120; Minimum GPA in major 2.0.

*May be taken in Semester 1 or Semester 2

** All Bachelor of Arts degrees at WCSU require students to study a language other than English to at least the elementary level II. Students who have completed three years of a language other than English in high school with an overall "C" average or completed a total of four years of two languages other than English in high school with an overall "B" average have met this requirement.

Minors in Professional Writing

Minor in Broadcast Journalism (18 S.H.)

***Required Communication course (3 SH)*:**
COM 146: Basic Video Production

Plus two (2) classes selected from the following list (6 SH):
COM 243 Broadcast Writing
COM 246 Intermediate Video Production
COM 247 Live News & Election Coverage
COM 252 Media Performance Techniques
COM 270 Fundamentals of Radio Broadcasting
COM 442 Communication Law

***Required Writing course (3 SH)*:**
WRT 270: News Writing

***Plus two (2) classes selected from the following list (6 SH)*:**
WRT 279 Sports Writing
WRT 335W Fact-Based Opinion Writing
WRT 338 Writing about Specialized Subjects
WRT 375 Book, Performance, and Restaurant Reviewing
WRT 490 Internship/Practicum in Writing

Minor in Creative Writing (18 S.H.)

Required Course (3 SH):
WRT 242: Poetry Workshop I (CP) **OR** WRT 243: Fiction Workshop I (CP)

Plus any five (5) courses from among the following (15 SH):
WRT 242 Poetry Workshop I
WRT 243 Fiction Workshop I
WRT/THR 244 Playwriting Workshop

WRT 247 Multimedia Writing
WRT 261 Forms of Poetry
WRT 262 Forms of Fiction
WRT 274 Form and Inspiration
WRT 275 Topics in Professional Writing
WRT 339 The Creative Essay
WRT 342 Poetry Workshop II
WRT 343 Fiction Workshop II
WRT 345 Writing Prose Poetry & Flash Fiction
WRT/THR 346 Advanced Playwriting Workshop
WRT 371W Writing the Weird: Conspiracy Theories
WRT 377W The Writing Life
COM 242 Scriptwriting

Note: In order to take WRT 342 Poetry Workshop II, the student must first take WRT 242 Poetry Workshop I and WRT 261 Forms of Poetry. In order to take WRT 343 Fiction Workshop II, the student must first take WRT 243 Fiction Workshop I and WRT 262 Forms of Fiction.

Minor in Journalism (18 S.H.)

Required course (3 SH):
WRT 270 News Writing

Plus any five (5) courses from among the following (15 SH):
WRT 247 Multimedia Writing
WRT 255 Advertising, Copywriting, and Promotion
WRT 271 Human Interest Writing
JLA/WRT 321W Legal Writing, Research, and Analysis (W2)
WRT 335W Fact-Based Opinion Writing
WRT 338 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 (6 SH):
WRT 210W Managerial Writing (W2)
WRT 245W Technical Writing (W2)

Plus any two (2) of the following Creative Writing courses (6 SH):
WRT 242: Poetry Workshop I (CP)
WRT 243: Fiction Workshop I (CP)
WRT/THR 244: Playwriting Workshop (CP)
WRT 247 Multimedia Writing

WRT 345 Writing Prose Poetry & Flash Fiction
WRT 349 Creative Essay

Plus any two (2) of the following Journalism/Public Relations courses (6 SH):
WRT 247 Multimedia Writing
WRT 255 Advertising, Copywriting, and Promotion
WRT 270 News Writing
JLA/WRT 321W: Legal Writing, Research, and Analysis (W2)
WRT 338 Writing about Specialized Subjects
WRT 340W Public Relations Writing, Concepts and Practices

Note: In order to take WRT 342 Poetry Workshop II, the student must first take WRT 242 Poetry Workshop I and WRT 261 Forms of Poetry. In order to take WRT 343 Fiction Workshop II, the student must first take WRT 243 Fiction Workshop I and WRT 262 Forms of Fiction.

Minor in Sports Media (18 S.H.)

Required Courses (9 SH):
COM 146 Basic Video Production
WRT 270 News Writing
WRT 279 Sports Writing

Plus three (3) courses selected from the following (9 SH):
CS 110 Website Production
DIMA 100 Introduction to Digital Interactive Media
COM 243 Broadcast Writing
WRT 247 Multimedia Writing
COM 252 Media Performance Techniques
COM 270 Fundamentals of Radio Broadcasting
Sports Writing Internship
Other courses by advisement

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 encouraged. Fall semester.

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 encouraged.

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.

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.

ART 106 Art Fundamentals: Smart Phone Photography Basics 2 SH
An introductory course in digital photography using your smartphone. 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.

ART 117 Introduction to 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.

ART 121 Fundamentals of Two-Dimensional Design 3 SH
A broad exploration of the fundamental techniques and principles 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.

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.

ART 141 Drawing I 3 SH
An exploration of the ways of looking and drawing, using forms from nature, still like, 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.

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.

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.

ART 201 Global Art History 3 SH
A survey of painting, sculpture, architecture, and other arts of India, China, Japan, Korea, Africa, Oceania, the Islamic world, and Latin America.

ART 202 History of Design 3 SH
This course explores the needs for and styles of visual communication from cave drawing to the development and proliferation of advertising, graphic design and Illustration to the present. It locates both graphic design and Illustration within the history of art and articulates its aesthetic contributions to cultural development. It examines links between socio-political phenomena and development of advertising and propaganda art and introduces students to works of leading designers, art directors, illustrators, animators and typographers. Major styles will be analyzed and compared and influences identified.

ART 203 Survey of Contemporary Art 3 SH
This course focuses on art produced since 1945, including American, European and art from other cultures. Major movements and artists will be presented both chronologically and thematically. Themes that run through contemporary art, including issues of identity, the avant-garde, the art object and the object of art, institutions and challenges to them, and branding and marketing in the art world will be examined. Every Fall.

ART 205 Media and Methods 3 SH
Students will explore a range of approaches for creating finished art through projects designed to foster painting and drawing media exploration. Through in class and independent study of specific materials, study of works by artists, in class demonstrations and other written and visual resources, students will be directed toward imaginative and inventive solutions for assigned projects. Students will explore working in colored pencil, pastel, ink, watercolor, gouache and acrylic paints. Color usage, composition, and

material craft are the focus of the course. *Prerequisites*: ART 130 Color Theory and ART 150 Drawing II.

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 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 principles 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 268 Alternative Creative Process 3 SH
In the early 20th Century, made up of fragments, common artifacts, and rejected pieces of popular culture, the act of collage and matière historically revolutionized ideas about the nature of art. Using art made of found objects and readily available materials, students will fabricate class projects that explore the historical, theoretical and conceptual ideas associated with collage and matiére and provide practical skills to successfully craft two-dimensional and three-dimensional artworks. Collage and matiére will emphasize the everyday and commonplace over precious materials and refinement; concept and process over end product; the temporary and ephemeral over the lasting. *Prerequisite: Art 105 Materials and Methods*

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 OR ART 266.

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 OR 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 266.

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 OR ART 266.

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 316 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 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 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 330 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 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 333 Introduction to Animation 3 SH
An exploration of the fundamental aspects of animation. Students will learn the history behind various forms of animation, and how today's software is being used by today's professionals. Various software will be used to complete projects designed to engage student interest. Prerequisite: ART/DIMA 210 or ART 318.

ART 342 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 356 Advanced Photographic Methods 3 SH

This course concentrates on the expanded use of Photoshop and the digital darkroom for photographers. Emphasis is placed on the use of Camera Raw, advanced retouching techniques and preparation of images for output to print, web or video. Students are required to have their own DSLR. Spring semester. *Prerequisites: ART 216*

ART 429 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 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 436 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 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.

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.

The following courses also have been approved and are offered periodically:
ART 105 Media and Methods
ART 119 Blockprinting
ART/PHI 250 Philosophy of Art
ART 260 Silkscreen
ART 268 Alternative Creative Process
ART 280 Exhibition Techniques
ART 327 Digital Design
ART 365 Watercolor II

Communication

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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major.

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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major.

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.

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.

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.

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.

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.

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 or 163.

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.

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.

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 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 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, 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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite:* Sophomore standing.

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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite:* Sophomore standing.

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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite*: COM 146; a writing intensive ("W") course with a "C" or higher.

COM 245 Meditation, Self-Awareness and Communication 1.5 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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite:* COM 146 Or WRT 270 or instructor permission.

COM 252 Media Performance Techniques 3 SH
Acting for film and television with an emphasis on interior and exterior production. Every two years. Students must earn a "C" or better in major classes; 2.5 GPA in in the major.

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 262 Interpersonal Communication 3 SH
A focus on interpersonal communication development of interaction skills and interpersonal relationships between two or more individuals, and identification of the pitfalls of both. Lectures, discussion, readings, and classroom activities emphasize practice and theory of relational communication to better interpersonal skills based on theory- and research-informed perspectives.

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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major.

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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *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 298 Faculty Developed Study 1–6 SH

COM 299 Student Developed Study 1–6 SH

COM/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.

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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite:* COM 146.

COM 342 Screenplay Writing 3 SH
This course introduces students to the process of story development and writing for the screen. Through written assignments, students will develop multiple instances of dramatic technique, including character, dialogue, structure, and plot. The course also provides students with a platform for critical assessment and revision. *Prerequisites: Junior level standing. Students must earn a "C" or better in major classes; 2.5 GPA in the major.*

COM 346 Advanced Video Production 3 SH
This hands-on production course builds on and extends students' conceptual and technical skills in video production. Through a combination of lectures, assigned projects, and close attention to visual, creative motion picture ideation, students will strive to produce thoughtful, meaningful, technically proficient videos. Through critical analysis and practical experience students deal with the art of digital film and video production. The course examines fiction and non-fiction videos and films. The student is required to identify and describe established techniques and create short productions. Alternative spring semesters. *Prerequisite:* C grade or better in COM 246 or COM 247; and COM 336.

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 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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite:* COM 146 and Junior standing.

COM/ENG 372 Film and Literature 3 SH
See ENG/COM 372

COM 380 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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite:* COM 160, COM 161 or COM 163 and 1 additional COM course.

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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *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.

COM 435 Preproduction for Senior Project 3 SH
he course builds upon skills and practice learned in basic and intermediate writing and production courses, to work on preproduction for their dramatic or documentary senior digital film project. Students will focus on all activity needed to produce a short film up to the completion of principal photography: pitching, clearances, location scouting, actor casting, storyboard creation and shot lists, scheduling, stripboarding, budgeting, funding, promotion, presentation, and distribution. By the end of the course, students will have created a comprehensive Production Book to be used in the following course, Senior Project and Presentation, DIMA 400. This course must be taken sequentially before DIMA 400. Every fall semester. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite:* COM 242 or 243, and COM 246, COM 336 ≥C; 2.5 GPA in major; 2.0 GPA.

COM/DIMA 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. Students must earn a "C" or better in major classes; 2.5 GPA in in the major. *Prerequisite:* Media Production seniors in good standing in the major and DIMA 300 or COM 235.

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 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 380 and COM 390 with grade of "C" or higher or permission of the instructor.

Digital Interactive Media

DIMA/CS 100 Introduction to Digital Interactive Media 3 SH
This course is an introduction and overview of the integration of digital & interactive media – text, graphics, animation, moving images, and sound – into products that allow people to interact with both data and one another. Areas of discussion will include: history of digital & interactive media, theories of human-computer interaction, user control, and design. Students will produce multiple collaborative creative projects in areas such as: 2D animation, creative coding, Generative AI, basic game design, hypertext art, sound design, and augmented reality. The course will culminate with a concept driven final project.

DIMA 101 Animation for Interactive Storytelling 3 SH
This course introduces animation as a dynamic tool for storytelling within digital and Public Humanities contexts. Students explore character design, movement, and mixed media approaches to animation using accessible, expressive production methods. Emphasis is placed on concept development, visual storytelling, performance driven animation, and the integration of emerging Generative AI animation workflows. Students learn to apply animation in ways that support interpretive, community engaged, and culturally responsive media practices. *Prerequisite:* DIMA 100 recommended.

DIMA 200 Storytelling for Digital and Interactive Media 3 SH
This course examines and applies foundations of storytelling through current technology, such as social media, interactive storytelling, 360-video, and virtual reality. Students will explore narrative process using theoretical and practice-based methods. In addition, students will conceive and implement narrative projects and assess the viability of new technology as a means for contemporary storytelling. Emphasis will also be placed on concept development, pre-production, group-based collaboration, post-production, and exhibition. *Prerequisite*: DIMA/CS 100 and COM 146.

DIMA 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.

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.

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.

MUS 104 Pro Tools and Digital Audio 2 SH
In this course students will learn the basic principles needed to complete audio production projects using Avid's Pro Tools software, from initial setup to mixdown. Students will learn about basic acoustics, digital audio, and the fundamentals of recording, editing, and mixing digital audio and MIDI data in Pro Tools on a basic level, as well as best practices for professional file management for Pro Tools sessions.

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 Music Theory I 3 SH
This course is the first semester of a two-semester sequence exploring the elements of musical structure through analysis, composition, and creative application. Students examine form, texture, melody, and harmony across a wide range of musical styles, including classical, jazz, popular, and global traditions. Lectures and projects focus on both conceptual understanding and technical fluency, with weekly reinforcement of fundamentals such as notation, rhythm, intervals, and chord structures. Through listening, writing, and creative tasks, students build the skills to analyze and create music with stylistic awareness and theoretical insight. *Prerequisite:* Qualifying score on the music theory placement examination; Must be enrolled in one of the following Majors: Music, Emphasis Audio & Music Production, Classical Instrumental, Classical Music, Classical Vocal, Music Education (K-12), Music, Jazz Music Musical Theatre

109 Music Theory II 3 SH each
This course is the second semester in a two-part sequence exploring the structures and processes that shape music across classical, jazz, and popular styles. Students expand their understanding of form, melody, harmony, rhythm, and voice-leading through analysis, composition, and creative projects.

Topics include modulation, phrase structure, binary and ternary forms, melodic and harmonic sequences, chromaticism, and modal mixture. Students engage with diverse repertoire while developing the fluency to analyze and create music in varied professional and artistic contexts. *Prerequisite*: MUS 108.

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 Basic Musicianship I 1 SH
The first of a two-semester course sequence to help students develop music reading and dictation skills. Fall *Prerequisite*: qualifying score on theory placement examination.

MUS 115 Basic Musicianship II 1 SH
The second of a two-semester course sequence to help students develop music reading and dictation skills. Spring. *Prerequisite*: MUS 114.

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.

***MUS 195 Concert Choir** 0.5 SH**
A select group of mixed voices. Open to all students in the university. Every semester.

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 205 Digital Musicianship 3 SH
This course provides instruction in music theory fundamentals through the use of present-day multitrack digital audio workstation (DAW) recording software. Every Spring.

MUS 208 Music Theory of Common Practice 2 SH
This course explores the tonal structures, voice-leading conventions, and formal designs of Western European art music from the 18th and 19th centuries. Through a combination of listening, analysis, and composition, students examine how common-practice music is constructed and how its core principles operate across different levels of structure. Topics include harmonic function, phrase models, prolongation, modulation, chromatic harmony, and formal design, with supporting work in two-voice counterpoint and SATB part-writing. *Prerequisite:* MUS 109.

MUS 209 Music IV 2 SH
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 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 improvisor 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 improvisor. 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 278 Percussion Ensemble 0.5 SH**

A select group of instrumentalists, performing repertoire in western classical, popular, and world percussion genres. Open to all students by audition.

MUS 279 Steel Band 0.5 SH**
A select group of instrumentalists, performing repertoire in calypso, soca, and popular genres. Open to all students by audition.

***MUS 280 Wind Ensemble** 0.5 SH**
A select group of wind players. Auditions open to all students in the university.

***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**

***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 371 Applied Arts Entrepreneurship 2 SH
In this course, students will create professional assets for the deployment of their self-directed arts enterprise, including a portfolio, business plan, strategic plan, and professional website. Course content will include fundamentals related to single-member business formation (LLC), state document filing requirements, and schedule C tax implications. Additionally, students will learn how to access resources available to arts professionals on local, state, and federal levels via networking, fundraising, and grant writing exercises. This course is recommended to students who have already invested several years studying their craft at a high level and are preparing to commence professional arts activity. *Prerequisites*: MUS 119 or instructor approval.

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.

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.

***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.

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.*

***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 101 Voice Workshop II 1 SH
This course is an exploration of vocal performance as it pertains to solo and ensemble singing. Subjects will include vocal basics, anatomy, production, pedagogy, solo and ensemble repertoire, warm-up routines, voice classification, choral formations, performance deportment, International Phonetic Alphabet, vocal tone, and diagnosing vocal issues. While much of the class will focus on the student's own understanding and development, an additional focus will be from the perspective of the instructor. It is expected that students in this course have experience as a vocalist or voice is their primary instrument. *Prerequisite:* Music major and MED 100 or permission of instructor.

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.

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 107 Introduction to Music Learning 1 SH
An introductory course for candidates for the Bachelor of Science in Music Education that concentrates on basic principles and practice of music education and the process of how we learn music. Topics include qualities of an effective educator, music learning theories, rote teaching, and reflective practice. Students complete and reflect upon three teaching demonstrations. *Prerequisite:* Music Major.

MED 108 Woodwind: Double Reed 1 SH

MED 110 Percussion 1 SH

MED 114 Guitar Workshop 1 SH
Guitar Workshop provides prospective music educators the ability to make use of the guitar as a teaching tool as well as facilitate guitar classes or modern band courses. The course will emphasize chordal accompaniment skills, improvisation, ensemble playing, arranging, integration of technology, and lesson planning for guitar classes and ensembles. *Prerequisite:* Music major.

MED 115 Classroom Instrument Workshop 1 SH
This course provides students the skills necessary to teach lessons using ukulele, recorder, pitched and unpitched percussion instruments in an elementary music setting. Students will learn how to sing and accompany themselves on these instruments, teach performing aspects and instrumental technique appropriate for young children, using a wide variety of musical repertoire. *Prerequisite:* Music Major.

MED 125, 126 Keyboard Competency I & II 0.5 SH each semester
Freshman level requirement.

MED 201 Modern Band Workshop 1 SH
This course provides students the skills necessary to teach guitar, bass, drums, keyboard, singing/ rapping, and pop music ensemble techniques to late elementary through high school music students. Students will learn how to teach individual instruments, form ensembles, and teach a variety of music from 1960's to the modern day. Active participation and performance on multiple instruments is expected of all students. *Prerequisite:* MUS 109 and Music major.

MED 202 Marching Band Workshop 1 SH
This course introduces students to the fundamental principles of effective design, administration, and instruction of the contemporary marching band. Students will learn how to prepare, organize, teach, and rehearse this type of ensemble. In addition, through practical assignments, guest lectures, presentations, and observations of rehearsals and performances, students will develop an understanding of genre specific pedagogy, structures, and show design for the marching band activity. *Prerequisite:* MUS 109 and Music major.

MED 203 Private Lesson Pedagogy 1 SH
This course prepares musicians to teach private lessons on their primary instrument. This lab-based course covers key aspects of music pedagogy, including learning styles, teaching strategies, and age- and level-appropriate repertoire. It also addresses practical considerations for beginning teachers, such as lesson planning, communication, and studio management. *Prerequisite*: MUS 109 and Music major.

MED 205 Late Elementary Music Pedagogy 1 SH
This course provides students the knowledge and skills necessary to teach and create lessons in an upper elementary setting that focus on the developmental stages of children grades 4-6. Pre-service teachers will learn how to implement various teaching-learning strategies and approaches that highlight musical understanding, participatory music-making, creativity, and retention skills. *Prerequisite:* Music major.

MED 204 Early Childhood Music Pedagogy 1 SH
This course provides students the skills and knowledge necessary to teach student groups aged 0-4 (infants, toddlers, preschoolers). Students will learn, identify, and apply teaching skills applicable for social-emotional, cognitive, and motor developmental stages utilizing appropriate vocal, instrumental, and movement repertoire. *Prerequisite:* Music major.

MED 206 Introduction to Music Education 2 SH
This course introduces foundations of American education and music education as a career. Primary topics will include an examination of professional and legal frameworks, cultural diversity, and music teaching practices including three teaching demonstrations with a focus on effective and efficient use of spoken language. Students will write a personal philosophy of music education and deliver an oral presentation based on that philosophy. Additionally, all students are required 20 hours of observations in an elementary music setting throughout the semester to combine course materials with real-world

experience. *Prerequisite:* GPA 2.70 or higher for music education majors and completion of 30 credits (sophomore standing).

MED 207 Pedagogy of Improvisation 1 SH
Theoretical and practical applications of improvisational vocabulary will be presented in this course. Application of the course material will bolster each student's competence as an improviser and as a teacher of improvisation, as it relates to a range of musical idioms. Areas of focus will include expansion of the tonal improvisational vocabulary through solo transcription and analysis and exploring the various types and uses of chord scale theory. *Prerequisite:* MUS 109.

MED 208 Jazz Workshop 1 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 jazz ensembles and teach jazz improvisation. *Prerequisite*: MUS 109.

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.

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.

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.

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.

THR 105 Social Issues and Justice in Theatre 2 SH
In this course, students will engage with complex issues to strengthen communities and promote change. This course will use a cross-cultural approach to survey the dynamic and effective strategies of theatre artists engaged in social justice work. This class investigates topics such as systemic violence, power, and privilege, alongside community building, ethics, and identity. Analyzing artistic processes from multiple perspectives provides frameworks to understand how students can pursue their theatrical aspirations while also working toward equity and justice for marginalized groups and communities.

Learning Area: Racial Justice (RJ)

THR 107W Play Structure and Analysis 3 SH
This course will introduce students to a range of representative dramatic works comprising the following structural frameworks: 1) Well-made play; 2) Episodic play; 3) Circular play. Each will be analyzed through the lenses of character, theme, plot, and philosophical underpinnings. The course will help students develop the ability to read, appreciate, analyze, and discuss the distinctions and similarities among the play structures within production, aesthetic, cultural, historical, and philosophical contexts. These tasks will be directed toward specific application and praxis appropriate to the courses of study for the department's BFA degrees in Performance, Design/Tech, Management, and Musical Theatre, as well as the extant BA in Theatre Arts, introducing the basic script-analysis skills necessary for exploring texts primarily for production, rather than a literary viewpoint. May be taken for major credit. Every semester. *Prerequisites:* WRT 101 or equivalent on placement exam. **Learning Area: Writing 2 & Information Literacy Tier (WIL).**

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 113 BFA Performance Studio 0 SH
This non-credit course is designed to provide students majoring in Musical Theatre a weekly, formal performance and listening experience. This course not only provides regular performance opportunities for students, but also provides them an opportunity to listen and gain exposure to the wide catalogue of repertoire available within the Musical Theatre canon. In addition, the course also provides the

opportunity for guest lectures and presentations on a variety of topics, including academic success, entrepreneurship, professional development, health, and pedagogy.

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.

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.

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.

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.

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 I: Pre – 1943 3 SH
This course offers students an opportunity to analyze the developmental history of the indigenous American art form of musical theatre. With a historical and ethical lens, students will explore the earliest origins and influences of musical theatre against the backdrop of a socially evolving and industrially developing American landscape before World War II. By engaging with a variety of genres and forms spanning over a decade of contributions from international, immigrant, enslaved, and underserved populations, this course will provide a greater understanding of the diverse communities upon which this artform was conceived.

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 214 Musical Musical Theatre History II: 1943-Present 3 SH

This course offers students an opportunity to analyze the recent developmental history of the indigenous American art form of musical theatre. With a historical and ethical lens, students will trace the development of the "Golden Age" musical as a uniquely American cultural artifact against the backdrop of an expanding American landscape after World War II. By engaging with a variety of genres and forms ranging from the mid-20th century until today, this course will explore the influences and contributions from international and underrepresented populations, both global and domestic. In turn, students will gain a greater understanding of the multicultural appropriations that are intrinsic to Musical Theatre as an art form, and how they have challenged, delighted, and often troubled audiences from diverse populations for decades.

THR/WRT 244 Playwriting Workshop 3 SH
See WRT/THR 244W.

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 261 Dialects for the Stage 2 SH
A continuation of THR 260 Voice and Diction. This course builds upon the previous study of IPA, vocal range, and elements of speech by introducing the study of selected dialects for performance, including dialects in cultural context and their application to dramatic text. *Prerequisites:* THR 260

THR 270 Black American Theatre 3 SH
This course will examine what it means to perform black identity both onstage and in the public sphere. Within the context of American theatrical, social, and political histories, we will interrogate primarily how some of the country's foremost Black and Black-identified playwrights interpret that performance in theatrical form. In addition, we will explore the history of Black/American theatre in the United States and how enslavement and post-enslavement phenomena also shaped public performance of blackness, in and out of the theatre. We will contextualize cultural, historical, performative, and theatrical modes of expression within the plays under examination to development an ethical understanding of the legacy of performing race and ethnicity before and into the 21st century. *Prerequisite:* WRT 101 or appropriate placement.

THR 271 Meisner Technique 3 SH
An introduction to Sanford Meisner's approach to developing acting technique. This course provides a step-by-step progression of exercises that develops the actor's ability to work organically off what exists, moment by moment, which leads to creating truthful, expressive behavior in acting. *Prerequisites:* THR 181

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.

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 19th century to the late 20th 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 293 Stage Combat 2 SH
Students will study and practice the mechanics of combat and violence for the stage. This course focuses on safe performance techniques for violence in both period and contemporary texts. *Prerequisites:* THR 181

THR 294 Assistant Stage Manager (ASM) 2 SH
An experiential course of study that provides students with the hands-on experience needed to serve as an Assistant Stage Manager for a mainstage production (play or musical). Repeatable with no limit

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 308 Sound Design 3 SH
This course will be an introduction, exploration, and analysis of the role of sound design and the sound

designer for theater as both an artistic and technical process. Students will examine the function and operation of various pieces of sound equipment, the process of creating a cohesive design through script analysis and collaboration, as well as the conceptualization and development of those ideas in the classroom and then executing them in labs and production assignments.

THR 310 Stage Management II 3 SH
This course is designed to provide continued study and practical application of the evaluative skills introduced in THR 210 Stage Management. Students will have the opportunity to analyze current productions through the practice of learned organizational concepts as they apply to industry collective bargaining agreements for actors, technicians, and other theatrical personnel. The continued practice of advanced techniques include refinement of recording documentation of prompt books, blocking notation, and rehearsal and performance procedures. In addition, stage management forms and formats will continue to be enhanced to reflect organizational skills. *Prerequisites:* THR 210

THR 312 Evolution of Fashion 3 SH
In this course, students will be able to identify themes related to the history of clothing through historical periods of dress, alongside the political, environmental, religious, and social trends of their time and place. Students will explore different regions of the world, analyzing their influences on fashion and dress, and translating those historical practices into designs for the stage. *Prerequisites:* THR 284

THR/WRT 346 Playwriting Workshop II 3 SH
See WRT/THR 346.

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.

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 394 Advanced Stage Lighting and Design 3 SH
A continuation of THR 384 Fundamentals of Stage Lighting. This course provides an in depth look at analyzing and designing lighting for the stage. Lighting designs will be examined and executed for various venues and types of live performance. This course will focus on refining the design process while learning the requirements and individual characteristics of each venue. *Prerequisites:* THR 384

THR 401 Musical Theatre Repertoire 3 SH
This will be a transitional course to bridge the world of academia with the professional world of musical theatre. The goal will be to complete a student's musical theatre "audition book" to ensure the student is prepared in all genres required to be a working actor. Special attention will be given to select music that is appropriate to the students' character type. *Prerequisite:* THR 389 Audition Techniques

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 483 Extended Applied Voice for BFA Musical Theatre 2 SH
Hour-long 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.

THR 488 Acting IV: Performing Shakespeare 3 SH
An exploration of the basics of performing Shakespearean text including: text analysis, character analysis and period style. Students will complete the class with multiple Shakespearean monologues prepared for audition purposes and will have experience performing Shakespearean scenes. Every other semester. *Prerequisites:* THR 181

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.

THR 494 Production Stage Manager (PSM) 3 SH
An experiential course of study that provides students with the hands-on experience needed to serve as a Production Stage Manager for a mainstage production (play or musical). Repeatable with no limit.

THR 495 Senior Showcase 1 SH
This is an advanced theatre course offered in a student's final Spring semester. This course is dedicated to the conceptualization, organization, rehearsal, and performance of a NYC Industry Showcase.

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.

Writing

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 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. Restricted to non-Professional Writing majors.

WRT 103W Composition II: Research and Writing 3 SH
This is a course dedicated to curiosity: formulating question, tracking down answers, and writing the results using credible, intentional sources. Students practice the forms, styles, and motivations for research writing from an inquiry perspective. The course builds on the composing skills, rhetoric strategies, and source-supported arguments learned in WRT 101 or COMP 101. This course is appropriate for all majors.

WRT 132 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 or COMP 101 or appropriate placement. *General Education: Humanities/Communication.*

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 or COMP 101 or appropriate placement. Non-Writing majors only. Writing majors should take WRT 243 Fiction Workshop I. This course will not count toward a minor in Writing. **.**

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. Writing majors should take WRT 242 Poetry Workshop I. This course will not count toward a minor in Writing.

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 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 committed to diversity in gender, ethnicity, nationality, genre, and cultural and professional currency. *Prerequisite*: C or above in WRT 101 or appropriate placement.

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*: Grade of C- or higher in WRT 101 or appropriate placement.

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.

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 or COMP 101 or appropriate placement.

WRT 210W Managerial Writing 3 SH
This course introduces students to the principles and practices of effective business writing. Students learn to compose documents essential to communication in business and non-profit organizations. After studying relevant rhetorical principles, students practice writing letters, memos, reports, proposals, newsletters, et al. Throughout the course, emphasis is placed on document design, editing, and proofreading. *Prerequisite*: WRT 101 or COMP 101 or appropriate placement.

WRT 242 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:* Grade of C or better in WRT 101 or COMP 101 or appropriate placement.

WRT 243 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:* Grade of C or better in WRT 101 or COMP 101 or appropriate placement.

WRT/THR 244 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*: C- or better in WRT 101 or appropriate placement. Recommended: THR 163, THR 181 or THR 182. **Competency: Creative Process (CP).**

WRT 245W 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:* C or above in WRT 101 or COMP 101 or appropriate placement.

WRT 246W Science Writing 3 SH
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*: C- grade or above in WRT 101 or COMP 101 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. Every even Spring, starting Spring 2022. *Prerequisite:* WRT101 or COMP 101 with C- or above or W placement.

WRT 255 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 C grade or higher in WRT 101 or COMP 101 or appropriate placement.

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:* WRT101 or COMP 101 with C or above or W placement

WRT 262 Forms of Fiction 3 SH
Forms of Fiction 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:* WRT101 or COMP 101 with C or above or W 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). *Prerequisite*: C or above in WRT 101 or COMP 101 or appropriate placement.

WRT 271 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*: C- or above in WRT 101 or COMP 101 or appropriate placement.

WRT 273W 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 COMP 101 or appropriate placement.

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 courses 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 genre, ethnicity, nationality, genre, and cultural professional currency. This course does not presume knowledge of material covered in WRT 171, WRT 172 or WRT 273W.

WRT 275 Topics in Professional Writing 3 SH
A writing workshop course on a hot topic, new trend or special subject in the writing profession. *Prerequisite*: C- or better in WRT 101 or appropriate placement.

WRT 276 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*: C- or above in WRT 101 or COMP 101 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- or better in WRT 101 or COMP 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: WRT 101/101P or appropriate placement*.

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*: WRT 101/101P or appropriate placement, 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*: C or better in WRT 101 Composition or appropriate placement.

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. *Prerequisite*: WRT 101 or COMP 101 or appropriate placement.

WRT 338 Writing about Specialized Subjects 3 SH
This workshop focuses on learning and developing the skills required to specialize in writing about a specific field or topic. Each student will work with the instructor to choose a specific topic or subject to concentrate on for the semester, and through the prism of that topic/subject, will learn, deepen, and sharpen their researching, interviewing, reporting, investigating, and writing skills through a focused series of non-fiction, stories, articles, essays, etc. in their respective specialized topic/ subject. *Prerequisite*: C or better in WRT 101 or COMP 101.

WRT 339 The 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*: C or better in WRT 101 or appropriate placement. WRT 271 highly recommended but not required.

WRT 340W 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 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. *Prerequisites:* C or higher in WRT 242 and C or higher in WRT 261.

WRT 343 Fiction Workshop II 3 SH
A course that 1) provides a rigorous overview of one specific genre, 2) asks that students study and critique writers and writings in the specific genre from the perspective of craft, 3) asks students to write their own stories in the specific genre, and 4) asks that students critique each other's work in workshop settings. This course may be taken more than once so long as the topic is different. *Prerequisite*: C or higher in WRT 243 and C or above in WRT 262.

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. *Prerequisites:* WRT 101 or COMP 101 with C or above or W placement; either WRT 133, WRT 134, WRT 242, or WRT 243 recommended.

WRT/THR 346 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 or WRT 244 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 371W 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.

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.

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- or better in WRT 101 or appropriate placement.

WRT 377W The Writing Life: Topic 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- 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 441 Magazine Editing 3 SH
Students registering for this course will constitute the Student Editorial Board of a department-sponsored, online magazine. In this hands-on learning experience, students will publicize, design, and publish the magazine under the direction of several faculty mentors who will team-teach the course. Students will be directly involved in every aspect of the magazine's operation, including but not limited to high-level editorial vision, back-office organization, soliciting and accepting submissions, copyediting, design, etc. Professional Writing majors may take the course once for Writing Elective or Option Course credit and may repeat for General Elective credit. The course is open to all Writing and English majors and minors; it is open to other students (who may take and repeat for elective credit) with permission of the Chairperson of the Department of Writing and Literature. Offered every semester. *Prerequisites: B or higher in two WRT or ENG courses at 202 level or higher; or permission*

of the Chairperson of Writing and Literature.

WRT 442 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 writing-intensive (W2) course.

WRT 446 Topics in Professional Writing 3 SH
A writing workshop course on a hot topic, new trend or special subject in the writing profession. *Prerequisite: Three courses in the major or permission of instructor.*

WRT 462 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. Instructor permission is required to take this course.

WRT 490 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.

Other

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

Artificial Intelligence

Counselor Education: School

Counselor Education: Clinical Mental Health

Education: Option in Instructional Technology

Education: Literacy and Language Arts

Education: Special Education (K-12)

Homeland Security

Human Nutrition

Integrative Biological Diversity

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

Master of Music Degree

Master of Music

Doctor Programs

Doctor of Nursing Practice

Doctor of Instructional Leadership

Doctor of Education in Nursing Education

Western Connecticut State University

Graduate Admissions, Old Main 101

181 White Street
Danbury, CT 06810
graduateadmissions@wcsu.edu / (203) 837-8243

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, Performing and Communication 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 (203) 837-8685

Campus & Student Centers, Student Center 227 (203) 837-8211

Auxiliary Services, O'Neil Center, (203) 837-8395

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

Counseling Services, 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 Services, Litchfield Hall (203) 837-8594

Housing & Residence Life, Pinney Halln(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

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Office of the President Senior Staff

Stephen Hegedus Provost & Vice President for Academic Affairs

Ronald Thomas Interim Vice President for Finance & Administration/Chief Financial Officer

Fred Cratty Chief Human Resource Office

Jennifer Labate Chief Diversity, Equity & Inclusion Officer/Title IX Coordinator

Deans

Michelle Brown Dean, Macricostas School of Arts and Sciences

Joan Palladino Dean, School of Professional Studies

Erica Thompson Interim Dean, Student Affairs

Siamack Shojai Dean, Ancell School of Business

Brian Vernon Dean, School of Visual, Performing and Communication Arts

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