

# Quinnipiac

A group of four diverse college students are walking along a brick-paved path in front of a large, modern university building. The building features a mix of brick and white walls with large, multi-paned windows. The students are dressed in casual attire; the woman in the foreground wears a plaid scarf and a Starbucks cup, while the man next to her wears a maroon hoodie and a backpack. They are all smiling and appear to be in conversation.

The Official Bulletin of  
Quinnipiac University  
2018–19 Catalog

# THE OFFICIAL BULLETIN OF QUINNIPIAC UNIVERSITY

---

## 2018-19 Catalog

Quinnipiac University's online catalog provides descriptions of courses, majors and minors offered by academic departments and programs, as well as other university-wide information such as the academic calendar, academic regulations, facilities, financial aid and tuition costs. Degree, major and minor requirements specified in the 2018-19 Catalog are valid for the Class of 2022. Other classes should follow the degree, major and minor requirements specified in the catalog for the year in which they entered Quinnipiac University. For additional questions, please contact the Dean's Office for the associated school.

Copyright © 2018  
Quinnipiac University

Hamden and North Haven, Connecticut

Visit us at qu.edu (<http://www.quinnipiac.edu>)  
[Facebook.com/quinnipiacuniversity](https://www.facebook.com/quinnipiacuniversity)  
Follow us on Twitter @QuinnipiacU ([https://twitter.com/QuinnipiacU?](https://twitter.com/QuinnipiacU?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor)  
[ref\\_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor](https://twitter.com/QuinnipiacU?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor))

## Sustainability Initiatives

We, as members of the Quinnipiac Community, strongly believe it is our responsibility to work toward a more environmentally sustainable society. The university utilizes renewable electricity and single-stream recycling. Campus buildings feature energy-efficient heating and cooling units, energy-efficient lighting fixtures, Green Guard carpeting and windows with energy-efficient thermal glazing. Whenever possible, environmentally friendly paper and supplies are used. In fact, the initiative to move to an online catalog was approved in part because of the savings in paper for printed copies.

No section of this catalog may be copied or reproduced without the permission of the Division of Public Affairs, Quinnipiac University.

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

# TABLE OF CONTENTS

Statements on Nondiscrimination and Compliance .....	8	Essential Learning Outcomes .....	30
Accreditations and Professional Memberships .....	9	Experiential Learning Certificates .....	31
About Quinnipiac University .....	10	Grading System .....	31
Academic Calendar .....	10	Graduate Degree Programs .....	32
Quinnipiac's Mission .....	13	Honors Program .....	34
A Student-Oriented University .....	13	Majors .....	34
Admissions .....	13	Minors .....	35
Advanced Standing/Placement .....	15	Pre-Dental Studies .....	36
Tuition and Fees .....	15	Pre-Law .....	37
Financial Aid .....	16	Pre-Medical Studies .....	38
Reserve Officer Training Corps (ROTC) .....	16	Requirements for Graduation .....	39
Student Resources and Services .....	17	Service Learning Courses .....	40
Albert Schweitzer Institute .....	17	Study Abroad .....	40
Carl Hansen Student Center .....	17	University Curriculum .....	41
Campus Life .....	18	Quinnipiac University Policies .....	49
CARE .....	18	Academic Good Standing (General) .....	49
Career Development .....	19	Academic Good Standing (Program Level) .....	51
Clubs and Organizations .....	19	Academic Integrity .....	52
Community Service .....	19	Animals on Campus .....	60
Counseling Services .....	20	Background Checks .....	65
Cultural and Global Engagement .....	20	Class Attendance .....	65
Fraternity and Sorority Life .....	21	Course and Credit Requirements .....	65
Laptop Program .....	21	Disabilities .....	66
Learning Commons .....	21	Final Examination .....	86
Public Safety .....	22	Grievance .....	87
Religious Life .....	22	Harassment and Discrimination .....	87
Residential Life .....	23	Inclement Weather .....	88
Rocky Top Student Center .....	23	Leaves of Absence .....	88
Student Affairs .....	24	Pregnant and Parenting Students .....	89
Student Health Services .....	24	Procedure to Appeal a Final Grade .....	90
Technology Assistance .....	25	Repeat of Courses with Grade of F, D or C- .....	91
Transitional Services for Underrepresented Students .....	25	Student Records .....	91
Athletics and Recreation .....	25	Title IX .....	92
Campus Resources .....	26	Transfer of Credit Policy .....	101
Academics .....	29	Transfer Credit from Other Institutions .....	102
Academic Honors .....	29	Tutorial Study .....	102
Academic Outcomes Assessment .....	29	Use of Graduate Course Credits by Undergraduate Students .....	102
Center for Excellence in Teaching and Service to Students .....	29	Variant Procedure .....	103
Center for Interprofessional Healthcare Education .....	30	Withdrawal from a Course .....	103
Center for Teaching and Learning .....	30	Withdrawal from the University .....	103
		College of Arts and Sciences .....	104
		Collaborative for Interdisciplinary/Integrative Studies .....	107

Department of Biological Sciences .....	107	Bachelor of Science in Psychology .....	139
Bachelor of Science in Biology .....	108	Minor in Psychology .....	140
Minor in Biology .....	110	Department of Sociology, Criminal Justice and Anthropology .....	141
Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) .....	111	Bachelor of Arts in Criminal Justice .....	142
Dual-Degree BS/MS in Molecular and Cell Biology (4+1) .....	112	Bachelor of Arts in Gerontology .....	143
Master of Science in Molecular and Cell Biology .....	113	Bachelor of Arts in Sociology .....	144
Department of Chemistry and Physical Sciences .....	115	Minor in Anthropology .....	145
Bachelor of Science in Biochemistry .....	115	Minor in Criminal Justice .....	145
Bachelor of Science in Chemistry .....	116	Minor in Gerontology .....	146
Minor in Chemistry .....	117	Minor in Sociology .....	146
Department of Economics .....	117	Department of Visual and Performing Arts .....	147
Bachelor of Science in Economics .....	117	Bachelor of Arts in Game Design and Development .....	147
Minor in Economics .....	118	Bachelor of Arts in Theater .....	149
Department of English .....	119	Accelerated Dual-Degree BA/MBA in Theater (3+1) .....	150
Bachelor of Arts in English .....	119	Minor in Fine Arts .....	151
Minor in English .....	121	Minor in Game Design and Development .....	152
Department of History .....	122	Minor in Music .....	152
Bachelor of Arts in History .....	122	Minor in Theater .....	153
Minor in History .....	122	Performing Arts Workshop .....	153
Department of Legal Studies .....	124	Interdisciplinary Minors .....	153
Bachelor of Arts in Law in Society .....	124	Minor in Asian Studies .....	153
Minor in Dispute Resolution .....	125	Minor in Global Public Health .....	154
Minor in Law in Society .....	126	Minor in History and Philosophy of Science .....	154
Minor/Certificate in Legal Studies .....	126	Minor in International Studies .....	155
Department of Mathematics .....	127	Minor in Irish Studies .....	155
Bachelor of Arts in Mathematics .....	127	Minor in Middle Eastern Studies .....	156
Minor in Applied Statistics and Data Science .....	128	Minor in Sports Studies .....	156
Minor in Mathematics .....	129	Minor in Women's and Gender Studies .....	157
Department of Modern Languages, Literatures and Cultures .....	129	School of Business .....	158
Bachelor of Arts in Spanish Language and Literature .....	129	Bachelor of Business Administration .....	164
Minor in French .....	130	Department of Accounting .....	165
Minor in Italian .....	130	Bachelor of Science in Accounting .....	166
Minor in Spanish .....	131	Minor in Accounting .....	166
Department of Philosophy and Political Science .....	131	Department of Computer Information Systems .....	167
Bachelor of Arts in Philosophy .....	131	Bachelor of Science in Computer Information Systems .....	167
Bachelor of Arts in Political Science .....	132	Bachelor of Science in Computer Information Systems and Accounting .....	168
Minor in Philosophy .....	135	Minor in Business Analytics .....	169
Minor in Political Science .....	135	Minor in Computer Information Systems .....	169
QU in DC .....	136	Department of Entrepreneurship and Strategy .....	169
Department of Psychology .....	136	Bachelor of Science in Entrepreneurship and Small Business Management .....	170
Bachelor of Science in Behavioral Neuroscience .....	137		



Minor in Entrepreneurship and Small Business Management .....	171	Bachelor of Science in Computer Science .....	198
Department of Finance .....	171	Bachelor of Science in Industrial Engineering .....	199
Bachelor of Science in Finance .....	171	Bachelor of Science in Mechanical Engineering .....	200
Minor in Finance .....	172	Bachelor of Science in Software Engineering .....	202
Department of International Business .....	173	Minor in Computer Science .....	203
Bachelor of Science in International Business .....	173	School of Health Sciences .....	205
Global Supply Chain Certificate .....	174	Department of Athletic Training and Sports Medicine .....	207
Minor in International Business .....	175	Bachelor of Science in Athletic Training .....	207
Department of Management .....	175	Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (4+3) .....	211
Bachelor of Science in Management .....	175	Department of Biomedical Sciences .....	213
Minor in Management .....	176	Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) .....	213
Department of Marketing .....	177	Bachelor of Science in Biomedical Sciences .....	215
Bachelor of Science in Biomedical Marketing .....	177	Bachelor of Science in Health Science Studies .....	217
Bachelor of Science in Marketing .....	177	Bachelor of Science in Microbiology and Immunology .....	220
Minor in Marketing .....	178	Dual-Degree BS/MHS in Biomedical Sciences (4+1) .....	222
Minor in Business .....	178	Independent Study Opportunities .....	225
School of Communications .....	180	Minor in Biomedical Sciences .....	226
Department of Film, Television and Media Arts .....	181	Minor in Microbiology and Immunology .....	226
Bachelor of Arts in Film, Television and Media Arts .....	182	Online Health Science Studies—BS Completion Track .....	227
Bachelor of Fine Arts in Film, Television and Media Arts .....	183	Department of Diagnostic Imaging .....	228
Minor in Film and Television .....	184	Bachelor of Science in Diagnostic Medical Sonography .....	228
Department of Interactive Media and Design .....	185	BS in Diagnostic Medical Sonography 3-Year .....	229
Bachelor of Arts in Graphic and Interactive Design .....	185	BS in Diagnostic Medical Sonography 4-Year .....	231
Department of Journalism .....	186	Bachelor of Science in Radiologic Sciences .....	233
Bachelor of Arts in Journalism .....	186	BS in Radiologic Sciences 3-Year Program .....	235
Minor in Journalism .....	188	BS in Radiologic Sciences 4-Year Program .....	237
Department of Media Studies .....	188	Department of Occupational Therapy .....	240
Bachelor of Arts in Communications .....	188	Dual-Degree BS/MOT .....	240
Minor in Media Studies .....	189	Department of Physical Therapy .....	243
Department of Strategic Communication .....	190	Freshman Entry Bachelor of Science to Doctor of Physical Therapy .....	245
Bachelor of Arts in Advertising and Integrated Communications .....	190	Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) .....	247
Bachelor of Arts in Public Relations .....	191	Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) .....	249
Minor in Advertising and Integrated Communications .....	192	Department of Physician Assistant Studies .....	250
Minor in Public Relations .....	192	Entry-Level Master's Physician Assistant .....	251
Accelerated Dual-Degree (3+1) .....	193	Dual-Degree BS in Health Science Studies/MHS Physician Assistant .....	251
School of Education .....	194	Department of Social Work .....	254
School of Engineering .....	195	Netter School of Medicine .....	255
Department of Engineering .....	195	School of Nursing .....	256
Bachelor of Arts in Computer Science .....	196		
Bachelor of Science in Civil Engineering .....	197		

Accelerated BSN Program for Second Degree Students .....	257	Master of Science in Sports Journalism .....	298
Bachelor of Science in Nursing .....	259	Dual-Degree BA/MS or BS/MS in Interactive Media and Communications .....	299
RN to BSN Completion Program (online) .....	261	Dual-Degree BA/MS or BS/MS in Journalism .....	299
Part-time Undergraduate Studies .....	263	Dual-Degree BA/MS or BS/MS in Public Relations .....	299
Bachelor of Arts in Liberal Studies .....	264	Dual-Degree BA/MS or BS/MS in Sports Journalism .....	300
Bachelor of Science in Health Science Studies .....	264	Graduate Certificate in Social Media .....	300
Individualized Bachelor's Degree Program .....	265	Graduate Certificate in User Experience Design .....	300
Graduate Studies .....	266	School of Education .....	194
Graduate Academic Policies .....	270	Graduate MAT Degree in Secondary Education .....	301
College of Arts and Sciences .....	270	Graduate MAT in Elementary Education .....	303
Master of Science in Molecular and Cell Biology .....	113	Master of Science in Instructional Design .....	304
Accelerated Dual-Degree Bachelor's/MSW (3+2) .....	272	Master of Science in Special Education .....	306
Accelerated Dual-Degree BA/MBA in Theater (3+1) .....	150	Master of Science in Teacher Leadership .....	307
Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) .....	274	Online Course Design Certificate .....	308
Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) .....	276	Sixth-Year Diploma in Educational Leadership .....	308
Dual-Degree BA/MBA (4+1) .....	278	Special Education Certificate of Completion .....	310
Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) .....	111	School of Engineering .....	310
Dual-Degree BS/MS in Molecular and Cell Biology (4+1) .....	112	Master of Science in Cybersecurity .....	310
Pre-Law .....	37	School of Health Sciences .....	311
School of Business .....	282	Advanced Medical Imaging and Leadership .....	312
Certificate in Long-Term Care Administration .....	283	Biomedical Sciences Program .....	314
Master of Business Administration .....	283	Cardiovascular Perfusion Program .....	316
Accelerated Dual-Degree BS/MBA (3+1) .....	285	Doctor of Physical Therapy (DPT) .....	318
Dual-Degree BS/MBA (4+1) .....	287	Master of Social Work .....	320
Dual-Degree JD/MBA .....	287	Occupational Therapy Online Certificate of Advanced Graduate Studies .....	323
MBA-Finance Track .....	288	Online Post-Professional Occupational Therapy Doctorate (OTD) .....	324
MBA-SCM Track (Supply Chain Management) .....	288	Pathologists' Assistant Program .....	326
MBA-HCM Track (Health Care Management) .....	289	Physician Assistant Program .....	328
Master of Science in Accounting .....	289	Radiologist Assistant Program .....	331
Accelerated Dual-Degree BS/MS in Accounting (3+1) .....	290	School of Law .....	333
Dual-Degree Bachelor's/MS in Accounting (4+1) .....	291	Academic Calendar .....	334
Master of Science in Business Analytics .....	292	Juris Doctor .....	334
Master of Science in Organizational Leadership .....	293	Part-Time Juris Doctor .....	335
School of Communications .....	294	Pre-Law .....	37
Master of Science in Interactive Media and Communications .....	294	Dual-Degree JD/MBA .....	337
Master of Science in Journalism .....	295	Dual-Degree JD/MELP .....	337
Master of Science in Public Relations .....	296	Dual-Degree JD/MSW .....	337
Master of Science in Public Relations - Online/Professional Track .....	297	Civil Advocacy and Dispute Resolution .....	337
		Criminal Law and Advocacy .....	339
		Family Law .....	340

Health Law .....	342	Computer Information Systems (CIS) .....	410
Intellectual Property .....	343	Computer Science (CSC) .....	412
International Law and Policy .....	344	Criminal Justice (CJ) .....	414
Tax Law .....	346	Radiologic Sciences (RS) .....	417
Workplace Law .....	347	Diagnostic Medical Sonography (DMS) .....	419
Clinics and Externship Courses .....	348	Drama (DR) .....	421
LLM in Health Law .....	349	Economics (EC) .....	424
Certificate in Health Care Compliance .....	349	Education (ED) .....	426
Summer Program Abroad .....	350	Engineering (ENR) .....	429
Academic Regulations .....	350	English (EN) .....	429
Refund Policy .....	356	Entrepreneurship (ENT) .....	436
School of Medicine .....	358	Film, Television and Media Arts (FTM) .....	437
School of Nursing .....	358	Finance (FIN) .....	439
Doctor of Nursing Practice (DNP) .....	358	First-Year Seminar (FYS) .....	441
Post-Bachelor's DNP: Adult-Gerontology Nurse Practitioner .....	360	Fitness, Leisure and Wellness (FLW) .....	441
Post-Bachelor's DNP: Family Nurse Practitioner .....	362	French (FR) .....	445
Post-Bachelor's DNP: Nurse Anesthesia .....	363	Game Design & Development (GDD) .....	446
Post-Master's DNP: Care of Populations .....	365	Geography (GP) .....	448
Post-Master's DNP: Nursing Leadership .....	366	German (GR) .....	448
Master of Science in Nursing .....	368	Gerontology (GT) .....	449
MSN Operational Leadership .....	369	Global Public Health (GPH) .....	450
RN to MSN Program (online) .....	370	Health Management (HM) .....	450
Quinnipiac University Online .....	373	Health Science (HSC) .....	451
To Communicate with University Offices .....	377	Hebrew (HBR) .....	454
Personnel .....	378	History (HS) .....	455
Academic Awards and Honor Societies .....	379	Industrial Engineering (IER) .....	462
Undergraduate Courses .....	385	Interactive Digital Design (IDD) .....	464
Accounting (AC) .....	385	International Business (IB) .....	464
Anthropology (AN) .....	386	Irish Studies (IRST) .....	466
Arabic (ARB) .....	387	Italian (IT) .....	466
Art (AR) .....	388	Japanese (JP) .....	467
Athletic Training (AT) .....	390	Journalism (JRN) .....	467
Biology (BIO) .....	393	Law (LW) .....	469
Biomedical Sciences (BMS) .....	398	Legal Studies (LE) .....	469
Business (SB) .....	402	Management (MG) .....	472
Career Practicum (CAR) .....	403	Marketing (MK) .....	474
Chemistry (CHE) .....	403	Mathematics (MA) .....	476
Chinese (CN) .....	405	Mechanical Engineering (MER) .....	480
Civil Engineering (CER) .....	406	Media Studies (MSS) .....	483
College of Arts and Sciences (CAS) .....	409	Music (MU) .....	484
Communications (COM) .....	409	Nursing (NUR) .....	486
		Occupational Therapy (OT) .....	489

Philosophy (PL) .....	492	Nursing (NUR) .....	587
Physician Assistant (PY) .....	496	Occupational Therapy (OT) .....	593
Physics (PHY) .....	497	Organizational Leadership (OL) .....	596
Political Science (PO) .....	498	Pathology (PA) .....	597
Psychology (PS) .....	503	Perfusion (PR) .....	599
QU Seminars (QU) .....	508	Physical Therapy (PT) .....	600
Radiologic Sciences (RS) .....	417	Physician Assistant (PY) .....	604
Science (SCI) .....	511	Psychology (PS) .....	608
Sociology (SO) .....	511	Radiologist Assistant (RA) .....	608
Software Engineering (SER) .....	515	Social Work (SW) .....	610
Spanish (SP) .....	517	Sociology (SO) .....	615
Special Education (SPED) .....	518	Spanish (SP) .....	615
Sports Studies (SPS) .....	520	Special Education (SPED) .....	615
Strategic Communication (STC) .....	522	Strategic Communication (STC) .....	617
Women's and Gender Studies (WS) .....	524	Strategy (STR) .....	619
Graduate Courses .....	527	Index .....	620
Accounting (AC) .....	527		
Advanced Medical Imaging (AMI) .....	528		
Anesthesiology (ANE) .....	530		
Biology (BIO) .....	534		
Biomedical Sciences (BMS) .....	535		
Business Analytics (BAN) .....	540		
Computer Information Systems (CIS) .....	541		
Cybersecurity (CYB) .....	541		
Economics (EC) .....	543		
Educational Leadership (EDL) .....	543		
Educational (ED) .....	546		
English (EN) .....	550		
Entrepreneurship (ENT) .....	550		
Finance (FIN) .....	551		
Health Management (HM) .....	552		
Health Science (HSC) .....	553		
History (HS) .....	554		
Instructional Design (IDN) .....	555		
Interactive Media (ICM) .....	556		
International Business (IB) .....	557		
Journalism (JRN) .....	558		
Law (LAWS) .....	560		
Management (MG) .....	583		
Marketing (MK) .....	584		
Master of Business Administration (MBA) .....	585		
Mathematics (MA) .....	586		



# STATEMENTS ON NONDISCRIMINATION AND COMPLIANCE

---

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

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

## **Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct**

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state laws, Quinnipiac University has developed policies that prohibit discrimination and misconduct on the basis of gender, such as sexual misconduct, sexual violence, sexual harassment, intimate partner violence, stalking and any other gender-based harassment or misconduct.

Quinnipiac University is committed to providing an environment free from all forms of gender or sex discrimination and sexual misconduct. Members of the university community, guests and visitors have a right to be free from sexual harassment, violence and of gender-based discrimination and harassment. The policy is intended to define community standards and to outline the investigation and grievance process when those standards are violated.

These policies apply regardless of the complainant's or respondent's sexual orientation, sex, gender identity or expression, age, race, nationality, religion or ability. Harassment or discrimination based upon an individual's sexual orientation may be considered gender-based and be subject to the policy. Also, prohibitions against discrimination and harassment do not extend to statements or written materials that are germane to the classroom or academic course of study.

Title IX inquiries may be referred to the Title IX coordinator, Terri Johnson, associate vice president for operations, at 203-582-8731.

Please see the Title IX (p. 92) page for the full policy.

# ACCREDITATIONS AND PROFESSIONAL MEMBERSHIPS

Quinnipiac University is accredited by the New England Commission of Higher Education.

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

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

Inquiries regarding the accreditation status by the commission should be directed to the administrative staff of the institution. Individuals also may contact:

New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
781-425-7785  
Email: [cihe@neasc.org](mailto:cihe@neasc.org)

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

All programs in the Schools of Health Sciences and Nursing have been approved by appropriate state and national agencies or are in the process of accreditation. The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The graduate physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The pathologists' assistant program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The MSW program is fully accredited by the Council on Social Work Education (CSWE). The bachelor's degree program in radiologic sciences is accredited by the Joint Review Committee on Education in Radiologic Technology. The cardiovascular perfusion program is accredited by the Commission on Accreditation of Allied Health Education Programs. The bachelor's degree in nursing, the master's degree in nursing, and the doctor of nursing practice programs at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education (CCNE). The nurse anesthesia program is also accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

Quinnipiac's undergraduate and graduate business programs are accredited by AACSB International—The Association to Advance

Collegiate Schools of Business. As a school of business with AACSB-accredited business programs, Quinnipiac meets or exceeds established standards, as determined by periodic AACSB peer group review. The AACSB quality standards relate to curriculum, faculty resources, admission, degree requirements, library and computer facilities, financial resources and intellectual climate. The BS in computer information systems program is accredited by the Computing Accreditation Commission of ABET Inc (<http://www.ABET.org>).

The BS in civil engineering, industrial engineering, mechanical engineering and software engineering programs are accredited by the Engineering Accreditation Commission of ABET Inc., [abet.org](http://www.abet.org) (<http://www.abet.org>).

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

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

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

The Frank H. Netter MD School of Medicine is accredited by the Liaison Committee on Medical Education. The school is also authorized by the state of Connecticut to award the MD degree. The Frank H. Netter MD School of Medicine is a member of the American Association of Medical Colleges.

Quinnipiac University Online participates in the National Council for State Authorization Reciprocity Agreement's SARA Initiative. The SARA Initiative was established to make high-quality online learning institutions more widely accessible to students through a uniform standard for distance learning across state borders.

Students may review information on the various accrediting agencies and accrediting reports by contacting the Office of Academic Innovation & Effectiveness.

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

# ABOUT QUINNIPIAC UNIVERSITY

Quinnipiac is a thriving, three-campus university located in southern Connecticut. As an independent, not-for-profit institution, it offers more than 110 programs to an estimated 7,305 undergraduates and 2,895 graduate, medical and law students. The university, founded in New Haven in 1929 with an emphasis on business, was known as the Connecticut College of Commerce until it changed its name in 1951 to Quinnipiac College. Soon thereafter, having outgrown its New Haven surroundings, the school moved to its 250-acre Mount Carmel Campus in Hamden, Connecticut, 90 minutes north of New York City, two hours from Boston and eight miles from metropolitan New Haven.

In 2000, the name Quinnipiac University was adopted to better reflect the quality and diversity of the school's programs at both the undergraduate and graduate levels. Over the years, Quinnipiac has experienced dramatic and steady growth in the quality and scope of its academic programs. Our eight professional schools and the College of Arts and Sciences offer programs in business, communications, education, engineering, health sciences, law, medicine, nursing and the arts and sciences.

The Mount Carmel Campus, next to Sleeping Giant State Park, contains academic buildings and residence halls. The nearby 250-acre York Hill Campus houses the People's United Center, residence halls for 2,000 students, the Rocky Top Student Center, a fitness facility and a 2,000-car parking garage. A third 150-acre campus in North Haven serves as home to the School of Education, School of Health Sciences, School of Law, School of Nursing, the Frank H. Netter MD School of Medicine and other graduate programs.

Quinnipiac consistently ranks among the top regional universities in the North in U.S. News & World Report's America's Best Colleges issue. Throughout its history, Quinnipiac has remained true to its three core values: high-quality academic programs, a student-oriented environment and a sense of community. The university is easily reached via the Connecticut Turnpike (Interstates 95 and 91), the Merritt Parkway (Route 15) and Interstate 84.

## Academic Calendar

### 2018–19 Academic Calendar<sup>1</sup>

#### Fall 2018

August 18	Saturday	New graduate student orientation
August 22–23	Wed–Thurs	First-year student orientation, session VI
August 24	Friday	Transfer student welcome, session II
August 24–26	Fri–Sun	Welcome Weekend
August 27	Monday	Undergraduate and graduate classes begin; online classes begin
August 31	Friday	Add/drop registration period ends
September 3	Monday	Labor Day—university holiday; no classes
September 8	Saturday	All Saturday classes begin
September 19	Wednesday	Yom Kippur—university holiday; no classes

September 21	Friday	Last day to withdraw from 1st 7-week online courses (Aug 27-Oct 13) with a grade of "W" <sup>2</sup>
September 22	Saturday	Open House for prospective undergraduate students
October 5–6	Fri–Sat	Alumni Weekend
October 8–13	Mon–Sat	Midterm examination period for 100-level courses
October 12–14	Fri–Sun	Parents & Family Weekend
October 13	Saturday	Online classes end for 1st 7-week online courses (Aug 27-Oct 13)
October 21	Sunday	Open House for prospective undergraduate students
October 22	Monday	Online classes begin for 2nd 7-week online courses (Oct 22-Dec 15)
October 24	Wednesday	Midterm grades due for 100-level courses
November 2	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Aug 27 – Dec 15) with a grade of "W" <sup>2</sup>
November 10	Saturday	Open House for prospective undergraduate students
November 16	Friday	Last day to withdraw from 2nd 7-week online courses (Oct 22-Dec 14) with a grade of "W" <sup>2</sup>
Nov 19–24	Mon–Sat	No classes
Nov 22–23	Thurs–Fri	Thanksgiving holiday—university closed
December 2	Sunday	Open House for prospective undergraduate students
December 8	Saturday	Undergraduate and graduate on-campus classes end
Dec 10–15	Mon–Sat	Final examination period—undergraduate and graduate on-campus classes
December 15	Saturday	Online classes end
December 17	Monday	Final grades due
Dec. 24–Jan. 1	Mon–Tue	University closed for Winter Break

#### January Term 2019

January 2	Wednesday	Undergraduate and graduate classes begin
January 3	Thursday	Add/drop registration period ends
January 11	Friday	Last day to withdraw with a grade of "W" <sup>2</sup>
January 18	Friday	Classes end; final examinations
January 21	Monday	Martin Luther King Jr. Day—university holiday; no classes <sup>3</sup>
January 22	Tuesday	Final grades due

#### Spring 2019

January 15	Tuesday	New graduate student orientation
January 18	Friday	New undergraduate student orientation
January 21	Monday	Martin Luther King Jr. Day—university holiday; no classes <sup>3</sup>
January 22	Tuesday	Undergraduate and graduate classes begin; online classes begin
January 26	Saturday	Saturday classes begin
January 28	Monday	Add/drop registration period ends

February 15	Friday	Last day to withdraw from 1st 7-week online courses (Jan 22-Mar 9) with a grade of "W" <sup>2</sup>
March 3	Sunday	Open House for prospective undergraduate students
March 4–9	Mon–Sat	Midterm examination period for 100-level courses
March 9	Saturday	Online classes end for 1st 7-week online courses (Jan 22-Mar 9)
March 11–16	Mon–Sat	Undergraduate and graduate spring recess
March 18	Monday	Online classes begin for 2nd 7-week online courses (Mar 18 – May 11)
March 20	Wednesday	Midterm grades due for 100-level courses
March 28	Thursday	Last day to withdraw from undergraduate and graduate 15-week courses (Jan 22 – May 11) with a grade of "W" <sup>2</sup>
March 30–31	Sat–Sun	Admitted Student Days
April 5	Friday	Last day to withdraw from for 2nd 7-week online courses (Mar 18 – May 11) with a grade of "W" <sup>2</sup>
April 19	Friday	Good Friday—university holiday; no classes <sup>3</sup>
May 4	Saturday	Undergraduate and graduate on-campus classes end
May 6–11	Mon–Sat	Final examination period—undergraduate and graduate on-campus classes
May 11	Saturday	Online classes end Graduate Commencement <sup>3</sup>
May 12	Sunday	Frank H. Netter MD School of Medicine and School of Law Commencement <sup>3</sup>
May 13	Monday	Final grades due
May 18–19	Sat–Sun	Undergraduate Commencement <sup>3</sup>

### Summer Orientation and Open House 2019

May 20	Monday	New graduate student orientation
May 27	Monday	Memorial Day—university holiday; no classes <sup>3</sup>
June 2	Sunday	Open House for prospective undergraduate students
June 6–7	Thurs–Fri	First-year student orientation, session I
June 10–11	Mon–Tues	First-year student orientation, session II
June 13–14	Thurs–Fri	First-year student orientation, session III
June 17–18	Mon–Tues	First-year student orientation, session IV
June 20–21	Thurs–Fri	First-year student orientation, session V
June 24	Monday	Transfer student welcome, session I

### Summer I Term 2019

May 20	Monday	Undergraduate and graduate classes begin
May 21	Tuesday	Add/drop registration period ends
May 27	Monday	Memorial Day—university holiday; no classes <sup>3</sup>
June 7	Friday	Last day to withdraw from 5-week courses (May 20 - Jun 21) with a grade of "W" <sup>2</sup>
June 17	Monday	Last day to withdraw from 7-week courses (May 20 – Jul 3) with a grade of "W" <sup>2</sup>

June 21	Friday	Undergraduate and graduate classes end (5-week courses)
June 24	Monday	Final grades due (5-week courses)
July 3	Wednesday	Undergraduate and graduate classes end (7-week courses)
July 4–5	Thurs–Fri	Independence Day—university holiday; no classes <sup>3</sup>
July 8	Monday	Last day to withdraw from 12-week courses (May 20 – Aug 9) with a grade of "W" <sup>2</sup> Final grades due (7-week courses)
August 9	Friday	Undergraduate and graduate classes end (12-week courses)
August 12	Monday	Final grades due (12-week courses)

### Summer II Term 2019

July 8	Monday	Undergraduate and graduate classes begin
July 9	Tuesday	Add/drop registration period ends
July 26	Friday	Last day to withdraw from 5-week courses (Jul 8 – Aug 9) with a grade of "W" <sup>2</sup>
August 5	Monday	Last day to withdraw from 7-week courses (Jul 8 – Aug 23) with a grade of "W" <sup>2</sup>
August 9	Friday	Undergraduate and graduate classes end (5-week courses)
August 12	Monday	Final grades due (5-week courses)
August 23	Friday	Undergraduate and graduate classes end (7-week courses)
August 26	Monday	Final grades due (7-week courses)

## 2019–20 Academic Calendar <sup>1</sup>

### Fall 2019

August 17	Saturday	New graduate student orientation
August 21 – 22	Wed–Thurs	First-year student orientation, session VI
August 23	Friday	Transfer student welcome, session II
August 23–25	Fri–Sun	Welcome Weekend
August 26	Monday	Undergraduate and graduate classes begin; online classes begin
August 30	Friday	Add/drop registration period ends
September 2	Monday	Labor Day—university holiday; no classes
September 7	Saturday	All Saturday classes begin
September 20	Friday	Last day to withdraw from 1st 7-week online courses (Aug 26 – Oct 12) with a grade of "W" <sup>2</sup>
September 21	Saturday	Open House for prospective undergraduate students
October 7–12	Mon–Sat	Midterm examination period for 100-level courses
October 9	Wednesday	Yom Kippur—university holiday; no classes
October 12	Saturday	Online classes end for 1st 7-week online courses (Aug 26 – Oct 12)
October 20	Sunday	Open House for prospective undergraduate students
October 21	Monday	Online classes begin for 2nd 7-week online courses (Oct 21 – Dec 14)

October 23	Wednesday	Midterm grades due for 100-level courses
November 1	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Aug 26 – Dec 14) with a grade of "W" <sup>2</sup>
November 9	Saturday	Open House for prospective undergraduate students
November 15	Friday	Last day to withdraw from 2nd 7-week online courses (Oct 21 – Dec 14) with a grade of "W" <sup>2</sup>
Nov 25–30	Mon–Sat	No classes
Nov 28–29	Thurs–Fri	Thanksgiving holiday—university closed
December 1	Sunday	Open House for prospective undergraduate students
December 7	Saturday	Undergraduate and graduate on-campus classes end
Dec 9–14	Mon–Sat	Final examination period—undergraduate and graduate on-campus classes
December 14	Saturday	Online classes end
December 16	Monday	Final grades due
Dec. 23–Jan. 3	Mon–Fri	University closed for Winter Break

### January Term 2020

January 6	Monday	Undergraduate and graduate classes begin
January 7	Tuesday	Add/drop registration period ends
January 13	Monday	Last day to withdraw with a grade of "W" <sup>2</sup>
January 17	Friday	Classes end; final examinations
January 20	Monday	Martin Luther King Jr. Day—university holiday; no classes <sup>3</sup>
January 21	Tuesday	Final grades due

### Spring 2020

January 14	Tuesday	New graduate student orientation
January 17	Friday	New undergraduate student orientation
January 20	Monday	Martin Luther King Jr. Day—university holiday; no classes <sup>3</sup>
January 21	Tuesday	Undergraduate and graduate classes begin; online classes begin
January 25	Saturday	Saturday classes begin
January 27	Monday	Add/drop registration period ends
February 14	Friday	Last day to withdraw from 1st 7-week online courses (Jan 20 - Mar 7) with a grade of "W" <sup>2</sup>
March 1	Sunday	Open House for prospective undergraduate students
March 2–7	Mon–Sat	Midterm examination period for 100-level courses
March 7	Saturday	Online classes end for 1st 7-week online courses (Jan 20 - Mar 7)
March 9–14	Mon–Sat	Undergraduate and graduate spring recess
March 16	Monday	Online classes begin for 2nd 7-week online courses (Mar 16 – May 9)
March 18	Wednesday	Midterm grades due for 100-level courses
March 26	Thursday	Last day to withdraw from undergraduate and graduate 15-week courses (Jan 21 – May 9) with a grade of "W" <sup>2</sup>

March 28–29	Sat–Sun	Admitted Student Days
April 3	Friday	Last day to withdraw from for 2nd 7-week online courses (Mar 16 – May 9) with a grade of "W" <sup>2</sup>
April 10	Friday	Good Friday—university holiday; no classes <sup>3</sup>
May 2	Saturday	Undergraduate and graduate on-campus classes end
May 4–9	Mon–Sat	Final examination period—undergraduate and graduate on-campus classes
May 9	Saturday	Online classes end
		Graduate Commencement <sup>3</sup>
May 10	Sunday	Frank H. Netter MD School of Medicine and School of Law Commencement <sup>3</sup>
May 11	Monday	Final grades due
May 16–17	Sat–Sun	Undergraduate Commencement <sup>3</sup>

### Summer Orientation and Open House 2020

May 18	Monday	New graduate student orientation
May 25	Monday	Memorial Day—university holiday; no classes <sup>3</sup>
May 31	Sunday	Open House for prospective undergraduate students
June 4–5	Thurs–Fri	First-year student orientation, session I
June 8–9	Mon–Tues	First-year student orientation, session II
June 11–12	Thurs–Fri	First-year student orientation, session III
June 15–16	Mon–Tues	First-year student orientation, session IV
June 18–19	Thurs–Fri	First-year student orientation, session V
June 22	Monday	Transfer student welcome, session I

### Summer I Term 2020

May 18	Monday	Undergraduate and graduate classes begin
May 19	Tuesday	Add/drop registration period ends
May 25	Monday	Memorial Day—university holiday; no classes <sup>3</sup>
June 5	Friday	Last day to withdraw from 5-week courses (May 18 - Jun 19) with a grade of "W" <sup>2</sup>
June 15	Monday	Last day to withdraw from 7-week courses (May 18 – Jul 2) with a grade of "W" <sup>2</sup>
June 19	Friday	Undergraduate and graduate classes end (5-week courses)
June 22	Monday	Final grades due (5-week courses)
July 2	Thursday	Undergraduate and graduate classes end (7-week courses)
July 3–4	Fri–Sat	Independence Day—university holiday; no classes <sup>3</sup>
July 6	Monday	Last day to withdraw from 12-week courses (May 18 – Aug 7) with a grade of "W" <sup>2</sup>
		Final grades due (7-week courses)
August 7	Friday	Undergraduate and graduate classes end (12-week courses)
August 10	Monday	Final grades due (12-week courses)

### Summer II Term 2020

July 6	Monday	Undergraduate and graduate classes begin
--------	--------	--



July 7	Tuesday	Add/drop registration period ends
July 24	Friday	Last day to withdraw from 5-week courses (Jul 6 – Aug 7) with a grade of "W" <sup>2</sup>
August 3	Monday	Last day to withdraw from 7-week courses (Jul 6 – Aug 21) with a grade of "W" <sup>2</sup>
August 7	Friday	Undergraduate and graduate classes end (5-week courses)
August 10	Monday	Final grades due (5-week courses)
August 21	Friday	Undergraduate and graduate classes end (7-week courses)
August 24	Monday	Final grades due (7-week courses)

<sup>1</sup> Excludes School of Law and School of Medicine

<sup>2</sup> For further details, see Withdrawal from a Course. (p. 103)

<sup>3</sup> Tentative

*The university reserves the right to revise this calendar.*

## Quinnipiac's Mission

### University Mission Statement

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

Quinnipiac University educates students to be valued and contributing members of their communities through a vital, challenging and purposeful educational program. Students engage real-world issues through practice and the consideration of different perspectives.

To fulfill its educational mission Quinnipiac:

- offers degree programs centered on effective practice that are strengthened by the integration of a liberal education;
- cultivates critical thinking, intellectual integrity, curiosity and creativity in the pursuit of knowledge;
- provides a variety of learning and service experiences to facilitate student achievement;
- maintains a strong commitment to a diverse and inclusive student body, faculty and staff;
- fosters an understanding of and respect for the multiplicity of human perspectives and belief systems;
- supports faculty teacher-scholars who are effective teachers and who engage in scholarship with valuable intellectual and practical results.

## A Student-Oriented University

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

The Student Government Association is involved in fundamental university issues, as well as ongoing campus events. Activity clubs, organizations, societies, fraternities, sororities and ethnic, religious,

cultural and political groups all play important roles in the day-to-day life of the community.

In keeping with the value system at Quinnipiac, emphasis is on the individual, not on social or economic standing. Students are selected solely on the basis of merit and qualifications, with major consideration given to the innate qualities of motivation and character.

As a result, the student body reflects a wide spectrum of racial, religious and economic backgrounds, personalities and lifestyles that provide diverse social and cultural experiences. The cosmopolitan student community represents 50 states throughout the United States as well as 39 countries abroad.

## Admissions

### Admissions Procedures

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

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

### Admissions Process

Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available. Students applying for entry into the Physician Assistant (PA) program should apply by Oct. 15. Those applying for entry into the Physical Therapy (PT), Occupational Therapy (OT) or nursing programs should apply by Nov. 15. Students applying for admission into the PT program are asked to supply documentation of two clinical observations (acute care and rehabilitation). Students may apply using the Common Application or the Quinnipiac University application. Click here (<http://www.qu.edu/apply>) for more information or to apply.

File review begins as applications become complete, and students are notified of an admissions decision starting in the late fall. February 1 is the application deadline. Students who are placed on a wait list

are notified by June 1 of any movement opportunity. There is an early decision option (with an application deadline of November 1) available for all majors for freshman applicants for the fall. See the Quinnipiac application webpage (<http://www.qu.edu/apply>) for details.

Transfer students should apply for admission by mid-November for the Spring (January) semester, or by April 1 for fall (August) entry. Applicants for athletic training and the radiologic sciences are considered on a space-available basis only for the Fall term. The application deadline is March 1. Official transcripts from all institutions attended must be provided. Most programs look for a minimum grade point average of 2.5 (3.0 for health sciences) for consideration. Those interested in the DPT and PA programs may only apply at the graduate level. The School of Nursing does not accept transfer students.

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

## Admissions Requirements

Admission to Quinnipiac University is competitive, and applicants are expected to present a strong college preparatory program in high school. Official SAT or ACT scores are encouraged for all applicants and required for some, as noted below. The admissions staff looks for a B or higher grade point average in a challenging academic program through the senior year. If the high school does not provide a rank in class, we will estimate based on the high school profile. We will use the highest individual scores on the SAT in evidence-based reading and writing and math or the highest ACT composite score. The admissions website provides a range of information on the number of applicants and average scores, including ethnic and geographic information about the recent incoming class.

All freshman applicants for admission are expected to present:

1. A high school diploma from an approved secondary school or its equivalent prior to enrolling.
2. A secondary school transcript showing as completed, or in progress, a college preparatory sequence including: English, four units; mathematics, three units (physical and occupational therapy, nursing, physician assistant and engineering applicants should have four years); science, three units (all health science and engineering applicants are expected to have four years including biology and chemistry; physical therapy applicants should also have physics); social science, two units; academic (college preparatory) electives, four units. Total academic units expected: 16. First quarter grades in the senior year should be sent as soon as they are available.
3. All official score results for the Scholastic Reasoning Test (SAT I) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT). The writing portion is not required. Official Test scores are REQUIRED for the following individuals:
  - Students applying to the School of Health Sciences or School of Nursing
  - International Students (SAT, ACT or TOEFL or IELTS)
  - Students who have been home-schooled
  - Athletes playing a Division I sport (as required by the NCAA)

- Students who are interested in our dual-degree programs or accelerated dual-degree programs: four-year BS/MBA in Business (3+1); four-year BA/MS in Communications (3+1); four-year BS in Biology or Biochemistry/MS in Molecular and Cell Biology (3+1); four-year BA in Theater/MBA in Business (3+1); BA or BS/JD (3+3) with the School of Law; and those interested in the BA or BS/Master of Arts in Teaching (4+1) as a certain score will waive a portion of the PRAXIS exam.

Test scores are OPTIONAL for those applying to the College of Arts and Sciences, School of Business, School of Communications or School of Engineering.

4. A completed Quinnipiac University application, or the Common Application together with a nonrefundable application fee of \$65.
5. A personal statement or essay (250-word minimum).
6. An interview is recommended but not required.
7. A teacher or counselor letter of recommendation.

## Transfer Requirements

Transfer applicants must submit the documents listed above for freshmen with the following exceptions:

1. An official transcript from each post-high school institution attended, even if no courses were completed.
2. Applicants who graduated from high school more than five years ago or have successfully completed the equivalent of one year (30 credits) of college study are not required to submit entrance examination scores. Students applying to health science majors with less than 30 credits must submit test scores.
3. Students seeking a second bachelor's degree need only submit transcripts of all college work and the application form.
4. The application fee for transfer applicants is \$65.

## International Student Admissions

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

In addition, applicants from non-English-speaking countries also must submit the following documents:

1. Certified translations of all prior secondary and collegiate academic records.
2. Proof of English ability: Test of English as a Foreign Language (TOEFL). Information and registration forms can be found on the TOEFL website (<http://www.ets.org/toefl>). TOEFL Program, Educational Testing Service, Princeton, NJ 08540. A minimum score of 550 (paper) or 80 on the Internet-based TOEFL, or an IELTS score of 6.5 is required for admission.
3. Official documentation of financial support for undergraduate study and living expenses must be submitted to the admissions office before an I-20 can be issued to the student. The statement of financial support can be downloaded from the website.

## Online Admissions

For information on Quinnipiac University online programs, click here (p. 374).

## Advanced Standing/Placement

### Freshman Advanced Standing

Advanced standing or placement will be considered for entering freshmen who have successfully completed college-level credit courses (with a grade of C or better on an official transcript) through a regionally accredited college or university, or who have achieved an acceptable score on an appropriate examination:

1. Advanced Placement Program of the College Entrance Examination Board
2. International Baccalaureate
3. College Level Examination Program (CLEP)

## Transfer Student Credit

An unofficial evaluation of credit is completed as part of the evaluation process for transfer students. Quinnipiac University normally grants transfer credit for college-level courses appropriate to the chosen curriculum completed with a grade of C or better at a regionally accredited college or university. Certain majors may request course completion within a five-year period. Official transfer of credit occurs once an admitted student matriculates into a program of study.

A student who has completed courses at an institution not granting degrees, or who has extensive experience in a specialized field, may request comprehensive examinations to help determine placement.

## Tuition and Fees

### Summary of Undergraduate Charges

#### Tuition and Fees for 2018–19

Fee	Cost
Full-time undergraduate students taking 12–16 credits per semester	\$47,260 per year (\$23,630 per semester)
More than 16 credits or fewer than 12 credits	\$1,045 per credit
Technology Fee: Full-time students	\$700 per year

A number of undergraduate health science and engineering programs generally require students to take more than the traditional 12–16 credits. For more information about tuition and fees for these specialized programs, please visit the academic website (<https://www.qu.edu/academics/undergraduate.html#ourschools>) of the respective school.

For tuition and fees associated with graduate programs, School of Law, School of Medicine, QU Online or the Business Four-Year BS/MBA program, please visit the respective websites below:

Graduate Tuition and Financial Aid (<https://www.qu.edu/graduate-tuition-financial-aid.html>)

School of Law Financial Aid (<https://www.qu.edu/schools/law/financial-aid.html>)

School of Medicine Financial Aid (<https://www.qu.edu/schools/medicine/financial-aid.html>)

QU Online (<https://quonline.quinnipiac.edu>)

Accelerated Dual-Degree BS/MBA (4+1) (<https://www.qu.edu/schools/business/programs/accelerated-four-year-bs-mba.html>)

Miscellaneous expenses (books, travel and personal) average \$1,400 per year.

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

Families are encouraged to enroll online at the Bursar's website (<https://parents.qu.edu/finances.html#billingandpayments>). Once you have set up your account through this secure website, you can authorize your monthly payments to be electronically sent from your checking, savings or credit card account.

## Resident Fee (Room and Board)

The resident fee (room and board) is an all-inclusive fee for students living in on-campus housing. The resident fee for students living in a standard room is \$14,540 per year. The resident fee for students living in a standard room with a kitchen is \$15,280. The resident fee for students living in a single with a kitchen is \$17,580 per year. The resident fee for students living in off-campus houses and Whitney Village is \$14,360 per year. The resident fee for students living in The Flats ranges from \$13,710 to \$20,965.

All costs are based on the 2018–19 figures. The Office of Undergraduate Admissions and the Quinnipiac University website (<https://www.qu.edu/tuition-financial-aid.html>) can supply financial information.

Quinnipiac requires that all students obtain a university ID card, known as the QCard. Various accounts are associated with the QCard, chiefly the required dining service and QCash.

## Required Dining Service

All full-time undergraduate resident students may choose one of three levels of dining service: Silver for \$1,640 per semester, Gold for \$1,740 per semester, or Platinum for \$1,840 per semester. Any unused balance from the fall semester may be carried over to the spring semester (provided that the student is enrolled for the spring semester), but no carryover is permitted from spring to the following fall.

All commuter students are required to pay \$200 per semester for dining service. Any unused balance from the fall semester may be carried over to the spring semester (provided that the student is enrolled for the spring semester), but no carryover is permitted from spring to the following fall.

Please visit the Quinnipiac website (<https://www.qu.edu/life/student/dining.html>) to find out more information about the required dining service plans.

## QCash

Quinnipiac also offers QCash, a prepaid debit account that can be used to make a variety of cashless purchases. QCash can be used at the campus

post office, the bookstore, the dining areas on all three campuses, and for copy/print, laundry and vending machines. It also is accepted at many popular off-campus business establishments and restaurants. Students may open an account with a deposit of any amount; additional deposits may be made as needed throughout the semester. Balances are carried forward from semester to semester so long as the student is enrolled at Quinnipiac. Refunds of unused QCash, less an administrative fee of \$25, are made upon a student's graduation (upon request) or withdrawal from the university.

Please visit the Quinnipiac website (<https://parents.qu.edu/finances.html#qcardinformation>) to find out more information about the QCard.

## University Laptop Program

All incoming students are expected to have a laptop that meets academic requirements and technical standards. Quinnipiac has a laptop program that is both cost effective and well supported. See the Student Resources and Services section (p. 21) for more information on the program.

## Financial Aid

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

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

Students should apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA) by March 1. All currently attending students who wish to apply for or renew their aid must file the FAFSA for renewal prior to April 1. Detailed information and links to both forms can be found on Quinnipiac's Tuition and Financial Aid webpage (<http://www.quinnipiac.edu/finaid>). All financial aid applicants are required to meet Quinnipiac's standards for satisfactory academic progress for financial aid recipients and applicants. The policy is available here (p. 49), and is also published in the Student Handbook and is available online (<https://www.qu.edu/admissions/undergraduate-admissions/tuition-and-financial-aid/undergraduate-financial-aid/satisfactory-academic-progress>) and from the Office of Financial Aid.

## Academic Scholarships

A variety of academic scholarships are awarded at the time of entry and are renewable. The value of most academic scholarships ranges from \$6,500-\$26,000 per year. Consideration for all scholarships is given to students who have provided all application materials by Feb. 1.

Visit Quinnipiac's Scholarships webpage (<https://www.qu.edu/tuition-financial-aid/scholarships.html>) for current academic scholarship award information as well as the criteria for renewal.

## Veterans Benefits

Quinnipiac University accepts all U.S. Department of Veterans Affairs (VA) Education and Vocational Rehabilitation and Employment (VR&E) benefits available to eligible veterans and dependents. In addition, Quinnipiac is a proud participant of the Yellow Ribbon program. Any student eligible and electing to utilize VA education benefits should apply for a Certificate of Eligibility (COE) via the VA Online Application (VONAPP) website (<http://vabenefits.vba.va.gov/vonapp>). The COE must be submitted to Quinnipiac's director of veteran and military affairs prior to the start of classes. For more information or questions concerning VA benefits, contact 203-582-8867 or visit Quinnipiac's Veterans and Military Benefits webpage (<https://www.qu.edu/tuition-financial-aid/veterans-benefits.html>).

## Military Tuition Assistance (TA)

Quinnipiac University has recently partnered with the Department of Defense via a Memorandum of Understanding (MOU), which provides eligible active and reserve military members the opportunity to receive TA from their respective service. To find out eligibility requirements, service members must visit their military installations' college office or visit their command career counselor.

## Reserve Officer Training Corps (ROTC)

### Air Force ROTC

Quinnipiac students meeting Air Force requirements may participate in Air Force Reserve Officer Training Corps (AFROTC) cross-town at Yale University.

The AFROTC program is available to Quinnipiac University students at Yale University's main campus in New Haven. Through the AFROTC program, Quinnipiac University students, without paying extra tuition, can pursue a commission as an officer in the United States Air Force. The freshman and sophomore courses carry no military obligation and are open to all students. Scholarships also are 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 they join at the start of sophomore year) AFROTC sequence. Students commute to New Haven on the days listed below for AFROTC-specific classes and events. Up to 17 credits may be transferred to Quinnipiac and counted toward degree requirements as free electives.

Qualified students should contact the AFROTC office at 203-432-9431 or visit the Yale AFROTC website (<https://afrotc.yalecollege.yale.edu>).

### AFROTC Courses

- **USAF 101/102 "The Foundations of the USAF"**—  
Thursdays, 1–1:50 p.m. or Fridays, 10:15–11:05 a.m.
- **USAF 201/202 "The Evolution of Air & Space Power"**—  
Thursdays, noon–12:50 p.m. or Fridays, 11:15–12:05 p.m.
- **USAF 301/302 "USAF Leadership Studies"**—  
Tuesdays, 8:30–11:20 a.m.



- **USAF 401/402 “National Security Affairs/Prep for Active Duty”**  
Contact the ROTC department for class days/times.
- **Leadership Laboratory**—2–4 p.m. or Fridays 8–10 a.m.
- **Physical Training**—Thursdays, 4:30–5:30 p.m. or Fridays, 6:30–7:30 a.m.

## Army ROTC

The Army ROTC program is available to Quinnipiac University students at the University of New Haven's (UNH) campus in West Haven. The program is open to all physically qualified students who are U.S. citizens and meet other specific requirements. Students are required to be non-matriculated at UNH and enrolled in MSL-1101 (Military Science). Successful completion of the program can qualify the student for a commission in the United States Army, Army Reserve or Army National Guard. Potential students are required to interview with Army ROTC leadership prior to acceptance. For more information, contact the Army ROTC Recruiting Office at 203-931-2998 or visit the UNH Army ROTC website (<https://www.newhaven.edu/lee-college/undergraduate-programs/rotc>).

## Student Resources and Services

Albert Schweitzer Institute (p. 17)

Carl Hansen Student Center (p. 17)

Campus Life (p. 18)

CARE (Community, Assessment, Response and Evaluation) Team

Career Development (p. 19)

Clubs and Organizations (p. 19)

Community Service (p. 19)

Counseling Services (p. 20)

Cultural and Global Engagement (p. 20)

Fraternity and Sorority Life (p. 21)

Laptop Program (p. 21)

Learning Commons (p. 21)

Public Safety (p. 22)

Religious Life (p. 22)

Residential Life (p. 23)

Rocky Top Student Center (p. 23)

Student Affairs (p. 24)

Student Health Services (p. 24)

Technology Assistance (p. 25)

Transitional Services for Underrepresented Students (p. 25)

## Albert Schweitzer Institute

The Albert Schweitzer Institute cultivates the legacy of Albert Schweitzer — in thought and action — at Quinnipiac University and on a worldwide basis.

Albert Schweitzer, the 1952 Nobel Peace Prize Laureate, was recognized for his contributions to peace by serving the medical needs of underserved populations in Africa, bringing attention to the harms perpetrated upon humans and the biosphere by atmospheric nuclear testing, and his philosophy of Reverence for Life. In these ways, he became an advocate for peace, for humanitarian values, for medical care, for (social, economic and political) development, for service to others, and for a growing environmental movement.

The institute's programs include:

- Hosting conferences and speakers that focus on health, humanitarian service and peace efforts at the United Nations and on campus;
- Including students and faculty in an annual peace summit abroad, organized around the activities and interests of the living Nobel Peace laureates and laureate organizations;
- Engaging students in projects that promote public awareness of Schweitzer's philosophy and its potential for cultivating a more peaceful, sustainable world.

The institute, located adjacent to the campus at 660 New Road, houses the offices of its staff as well as the Albert Schweitzer museum, which consists of artifacts and archives from Schweitzer's collections.

## Carl Hansen Student Center

This multipurpose facility located on the Mount Carmel Campus provides opportunities for the Quinnipiac community to come together in a relaxed atmosphere. The Carl Hansen Student Center is home to Quinnipiac's main dining hall and a variety of services and functions which include:

## Banking

As the official banking partner of Quinnipiac University, People's United Bank is available on campus via multiple automated teller machines (ATMs), nearby full-service branches at 3496 Whitney Avenue (203-248-1115) and 2165 Dixwell Avenue (203-281-0531) in Hamden, and online via [peoples.com](http://www.peoples.com) (<http://www.peoples.com>).

## Bookstore

The bookstore, open to the Quinnipiac community and the public, is located in the rotunda of the Carl Hansen Student Center, between the post office and the bank. The bookstore carries textbooks, general books, school supplies, licensed merchandise, insignia giftware, greeting cards, snacks, as well as health and beauty aids. The store hours are Monday through Thursday, 9 a.m. to 7 p.m.; Friday, 9 a.m. to 4:30 p.m.; Saturday, noon to 4 p.m. The bookstore is closed on Sundays.

## Commuter Lockers

There are commuter lockers conveniently located on the second floor. Lockers are available at the beginning of the academic year on a first-come, first-served basis. Interested commuter students should contact the Office of Campus Life or fill out a Commuter Locker Request Form, which can be found on Do You QU, under the Campus Life profile page.



## Campus Information Center

The Information Center is centrally located on the first floor of the Carl Hansen Student Center near the main entrance. It is a resource for the Quinnipiac community and visitors. The Information Center, staffed by student employees, is open Monday through Friday and some weekend hours. Student staff members are available to provide information pertaining to campus events and directions for procedures unique to student activities.

## Office Locations

The Carl Hansen Student Center is home to several offices for student organizations such as the Student Government Association, the Student Programming Board, student media groups, and fraternity and sorority life. The center offers a multipurpose programming space, student media, a fraternity and sorority life suite, a student organization and graphic arts suite, multicultural suite, religious life meeting space and prayer space, as well as several meeting rooms. In addition, the Office of Campus Life (p. 18) is housed on the second floor of the Student Center in suite 202.

## Post Office

The main post office, located on the first floor of the Carl Hansen Student Center, is open Monday through Thursday, 11 a.m. to 4:45 p.m. All resident students are assigned boxes.

## Office of Campus Life

The Office of Campus Life is the center for co-curricular engagement where students find their place, pursue interests and develop passions, cultivate their leadership capability and nurture affinity for Quinnipiac University.

Campus Life empowers students to take ownership of their educational journey. We create spaces where students develop as leaders, citizens and critical thinkers who are prepared to lead change in our global society. Our collaborative co-curricular approach engages members of the Quinnipiac community in experiential learning opportunities, comprehensive campus-wide programming, high-impact service projects and dynamic leadership ventures. We cultivate an environment where resiliency, spirit, inclusive excellence, lifelong learning and affinity for Quinnipiac thrive.

Through engaging with Campus Life staff, programs and initiatives, students will:

- Lead within a variety of situational contexts
- Understand how experience-based learning opportunities complement their curricular education
- Gain the skills necessary to implement effective resolutions to challenges
- Actively engage with the broader Quinnipiac and Hamden communities
- Develop a strong affinity for the university
- Articulate the impact of their co-curricular experience on their overall development
- Employ Quinnipiac's Leadership Paradigm as a framework for creating change within their community
- Model ethical and responsible behavior
- Be advocates for the welfare of themselves and others

The Office of Campus Life is located on the second floor of the Carl Hansen Student Center (p. 17) on Mount Carmel Campus in suite 202, as well as the fourth floor of the Rocky Top Student Center (p. 23) on the York Hill Campus. The staff can be reached at 203-582-8673 or at [student.center@qu.edu](mailto:student.center@qu.edu).

## CARE (Community, Assessment, Response and Evaluation) Team

Guided by the university values of a student-oriented environment and a strong sense of community, the CARE (Community, Assessment, Response and Evaluation) team employs a caring, preventive, early-intervention approach with students who exhibit concerning or disruptive behaviors. The multidisciplinary team meets weekly to review and discuss new referrals, ongoing cases and the best course of action to support the student of concern. CARE team members are trained through the National Behavioral Intervention Team Association (NaBITA) in both behavioral intervention and threat assessment. Objective risk rubrics are utilized for consistent and objective assessments of potential risks and emerging threats toward self or others. By partnering with members of the Quinnipiac community, the CARE team works to promote student well-being and success in the context of community safety.

## Behaviors of Concern

As members of the Quinnipiac University community, we are all responsible for identifying and assisting students who exhibit behaviors that could threaten the well-being or safety of themselves or the greater community. Students exhibiting any of the behaviors listed below should be referred to the CARE team.

### Physical Signs of Concern

- Behavior that is erratic or disruptive
- Observed self-injurious behavior, such as cutting
- Significant weight loss or change in hygiene
- Significant changes in energy
- Pattern of drug or alcohol use

### Emotional Signs of Concern

- Inappropriate emotional outbursts
- Exaggerated personality traits (more withdrawn or animated than usual)
- Expressing unusual thoughts or exhibiting unusual behaviors
- Paranoia or delusion that a student believes he/she is being targeted
- Unable to control emotions: sadness, anger, etc.
- Direct statements indicating hopelessness or distress
- Expressions of suicide or homicide including: threats, gestures, ideation or attempt

### Interpersonal Signs of Concern

- Withdrawal or isolation
- Extreme rudeness or insubordination to university officials, staff, faculty or administrators
- Threatening words or actions
- Exhibiting disruptive or intimidating behavior
- Concerning social media postings

- Acts motivated by hatred or discrimination

## Academic Signs of Concern

- Inappropriate communication with and/or behavior toward faculty/instructor or classmates
- Concerning written material/class discussion

Please note: *Consecutive absences, excessive absences, poor grade on an assignment or quiz/test, and/or other at-risk behaviors (such as late assignments, late arrivals, sleeping in class, among others) should be referred to the Learning Commons (p. 21) through the Retention Alert system.*

## Making a CARE Referral

### CARE Referral Form

The CARE Referral Form (<https://www.pavesuite.com/Quinnipiac/PublicPortal/HomePage>) should be used to submit information about students who have exhibited concerning or disruptive behavior.

Please note: This form is NOT intended for the report of emergencies.

- Call 9-1-1 if you or another person is in immediate danger, a student is about to harm themselves or others, and/or if a student is found gravely disabled/injured and cannot care for their health and safety.
- Call Public Safety 24/7 at 203-582-6200 if a student is highly disruptive or you need assistance,

### Questions and Consultations

The CARE team is always willing to provide consultation to members of our community when questions arise about a potential or existing CARE referral. If you are unsure what steps to take next in a non-emergency situation, call 203-582-CARE or a member of the CARE team during business hours. You can also email CARE@qu.edu.

Additional information can be found via MyQ at [myq.quinnipiac.edu/CARE](http://myq.quinnipiac.edu/CARE) (<https://myq.quinnipiac.edu/CARE>)

## Career Development

Quinnipiac University offers an array of career services specifically geared to students in each of the schools. These services include:

- individual career counseling and advising sessions;
- assistance with resume/cover letter writing and other job search correspondence;
- interview practice and preparation;
- connections with alumni and employers;
- career fairs, panels and workshops;
- job and internship listings and strategy sessions;
- graduate school information; and
- school-specific career information.

For further information please email [qucc@qu.edu](mailto:qucc@qu.edu) ([qucc@qu.edu](mailto:qucc@qu.edu)) or visit the appropriate career development page on our website:

General Career Development (<http://www.quinnipiac.edu/career-development>)

College of Arts and Sciences (<https://www.qu.edu/schools/arts-sciences/career-development.html>)

School of Business (<https://www.qu.edu/schools/business/career-development.html>)

School of Communications (<https://www.qu.edu/schools/communications/career-development.html>)

School of Engineering (<https://www.qu.edu/schools/engineering/career-development.html>)

School of Health Sciences (<https://www.qu.edu/schools/health-sciences/career-development.html>)

School of Nursing (<https://www.qu.edu/schools/nursing/career-development.html>)

## Clubs and Organizations

The Office of Campus Life is available to assist all student organizations and campus groups in program development and implementation of cocurricular activities. The staff, in conjunction with other student affairs personnel, provides a support system to foster personal growth and social competency through the development of group activities.

Additional information and guidelines for organizations, as well as procedures for initiating new clubs, are available in the Quinnipiac University Student Handbook and the Office of Campus Life. All policies and guidelines pertaining to organizations are subject to the interpretation of the Office of Campus Life, upon consultation with the vice president and dean of students.

Student organizations are listed according to the following categories:

- Academic
- Arts & Entertainment
- Cultural, Spiritual & Identity
- Government & Program Boards
- Fraternity & Sorority Life
- Multimedia
- Political & Advocacy
- Recreational
- Service
- Spirit
- Student Media

For a detailed description of each organization visit DoYouQU (<https://qu.campuslabs.com/engage>).

## Community Service

The Office of Community Service offers a number of opportunities throughout the year to engage students in local community service. Activities include publishing a directory of local nonprofits, alerting the community to specific nonprofit requests for service and working with faculty to develop service learning courses and projects. The office also organizes special service events including the Bobcat Community Builders, Fall Service Series and an end-of-the-year food drive.

The Office of Community Service offers alternative break programs that engage students in community service during spring break in a variety of national locales. Students also may work with a local nonprofit or elementary school through the University's work-study employment program.

Many student clubs and organizations perform service including Community Action Project, Habitat for Humanity and Alpha Phi Omega. Students interested in regular, ongoing community service opportunities are highly encouraged to join a student organization to complement the activities offered by the office.

## Counseling Services

Counseling Services offers rapid access to care at no cost for any student seeking help for emotional distress. The goal is to assist each student in his or her effort to solve a personal problem that may be negatively impacting academic performance or the student's quality of life. A related goal during the counseling process is to equip each student with new skills for future problem solving and/or coping with difficult aspects of life.

Counseling appointments are available Monday through Friday, from 9 a.m. to 5 p.m. The office is located in the Health and Wellness Center on Bobcat Way on the Mount Carmel Campus. Counseling services also are available on the North Haven and York Hill campuses by appointment. To schedule an appointment, students must complete an appointment request form, which is available via MyQ or in the Health and Wellness Center. Professional counseling services are available throughout the academic year and during the summer sessions. All counselors at the Health and Wellness Center are licensed by the State of Connecticut to diagnose and treat mental health and substance abuse problems. The telephone number for the office is 203-582-8680. If you have additional questions, please contact the director of health and wellness at 203-582-3087.

## Department of Cultural and Global Engagement

Quinnipiac University fosters respect for each individual by honoring the differences inherent among people. As an intellectual community of learners and scholars, we recognize and appreciate our common humanity. Acknowledging that we live in a pluralistic society, we have a genuine desire to ensure that all members of the Quinnipiac community feel empowered to express their own individuality. These principles underscore our central mission of teaching and learning and are vital to achieving national prominence and excellence in education. They also serve as the foundation for promoting the economic, social and cultural well-being of our community, our nation and beyond.

The role of the Department of Cultural and Global Engagement is to engage the campus and surrounding community and to help define, enable and foster an inclusive campus culture that embraces the diversity of identities, ideas and values. For more information, please contact the office at 203-582-7987.

The Department of Cultural and Global Engagement promotes and sustains multicultural and global education by mentoring and advising students, facilitating transformative cultural experiences, preparing students to be responsible global citizens and enhancing creative and critical thinking through local and global academic engagement.

We believe in working in the intersection of internationalization and multicultural education, which provides creative opportunities for faculty, staff and administrators to:

- help students understand multiculturalism and social justice in a global context

- develop intercultural skills
- broaden attitudes and experiences for students such as study abroad, global service learning and courses with a travel component
- examine values, attitudes and responsibilities for local/global citizenship
- see how power and privilege are shifting the local/global context
- prepare students to cooperate and compete in a multicultural and global workplace.

## Multicultural Education

Multicultural education provides advocacy for the cultivation of a sustainable campus environment that is supportive of a diverse student body. This area:

- works collaboratively with academic and administrative units to foster intercultural dialogue and programming
- delivers academic and social mentorship for underrepresented students to live, work, lead and succeed in a multicultural and global world
- assists multicultural student organizations in leadership development to enhance their active engagement and participation in the University community
- offers programming that enhances students' understanding and appreciation of various ethnic, racial, sexual orientation, socioeconomic class and other cultural identities
- offers transitional support for incoming students of color, first generation and international students
- provides opportunities for students and faculty to learn about, embrace and celebrate diverse ethnic, racial and cultural identities.

## Global Education

Global education promotes, supports and develops a wide range of international and intercultural opportunities for all members of the community. This office:

- provides international experiences through education abroad
- maintains a supportive and stimulating environment for international students, faculty and staff
- hosts events and programs to increase the international activities at Quinnipiac.

See separate section for Study Abroad (<http://catalog.qu.edu/general-information/study-abroad>) information.

## International Services

Many Quinnipiac academic programs have developed one- to two-week programs that take place during winter, spring or summer break. These trips enable students to put their knowledge into use while providing service to developing countries around the world. The programs are coordinated with the College of Arts and Sciences and the Schools of Business, Communications, Education, Health Sciences, Nursing and Law. For more information, contact the Department of Cultural and Global Engagement at 203-582-3596.

## International Students

The Department of Cultural and Global Engagement provides services for the international student population at Quinnipiac University. The department organizes on- and off-campus programs and events that are open to both international and domestic students. Services are provided

from the time of acceptance through completion of the program, and many times extend beyond the program end date. Services include preparation of documents for visa issuance and work authorization, as well as workshops on employment, taxes and immigration procedures. Additionally, the department hosts a comprehensive orientation program each semester to prepare incoming international students and scholars for life and study at Quinnipiac University. The DCGE partners with Residential Life to host a Global Living and Learning Community for freshman students on campus. In this community, globally minded first-year students live together, take one or two courses together and attend multicultural programming events, including an alternative spring break trip. For more information, contact the Department of Cultural and Global Engagement at 203-582-8425 or via email at [international.student@qu.edu](mailto:international.student@qu.edu).

## Fraternity and Sorority Life

Currently, over 25 percent of Quinnipiac undergraduate students are members of the 20 fraternities/sororities on campus. The Office of Fraternity and Sorority Life is committed to advancing fraternities and sororities through intellectual and interpersonal development within the Quinnipiac University community and beyond. The office provides programs that exemplify the values of the community, such as the Greek Leadership Series, Officer Training Academy, FOUNDATIONS, Social Event Manager Training and more. In addition, the office is guided by a set of shared values, known as “Pillars,” which shape all community programming and initiatives from the new member experience through Commencement.

The Pillars are:

- Leadership through strength of character
- Growth through intellectual excellence
- Service through civic engagement
- Community through diversity and inclusion

Staff in the Office of Fraternity and Sorority Life offer advisement, programming and experiences that are intended to complement the numerous occasions for leadership and involvement provided by individual chapters and their respective governing councils. These experiences afford opportunities to gain proficiency in QU Essential Learning Outcomes.

Women have the opportunity to join one of nine National Panhellenic Conference (NPC) sororities, one National Pan-Hellenic Council (NPHC) sorority, or one National Association of Latino Fraternal Organizations (NALFO) sorority, which are governed by the Quinnipiac Panhellenic Council.

Governed by the Interfraternity Council, men have the opportunity to join one of nine North-American Interfraternity Conference (NIC) fraternities.

Quinnipiac also has a chapter of the national honor society for fraternity/sorority students, Order of Omega. Order of Omega is an academic and leadership honor society. Juniors and seniors with a 3.41 or higher GPA are able to seek membership.

For more information call 203-582-8673 or email [FSLife@qu.edu](mailto:FSLife@qu.edu).

## University Laptop Program

Faculty design their courses with the expectation that students will have computer technology in the classroom when requested. For that reason, all incoming students must have a laptop that meets our academic requirements and technical standards. To facilitate this need, Quinnipiac offers a laptop program (<https://parents.qu.edu/resources/laptop-technology.html>) that is cost effective and exceptionally well supported both on and off campus. The recommended laptops are configured so that they meet the core needs of academic programs and are a key part of the campus computing infrastructure, designed to support new teaching and learning.

## Learning Commons

The Learning Commons serves as a centralized resource for academic support to students as well as all other members of the university community. In particular, the Learning Commons provides support to students seeking help in their course work, to students with metacognitive development goals, and to students with access needs.

There are two Learning Commons locations: for the Mount Carmel Campus, the Commons is located in the north wing of the Arnold Bernhard Library (phone: 203-582-8628); on the North Haven Campus, the Commons is on the second floor of the School of Law Center (phone: 203-582-5252). Students and others seeking academic support can inquire in person or by phone about accessing the Learning Commons services.

## Peer Academic Support

Many students find that their needs for academic support are satisfied by a combination of professors' office hours and work with a peer educator. The Learning Commons selects, trains and manages a range of peer educators who interact with students during class meetings and outside of the classroom, depending on the course and the peer educational program. Students who have questions should contact the Learning Commons to determine what types of assistance are available for their classes. The following peer educator programs are staffed by students who have earned an A or A- in the class, who have been recommended by faculty, and who have passed a Learning Commons hiring and training process:

- **Peer Tutors** – The peer tutoring program is certified by the College Reading and Learning Association to the highest level of tutor training available (master level). Tutors are available by appointment at both the Mount Carmel and North Haven Learning Commons for individual and small group meetings. Supporting a wide range of courses from the 100- to graduate level, peer tutors work with students to understand course content, build sustainable and effective learning skills, and plan strategically for test preparation, paper writing or project management as needed.
- **Peer Fellows** – The peer fellow program is led by a certified coordinator trained at UMKC's International Center for Supplemental Instruction. Peer fellows support courses identified by faculty and the Learning Commons for their challenging nature. Meeting students in weekly voluntary group study sessions, peer fellows model a critical understanding of course content and effective study methods. Peer fellows inform work with students by attending all class lectures and coordinating with faculty.
- **Peer Catalysts** – The peer catalyst program primarily supports Quinnipiac's general education curriculum, with the goals of



increasing learning through interaction, building student autonomy and promoting intellectual engagement. Peer catalysts attend and participate in all class meetings, serving to facilitate class discussion and to exemplify the behaviors of successful college learning. Peer catalysts translate between professors and students, contributing to a more successful transition from high school into college, from course to course in the disciplines, and from general education to the disciplines. They also serve as resources to new students unfamiliar with the workings of the university.

- Study Tables – Peer educators (tutors, fellows or catalysts) hold open-door sessions at regular times throughout the week to field questions from students in classes identified as high-demand activities. Study table users can have specific questions answered or engage in more wide-ranging group discussion. When appropriate, study table leaders refer students to peer tutors, peer fellows or full-time staff at the Learning Commons to address their needs for academic support.

## Support for Students with Disabilities

The Office of Student Accessibility provides students with disabilities equal access to all university activities and programs. OSA is an integral part of the Learning Commons at both the Mount Carmel Campus and North Haven Campus, coordinating between the academic support programs and students registered with the office. Accommodations are provided in compliance with university policy, section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Students seeking accommodations will meet with the OSA director or an ADA coordinator; upon review of appropriate medical documentation, the OSA staff will determine appropriate accommodations and will facilitate their implementation. Collaborating with all university departments, the OSA assists students as they develop self-advocacy skills and pursue their academic goals. Questions can be directed to [access@qu.edu](mailto:access@qu.edu) or 203-582-7600.

## Professional Academic Support

The Learning Commons offers individual support from professional staff who help students make better choices about their learning. This service provides the opportunity for students to make significant strides in realizing their potential to become academically successful. Academic specialists meet one-on-one with students seeking to augment their study skills, time management practices, reading and comprehension strategies, problem solving, motivation, test preparation and organization skills. Academic specialists hold advanced degrees in a number of fields that allows the staff to address all aspects of the college student experience as they affect academic performance. Academic specialists also act as consultants to the schools and college, working with faculty and departments to develop intentional support measures. Students typically seek out academic specialists when they find that their academic challenges extend beyond problems with a single class or cluster of concepts. Appointments can be made with a learning specialist at both the Mount Carmel and North Haven Learning Commons locations.

## The Learning Commons' Role in Retention

The Learning Commons serves as a centralized location for programming, for information exchange, and for practice, all of which promote academic achievement. All faculty and staff at Quinnipiac can submit referrals to help students achieve their academic goals through the Learning Commons' Retention Alert system. Learning Commons staff coordinate with faculty advisers, Student Affairs and Residence Life staff, and the college and school deans to get ahead of student

challenges before they turn into crises. Faculty also collaborate with learning specialists to develop unique in-class interventions to develop specific and transferrable thinking and learning skills as they manifest themselves in the classroom and beyond. Furthermore, Learning Commons staff serve to assist the Academic Integrity Board's mission of informing ethical behavior and remediating offenses. In all its activities, the Learning Commons engages in a consistent practice of information gathering as a means of better understanding the needs of the Quinnipiac student and planning the activities and programs to meet those needs.

## Department of Public Safety

The Department of Public Safety provides the following services for the university community:

- Vehicle and foot patrol of all three campuses, 24 hours a day, seven days a week.
- 24-hour staffing at campus gate entrances.
- Response to all emergencies and requests for assistance, including medical emergencies
- Investigation of all complaints and completion of written follow-up reports.
- Regular security checks of all residential and academic buildings.
- Escort service (walking escort) 24 hours a day, seven days a week.
- Security services for all student and university events.

The Department of Public Safety maintains a close working relationship with local, state and federal law enforcement partners and other emergency service agencies on matters related to the security and safety of the university community. For routine inquiries, the department can be reached at 203-582-6200. For emergencies, dial 911.

## Office of Religious Life

The Office of Religious Life organizes religious programs and events at the university. The three staff religious leaders (Catholic priest/chaplain, Protestant chaplain and Muslim religious life coordinator) oversee their respective communities at Quinnipiac; they coordinate worship and prayer services, and provide spiritual/pastoral counseling. In addition, the office's Center for Religion offers programs designed to raise the level of religious literacy on campus, as well as furthering students' ethical and moral development. The center is a place for students of all religious traditions to build interpersonal connections and to foster a greater sense of community cohesion. For those students belonging to a community not represented on campus, the office can provide assistance in making connections with local religious resources. The Office of Religious Life serves as a resource to the university on issues of religion, ethics and spirituality. The staff members work to raise the visibility of religion on campus through tradition-specific as well as interfaith programming, and when required, provide a religious presence at university events.

For more information, contact the executive director of university religious life at 203-582-8257.

All Jewish events are held at the Peter C. Hereld House for Jewish Life, 560 New Road. For information about Jewish life at Quinnipiac, contact the rabbi at 203-582-8206.



## Residential Life

Living on campus is one of the most impactful experiences a student will have during college. Students have the unique opportunity to live with students from a variety of diverse backgrounds.

The Office of Residential Life is committed to excellence in the development of a living-learning environment that contributes to student success. All professional and paraprofessional staff provide purposeful experiences that will develop students as engaged, responsible and inclusive members of a community.

Quinnipiac houses approximately 5,000 students in university housing, which includes traditional residence halls, suites, townhouses, apartments and single-family homes. For the convenience of our students, Residential Life offices are located on the Mount Carmel Campus in the Student Affairs Center and on the York Hill Campus in the Rocky Top Student Center.

## University Housing Options

The university offers a variety of student housing options. Students progress toward more independent living from year to year.

### First-Year Residential Experience (FYRE)

First-year students are offered a variety of living options: Irma and Dana are traditional residence halls with two to three people to a room and a community bathroom; Ledges and Commons feature quad-style rooms for four people with a community bathroom; Larson, Troup, and Mountainview are suite-style housing consisting of four double-occupancy rooms and a bathroom in the suite.

### Sophomore Year Experience (SYE)

The sophomore year experience provides second-year students with a residential living environment that supports intellectual and interpersonal growth, self-reflection and co-curricular involvement through the development of intentional connections between students, faculty and staff in the Quinnipiac community. Sophomore students live on the Mount Carmel Campus in the Complex, Hill, Village or Perloth or on the York Hill Campus in the Crescent.

### Junior/Senior Housing

Juniors can choose to live on the York Hill Campus in apartment-style housing offered in the Crescent, Westview, Townhouses or Whitney Village. Apartments provide one to four bedrooms, a furnished living room, oversized bathroom and a kitchen. Seniors may select from available apartment-style housing at Eastview and university-owned houses. Most seniors have single bedrooms and all have an extended housing contract. Students living in university-owned houses are minutes away from the Mount Carmel and York Hill campuses.

### Graduate Housing

The Office of Residential Life provides housing to graduate students on a limited basis when space is available.

## Rocky Top Student Center

The Rocky Top Student Center serves as the living room for the York Hill Campus. This lodge-inspired design, which uses 10 different types of wood, instantly transports students and community members with expansive vistas of New Haven and Long Island Sound. It is easy to marvel at the attention to detail in every aspect of the Rocky Top

Student Center as students are surrounded by 293 representations of the Quinnipiac mascot.

Similar to the Carl Hansen Student Center, the Rocky Top Student Center aims to provide opportunities for the Quinnipiac community to come together in a relaxed atmosphere and also offers a variety of services and functions for all members of the Quinnipiac community which include:

## Banking

The Rocky Top Student Center at York Hill Campus has an ATM for use during normal business hours.

## The Den

The Den at Rocky Top is the largest space in the building and can be reserved for functions of up to 125 people. The space traditionally features large tables perfect for a dinner event, but can also be converted to accommodate a dance floor or informational fair.

## Fitness Center

The Fitness Center on York Hill is located on the third floor of the Rocky Top Student Center and is open Monday through Thursday, 7 a.m. to 11 p.m., Friday, 7 a.m. to 8 p.m., Saturday, 10 a.m. to 9 p.m., and Sunday, 10 a.m. to 11 p.m. The center offers group classes and houses free weights, strength and cardiovascular equipment and a spin room.

## Information Center

The Information Center is centrally located on the second floor of the Rocky Top Student Center near the main entrance. It is a resource for the Quinnipiac community and visitors. The Information Center, staffed by student employees, is open Monday through Friday. Student staff members are available to provide information pertaining to campus events and directions for procedures unique to student life on campus.

## Office Locations

The fourth floor houses additional workspaces for the Office of Campus Life, the Office of Residential Life, Athletics Fitness and Wellness. In addition to these offices there is a shared organizational suite for the Student Government Association, Student Programming Board, and Residence Hall Council and a reservable conference room for students, faculty, and staff.

## Post Office

A post office, located in the Rocky Top Student Center, is open Monday through Thursday, 11 a.m. to 4:45 p.m.; and Friday, 11 a.m. to 4 p.m.

## Public Safety

York Hill Public Safety offices are located on the first floor of the Rocky Top Student Center and students can call or drop in to address any questions or concerns. Questions regarding parking can be addressed at this location with the Parking and Transportation Coordinator.

## Student Health Services

Student health services are available on the first floor of the building. Click here (p. 24) for further information.

## Division of Student Affairs

### Student Affairs Vision Statement

To engage, educate and empower students.

### Student Affairs Mission Statement

The Division of Student Affairs cultivates vibrant co-curricular experiences and partnerships that prepare students to discover and pursue their personal and professional goals. To foster a sense of belonging and affirm the value of all students, we develop inclusive and supportive learning environments. We provide exceptional services and opportunities that encourage students to thrive as responsible citizens.

The Division of Student Affairs includes the following offices:

- Dean of Students
- Campus Life: New Student Orientation, Student Centers and Student Involvement, Fraternity and Sorority Life, and Community Service
- CARE Team
- Graduate Student Affairs
- Health and Wellness: Counseling Services and Student Health Services
- Religious Life
- Residential Life
- Student Conduct

## Student Health Services

### Mount Carmel Campus

Located in the Health and Wellness Center on Bobcat Way, Student Health Services is staffed by registered nurses 24 hours a day, seven days a week while students are in residence. A physician, board certified in both emergency and internal medicine, is available 30 hours per week, Monday through Friday. The highest priority of the staff is meeting the emergent health needs of the student population and providing ongoing health education opportunities as an integral part of the college experience. All questions should be directed to Student Health Services at 203-582-8742.

Services are available only to students who have completed and submitted the student health services requirements within the Patient Portal (<https://studenthealthservices.quinnipiac.edu>).

1. Online personal history form
2. Online consent and signature page
3. TB screening (online)/testing (if indicated)
4. Required immunizations or proof of immunity (see below)

The Student Health Services immunization form must be downloaded and taken to your health care provider for completion. Students who do not comply are not permitted to register, including preregistration for the second semester. The information provided becomes the basis for the student's confidential medical record within Student Health Services.

All charges for referrals, diagnostic procedures and lab work will be billed directly to the student at his/her home address. Quest Diagnostic Laboratory is the default laboratory where all specimens are sent unless the student advises the health care provider otherwise. Student Health

Services does not participate in third-party billing. To process bills for insurance reimbursement follow the instructions on the bill.

Required immunizations are:

- Meningitis conjugate immunization given within five years of the first day of classes (required of anyone living in campus-owned housing)
- Two MMR (measles, mumps and rubella) or positive titer indicated by lab report
- TB screening/testing, per guidelines listed on the form
- Two Varicella (or proof of the disease) or positive titer indicated by lab report
- Vaccination against Hepatitis B is strongly recommended and may be required by certain clinical programs.

Quinnipiac University, along with Gallagher Student Health, has developed a health insurance plan especially for students. The plan provides coverage for illnesses and injuries that occur on and off campus and includes special cost-saving features to keep the coverage as affordable as possible.

This is a hard waiver program, which means that all students **must** maintain major medical insurance. A student may waive health insurance coverage if he or she presents evidence of other health insurance under a plan that provides benefits equal to or greater than the Quinnipiac University Student Health Insurance Plan. Students must document evidence of coverage and make an online waiver decision by the waiver deadline of June 15. For additional information regarding the plan, please visit the Gallagher Student Health & Special Risk website (<https://www.gallagherstudent.com>).

A nominal fee is charged for gynecological exams. Routine services and supplies are provided without charge. Prescriptions may be taken to local pharmacies to be filled at the usual and customary fee. Students have the option to purchase some medications through Student Health Services.

A student driver is available, weather permitting, Monday through Friday for the following types of student transport:

1. Two pharmacy runs each day
2. Certain local medical appointments

Advanced scheduling of student driver appointments is necessary and the student driver is unable to stay with the student during his/her appointment.

Class excuses are not issued to students. Students who are ill are expected to contact their respective professors to inform them of their illness. Professors may contact Student Health Services to verify this information and will be told the student was or was not seen by a professional staff member. Particulars of student visits are not shared unless a student completes a release of information form. Parents or legal guardians are notified of serious illness and emergencies at the discretion of the professional staff.

For additional information, please click Student Health Services (<https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Pages/default.aspx>).

### York Hill Campus

Student Health Services also operates the York Hill Campus Health and Wellness Center, located on the first floor of the Rocky Top Student Center. The center is open eight hours a day to serve students living

on the York Hill Campus. A health care provider under the direction of the Student Health Services medical director is available. Again, services are available only to those students who have submitted the required information as outlined above. Allergy injections are provided (by appointment only) on the York Hill Campus only for those students who have submitted the necessary allergy paperwork. Gynecological exams are provided on the Mount Carmel Campus only.

## Technology Assistance

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

Although laptops meet the vast majority of student needs, for those disciplines that require more specialized hardware or software, the university has more than 800 computers in 36 computer laboratories throughout the campus. In addition there are numerous virtual labs which host program-specific software available through virtual desktops that can be accessed from anywhere. The university maintains a secure and advanced data network that connects all university computers on all three Quinnipiac campuses. Students, faculty and staff are able to access this secure network through wired and wireless access. Wireless access is found across all three campuses, including the residence halls, classrooms, athletic fields and public areas.

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

## Transitional Services for Underrepresented Students

Quinnipiac is committed to ensuring that underrepresented students (international students, students of color and first-generational students) have a successful educational experience. For further information and assistance, please contact the Department of Cultural and Global Engagement at 203-582-8425.

## Athletics and Recreation

Quinnipiac recognizes the importance of athletics and recreation in student life. The university supports 21 highly competitive, Division I intercollegiate teams, as well as an extensive campus recreation program. The campus recreation program, which provides access to fully equipped fitness centers consists of intramurals, fitness and many leisure-time offerings. For specific program information, email [athletics@qu.edu](mailto:athletics@qu.edu).

## Athletics

NCAA Division I intercollegiate athletic teams for men include baseball, basketball, cross-country, ice hockey, lacrosse, soccer and tennis. Women compete in acrobatics and tumbling, basketball, cross country, field hockey, golf, ice hockey, indoor and outdoor track, lacrosse, soccer, tennis, rugby, softball and volleyball.

Quinnipiac has full memberships in the following NCAA Division I conferences:

- Metro Atlantic Athletic Conference (MAAC)
- ECAC Men's and Women's Ice Hockey
- Big East (Field Hockey)
- National Collegiate Acrobatics and Tumbling Association
- National Intercollegiate Rugby Association (NIRA)

## Spirit Groups

Several spirit groups lend their support to athletic teams. The Quinnipiac Pep Band, Boomer the Bobcat (mascot), Sideline Cheer and Ice Cats perform at a variety of athletic events. The university dance teams are often regular performers and crowd favorites as well!

## Campus Recreation

### Intramural Program

The Quinnipiac intramural program offers a variety of competitive sports activities in a recreational setting. Participants have freedom of choice, equality of opportunity and responsibility for sharing in the planning, supervision and administration of their sports programs. Participants create their own teams, select their level of competition and vie for coveted championship T-shirts. Nearly 75 percent of the student body participates in one or more intramural activities.

The intramural program has work-study positions available for referees and statisticians. Intramural offerings include:

- Basketball (5-on-5 and 3-on-3)
- Dodgeball
- Flag football
- Ice Hockey
- Kickball
- Soccer (indoor and outdoor)
- Tennis (singles & doubles)
- Ultimate Frisbee
- Volleyball (4-on-4 and 6-on 6)
- Wiffle ball
- Open skate (figure skating)

For more information about intramural sports, visit the Quinnipiac Athletics website ([http://www.quinnipiacbobcats.com/sports/2015/8/23/GEN\\_Fitness%20Recreation.aspx](http://www.quinnipiacbobcats.com/sports/2015/8/23/GEN_Fitness%20Recreation.aspx)).

## Fitness Classes and Programs

Campus Recreation offers a full schedule of free lunchtime and evening activities taught by certified student instructors. Activities include a variety of the latest trends including: Spinning®, Barre, Ugifit®, Boot Camp, Zumba(R), Yoga and Pilates.

Classes usually begin during the second week of the fall and spring semesters. Classes are not scheduled during summer. The schedule is available to the Quinnipiac community via MyQ, on IMLeagues.com (<http://www.IMLeagues.com>) as well as at the Fitness Centers.

For more information about fitness and aerobics classes, visit the Quinnipiac Athletics website ([http://www.quinnipiacbobcats.com/sports/2015/8/23/GEN\\_Fitness%20Recreation.aspx](http://www.quinnipiacbobcats.com/sports/2015/8/23/GEN_Fitness%20Recreation.aspx)).

## Open Recreation

"Open Rec" hours are scheduled in both the Recreation Center and the dance studios on Mount Carmel Campus. Quinnipiac community members are encouraged to walk or jog on the track; and to play basketball or volleyball in the Recreation Center or use the mirrored dance studios to rehearse. Hours are posted beside the entrance doors of each facility.

## Athletic and Recreation Facilities

### People's United Center

The People's United Center is a state-of-the-art, 185,000-square-foot facility featuring separate arenas for Quinnipiac University's NCAA Division I men's and women's basketball and ice hockey teams. The two arenas at the sports center are connected by a three-story structure featuring a common lobby and ticket box office, the University Club, administrative and team offices, professional-style locker rooms with student athlete lounges, conference and meeting rooms, athletic training and equipment rooms, and a strength and conditioning center. The People's United Center is located on Quinnipiac's 250-acre York Hill Campus on Sherman Avenue, less than a mile from the Mount Carmel Campus.

### Burt Kahn Court/Gymnasium

This hardwood floor facility located in the Athletic and Recreation Center on Mount Carmel Campus serves as the competitive site for Quinnipiac home volleyball games. The gymnasium also is occasionally used for intramurals and "open recreation."

### Recreation Center

The Recreation Center on Mount Carmel Campus has four multipurpose courts that are used for tennis, basketball and volleyball. Curtains between each court allow for a variety of activities to take place simultaneously.

### Fitness Centers

There are three fitness centers at Quinnipiac University. One is located in the Athletic and Recreation Center on the Mount Carmel Campus; another is located in the Rocky Top Student Center on the York Hill Campus. Both have a full line of strength equipment, free weights and cardiovascular equipment including:

- Adaptive motion trainers (AMT)
- Bicycles (recumbent, upright)
- Elliptical
- Free climbers/steppers
- Treadmills

The third fitness center is a satellite space on the North Haven Campus, with a few pieces of cardio equipment and free weights.

The fitness centers are open to all members of the Quinnipiac community. Prospective users must complete an online waiver. Please

review the online waiver rules and regulations located in your WebAdvisor account to initiate your usage of the facilities. A validated Quinnipiac ID must be presented for entrance to the facility at all time.

## Dance Studios

Fitness classes, dance groups and many other campus groups all share the university's three studios. The mirrored studios each contain state-of-the-art stereo equipment for professional and student use. Each studio also is equipped with audio and video systems. Equipment for all scheduled activities and classes is provided. Mats, steps, power bars and hand weights usually are available in the studio equipment storage area.

Quinnipiac community members may drop in during free time to use the studios for exercising or rehearsals.

## Indoor Track

The suspended track encircles the four Recreation Center courts on the Mount Carmel Campus. Students and staff may walk and jog upstairs while games and practices are being conducted downstairs. Nine laps of the track equal one mile.

## Cardio Corners

All four corners of the indoor track on the Mount Carmel Campus have been outfitted with various pieces of cardiovascular equipment. Each corner (approx. 2,800 square feet) has treadmills, elliptical, steppers and bikes. Additionally, one corner is outfitted with multipurpose mats, stability balls and light weights.

## Spinning® Room

There is a Spinning® room located in the fitness center on the York Hill Campus. There is an online bike reservations process. Use of this room is available during classes *only*.

## Outdoor Venues and Fields

Quinnipiac's outdoor athletic facilities consist of athletic fields for softball, baseball and women's intercollegiate rugby, six lighted tennis courts and two state-of-the-art artificial turf stadiums. One is dedicated to field hockey and the other to both men's and women's soccer and lacrosse.

A hitting wall and basketball court are adjacent to the Recreation Center.

## Sports Equipment

Quinnipiac supplies most recreation equipment, such as volleyballs, basketballs and tennis rackets. Equipment may be signed out at the fitness center reception desk with a Quinnipiac ID.

## Campus Resources

### Center for Communications and Engineering

The Center for Communications and Engineering houses the School of Communications, the School of Engineering and the Mount Carmel Auditorium. This main floor includes a multimedia computer classroom, open media lab and an audio/video equipment loan facility. The lower level includes engineering workshops and a machine shop. The building also houses the Office of Multicultural and Global Engagement, the Center for Psychological Science, Academic Affairs, plus faculty and administrative offices.



## Bioanthropology Research Institute

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

Students should contact the College of Arts and Sciences (<https://catalog.qu.edu/arts-sciences>) for more information.

## Clarice L. Buckman Center

This building houses science laboratories, faculty offices and classrooms. In the center is the Clarice L. Buckman Theater, a 177-seat auditorium, which is used for guest lectures.

## Echlin Center

Echlin Center houses the offices of Undergraduate Admissions and Financial Aid, faculty offices and classrooms. The Kresge Foundation Lecture Hall and Perlroth Boardroom are located here.

## Terry W. Goodwin '67 Financial Technology Center

Quinnipiac University created its own state-of-the-art Wall Street trading room with the Terry W. Goodwin '67 Financial Technology Center in the Lender School of Business Center. The 2,000 square-foot center allows students to make real-time investment decisions and learn how the financial markets work by managing a real-life student portfolio. Software installed in the center's 43 computer workstations allows students to access real-time financial data, practice analytical finance methods, conduct trading simulations, analyze economic databases and develop financial models.

## Ireland's Great Hunger Institute

Ireland's Great Hunger Institute is a scholarly resource for the study of the Great Hunger, also known as An Gorta Mór—the Famine that devastated Ireland from 1845 to 1852. Through a program of exhibitions, lectures, conferences, course offerings and publications, the institute fosters a deeper understanding of this tragedy and its causes and consequences. The Institute's collection includes rare primary and secondary sources and artifacts relating to the history of modern Ireland. The institute is located on the Mount Carmel Campus. For more information about its work and program of events, please contact 203-582-6576 or [ighi@qu.edu](mailto:ighi@qu.edu) ([ighi@quinnipiac.edu](mailto:ighi@quinnipiac.edu)).

## Ireland's Great Hunger Museum

Ireland's Great Hunger Museum, Músaem An Ghorta Mhóir, is home to the world's largest collection of visual art, artifacts and printed materials relating to the Irish Famine. The museum is located at 3011 Whitney Avenue, near Quinnipiac's Mount Carmel and York Hill campuses and is open to the public. Its collection focuses on the famine years from 1845–52, when blight destroyed virtually all of Ireland's potato crops for consecutive years. The crop destruction, coupled with British

governmental indifference to the plight of the Irish, who at the time were part of the United Kingdom, resulted in the deaths of more than 1 million Irish men, women and children and the emigration of more than 2 million to nations around the world. The 4,750-square-foot museum offers publications, lectures, concerts and other events designed to educate the general public, scholars, researchers, artists and students about the richness of Irish culture and the high quality of its visual arts in particular. Visit the IGHM website (<http://www.ighm.org>) for more information.

## Lender School of Business Center

The Lender School of Business Center at Quinnipiac University is a multipurpose complex that houses:

- State-of-the-art collaborative classrooms with multi-screen, interactive technology
- Lecture capture classrooms with the latest learning support technology
- Student collaboration spaces for informal collaboration, meetings, and study
- Student collaboration & app development lab
- Dedicated student team meeting rooms
- Career Development Resource Center with dedicated student and employer resources, interview rooms, and networking space
- Faculty and dean's offices

This complex is also home to the Center for Innovation and Entrepreneurship, where students can meet with their mentors for financial, legal, marketing and technical guidance in turning their ideas into viable business solutions.

## Libraries

The Arnold Bernhard Library on Quinnipiac's Mount Carmel Campus and the Edward and Barbara Netter Health Sciences Library on the North Haven Campus serve the undergraduate and graduate populations of the university and provide support for the Quinnipiac University School of Law.

Approximately 48,000 square feet in size, the Arnold Bernhard Library provides 600 seats, 16 group rooms, a 30-seat instructional facility, more than 60 public computers terminals and wireless connectivity. In addition to the group study rooms, students can select from individual study carrels, tables, soft seating and rocking chairs with magnificent views when they visit the facility. Supporting this facility are the combined staffs of the library, academic technology, and media services. The Arnold Bernhard Library building also houses the clock tower, the executive suite, the Provost suite, Learning Commons, the Offices of Administrative Services, the Bursar, Registrar and Procurement.

The Edward and Barbara Netter Health Sciences Library is the primary library for Quinnipiac University's Schools of Medicine, Nursing and Health Sciences. The library is equipped with 17 public computer workstations, printers, scanners, copiers, study carrels and plenty of soft seating, which provides spectacular views of the North Haven Campus.

Each library offers a large variety of web-based resources, including ebooks, e-journals and databases as well as print volumes, microforms and audiovisual materials.



## Ed McMahon Mass Communications Center

Housed within the Lender School of Business Center is the Ed McMahon Mass Communications Center, a first-class digital media production facility providing students with a spacious, professional-level high-definition television (HDTV) studio, a wireless multi-platform newsroom with the Associated Press wire service and ENPS newsroom management system, advanced non-linear digital video editing systems, multiple 4K collaborative edit suites, production labs for mobile application design, website development, and motion graphics, a remote media production resource depot, and a screening room with HD video projection and theater-quality 7.1 surround sound. Additionally, there are over 85 iMac stations running the latest applications for digital media production including 360 technology and acquisition, and a Virtual Reality Lab utilizing the latest hardware and software. Two cable television channels originate from the McMahon Center, as well as a Facebook live feed for all curricular and student organization distribution.

## Quinnipiac University Poll

Quinnipiac University Poll, at 20–60 West Woods Road, regularly surveys residents in Colorado, Connecticut, Florida, Iowa, New Jersey, New York, Pennsylvania, Ohio, Virginia and nationally about political races and issues of local, regional and national concern.

## Quinnipiac University Science Teaching and Learning Center Funded by Bristol-Myers Squibb

The Quinnipiac University Science Teaching and Learning Center (Questa-LC) is committed to bridging the gap between the research on science teaching and learning and the teaching practices used every day in science classrooms. The center helps passionate practitioners who critically reflect on their teaching practices and want to enhance their own classroom practices through two outreach programs.

Weekly workshops are designed to meet the needs of science teachers as they negotiate their understanding of how to implement the Next Generation Science Standards (NGSS). The greatest leverage point for reaching students is highly prepared teachers. This format provides an opportunity for a greater, sustained impact on the education of Connecticut students.

Questa-LC Hangout is a monthly collaboration designed to provide time and space for Connecticut science teachers to meet with colleagues to work on NGSS-based instructional units, NGSS-based assessments and implementation strategies. This four-hour block of time is designed to: support a “critical friends” collaboration, encourage an eagerness, energy and enthusiasm for meaningful science teaching, prevent teacher isolation as they work to enact NGSS in their classrooms, schools and school districts, and provide a safe, supportive space to negotiate the paradigm shift toward the NGSS.

## Albert Schweitzer Institute

Albert Schweitzer Institute at Quinnipiac University, 660 New Road, enhances the student experience through alternative spring break service trips; hosting world leaders on campus; and exploring issues related to the Schweitzer philosophy. See the Albert Schweitzer Institute (p. 17) page for more information.

## Theatre Arts Center

Located at 515 Sherman Avenue, this flexible 12,000-square-foot center is a specifically designed performance space, featuring a baby Steinway piano and a completely customizable layout. The facility includes a costume shop and storage, a scene shop, a lighting and management booth and academic spaces, making it a hub for theater and music performances. It also includes a black box theater.

## WQUN AM 1220

WQUN AM 1220, the university’s radio station, at 3085 Whitney Ave., provides local news, interviews, national news and live coverage of Quinnipiac sports.

# ACADEMICS

## Schools and Colleges

All Quinnipiac University programs fall within nine major academic areas:

- College of Arts and Sciences (p. 104)
- Frank H. Netter MD School of Medicine (p. 358)
- School of Business (p. 158)
- School of Communications (p. 180)
- School of Education (p. 194)
- School of Engineering (p. 195)
- School of Health Sciences (p. 205)
- School of Law (<http://catalog.qu.edu/graduate-studies/law>)
- School of Nursing

## Programs

For information on any of Quinnipiac's programs, click on the appropriate link below:

- undergraduate majors (p. 34)
- undergraduate minors (p. 35)
- graduate degree programs (p. 32)
- special programs such as pre-law (p. 37), pre-dental (p. 36) and pre-medical studies (p. 38) as well as the honors program (p. 34).

## Academic Honors

### Dean's List

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

## Degrees with Honors

Students who have demonstrated superior scholarship, who have fully completed all course work and requirements for their bachelor's degrees and who have attended Quinnipiac for at least 60 credits immediately prior to graduation are eligible to receive degrees with honors. Designation on diplomas and transcripts is based on grade point averages as follows:

Summa Cum Laude	3.90–4.00
Magna Cum Laude	3.70–3.89
Cum Laude	3.50–3.69

A complete list of academic awards and honor societies, is available in the Academic Awards and Honor Societies (p. 379) section of the catalog.

Undergraduate students with strong academic records and extensive intellectual curiosity may apply to the Honors Program (p. 34).

## Academic Outcomes Assessment

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

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

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

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

## Center for Excellence in Teaching and Service to Students

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

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

The work of the center is intended to supplement, not supplant or duplicate, the many excellent professional development initiatives and programs that are sponsored and supported each year in all areas of the university. The center gives institution-wide recognition and validation to these activities and the offices that sponsor them. The center is supported through the President's Office and is guided by a rotating board of directors consisting of representatives from the faculty, staff and students.

## Center for Interprofessional Healthcare Education

The Center for Interprofessional Healthcare Education at Quinnipiac University strives to achieve the university's three core values: high-quality academic programs, a student-oriented environment and a strong sense of community in the development of health care professionals who work collaboratively to provide evidence-based and coordinated patient or client-centered health care. The mission of this center is to develop, promote and measure the effectiveness of interprofessional learning opportunities for faculty and students that lead to effective team-based practice.

Interprofessionalism is a process by which two or more professionals work collaboratively to critically examine issues in health care education and practice. The overarching purpose of the center is to develop opportunities for faculty, students and community partners to learn together to promote team practice that meets the challenges of future health care systems. The center provides support for educational opportunities in three areas. The first focus is on a program that allows students to earn graduation transcript designation of *Distinction in Interprofessional Healthcare*. This is a 140-hour co-curricular program where students from different disciplines learn with-by-from each other to address health care issues to improve the patient or client experience and reduce health care costs. The second focus is to develop learning opportunities for faculty and students within the curriculum such as case studies and experiential learning. Finally, the center supports interprofessional practice opportunities between the university and community health care partners.

## Center for Teaching and Learning

The mission of the Center for Teaching and Learning is to foster the development of our faculty and staff as members of a community of engaged and effective educator-scholars, committed to excellence in student learning.

The center offers a variety of services for members of the university community:

- Workshops on a variety of pedagogical topics and innovative teaching strategies.
- Individual consultation with faculty on effective pedagogy, including department-based consulting.
- Research opportunities for faculty and student affairs personnel.
- Classroom observations for all faculty for preparation of promotion and tenure files.
- Resources for topics related to teaching and learning including books, journals and consultation.

The Center for Teaching and Learning coordinates with both the Quinnipiac University Writing Across the Curriculum and the Service Learning (p. 40) Committee.

## Writing Across the Curriculum

Since 2000, Quinnipiac University has adopted a writing-across-the-curriculum (WAC) approach to teaching writing at the undergraduate level, an effort that has been generously supported by the Davis Educational Foundation. Writing is used extensively throughout the

University Curriculum and in the undergraduate majors to promote good critical thinking and communication skills for all students.

In support of our students' success, the WAC program facilitates faculty workshops on critical thinking and writing development, awards faculty research in the scholarship of teaching and learning, hosts a biennial conference on critical thinking and writing on the Quinnipiac campus, and sponsors *Double Helix: A Journal of Critical Thinking and Writing*, that publishes faculty scholarship from across the globe.

The university endorses the position taken by the National Commission on Writing for America's Families, Schools and Colleges that good writing is a "threshold skill" for employment virtually anywhere in the professions. Our nationally recognized WAC program provides students with the opportunity to develop their ability to write at the same time they are acquiring knowledge and skills in their chosen profession. Our intention is to enable the connection between writing and learning to be a lifelong habit that students will rely upon to enhance both their personal and professional lives.

## Essential Learning Outcomes

*Approved by the Faculty Senate on February 12, 2016*

A Quinnipiac University education provides students with both specialized knowledge of a discipline, and a broad understanding of human cultures and the physical and natural world. Quinnipiac graduates can integrate and apply knowledge from multiple perspectives found inside and outside of the classroom. They have a sufficient command of key forms of literacy, as well as the requisite intellectual, social, and personal skills and understanding, to identify and respond effectively to contemporary problems. Quinnipiac graduates demonstrate a number of key outcomes essential to the life and practice of a responsible, educated citizen, consciously and decisively. Graduates acquire these Essential Learning Outcomes (ELOs) through a purposeful integration of the University Curriculum, requirements within one's major, and co-curricular experiences.

- Knowledge and Literacies
- Critical and Creative Thinking
- Effective Communication
- Inquiry and Analysis
- Social and Emotional Intelligence
- Intercultural Citizenship and Responsibility

By acquiring the Essential Learning Outcomes, Quinnipiac University graduates can...

- Demonstrate, integrate and apply knowledge
- Think critically and creatively
- Communicate effectively
- Conduct inquiry and analysis effectively
- Engage collaboratively and responsibly
- Act as responsible intercultural citizens of a diverse world

For more information about the Essential Learning Outcomes, please see Quinnipiac's internal website (<https://myq.quinnipiac.edu/LearningParadigm/Pages/Essential-Learning-Outcomes.aspx>).

## Experiential Learning Certificates

### SQUID Certificate Program

SQUID stands for Scholars at Quinnipiac University Integrating Difference. Many students seek out opportunities to learn about people in societies who have been historically underrepresented and underprivileged. This certificate program, offered through the College of Arts and Sciences, is designed to acknowledge the effort students have made to learn about the broad variety of human experience. Students in any undergraduate program who are interested and who complete three SQUID-designated courses of their choice are eligible to achieve a certificate from the College of Arts and Sciences that reflects the commitment they have made to diversify their college curriculum. Applications for the SQUID certificate are accepted in the spring semester as announced. Students should direct questions to CASDeans@qu.edu.

### Albert Schweitzer Certificate for Ethics and Responsibility

This certificate program, affiliated with the Albert Schweitzer Institute, enables students to be recognized for their service to others in keeping with the ideals of the 1952 Nobel Peace Prize Laureate, Dr. Albert Schweitzer. Students earn credit toward this certificate through directed academic engagement and volunteer activities. To earn the certificate, eligible students take pre-approved courses or those that have a service learning designation, and participate in a variety of service-based activities. Examples of these activities include Albert Schweitzer Institute-sponsored programs, an alternative spring break, a semester-long internship program with a service organization on or off campus, or a leadership role in a campus organization or off-campus non-governmental organization. Given the strong interest by potential employees, graduate schools and professional schools in ethical leadership and service to others, this program is structured to help a student easily demonstrate his or her dedication to these important values.

### Service Learning Certificate

Interested students who meet the requirements are eligible to receive a certificate from the Committee for Service and Service Learning. This certificate reflects the commitment the student has made to experiential and service learning opportunities in designated service learning courses. To earn a Service Learning Certificate, students must successfully complete (with a grade of C or better) three or more service learning (SL) designated courses at Quinnipiac or two Service Learning designated courses along with a service experience or service trip with a reflection component. An application form can be downloaded from the Department of Cultural and Global Engagement web page. The SL designation helps students identify service learning courses to plan and prepare for registration. Each student who applies and completes the requirements of a Service Learning Certificate receives their certificate at an end-of-the-year celebration.

## Grading System

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

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

Faculty members are the most appropriate judges of how students perform academically. Except when a grade of Incomplete has been submitted, faculty shall not accept late work from students after the final course grade has been submitted to the Registrar or after the final grade due date, whichever comes first. Except when there are verifiable errors in the final grade calculation, faculty members shall not request changes in final course grades after submission to the Registrar.

#### Scale of Grades

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

AU (audit)

Indicates the course was audited. This grade type is in effect for the Fall 2017 semester and beyond.

I (incomplete)	A grade of "Incomplete" or "I" indicates that a student has not satisfied all of the course requirements and has come to an agreement with the faculty member for an extension in order to complete the work. The decision to issue a grade of Incomplete is made solely at the discretion of the faculty member. Incomplete grades must be requested by the student, and will be granted only if justified by compelling individual circumstances requiring additional time beyond the end of the semester to complete course requirements. A grade of Incomplete should not serve primarily as a mechanism to allow a failing student to earn a passing grade. Grades of Incomplete should be accompanied by a written plan for resolving the Incomplete grade, which includes documentation of outstanding work and the timeline for completion. This written plan shall be retained by the student, the faculty member and the department chair. An Incomplete grade automatically becomes an "F" if it is not removed within 30 calendar days following the end of the semester (last day of final exams) in which it was issued, or within a lesser period specified by the instructor. In exceptional cases, extensions beyond that normal period are permitted only with the written approval of the department chairperson. Any change in an Incomplete to a grade other than "F" after one year requires the written permission of the dean of the school, college or division.	P (pass)	Indicates "passed with credit" when no letter grade is given.
		Z (audit)	Indicates the course was audited. This grade type will no longer be offered after the Spring 2017 semester.
		S (satisfactory)	Indicates "passed with no credit."
		U (unsatisfactory)	Indicates "unsatisfactory work."
		IP (In-Progress)	IP: Grade in Progress. This grade is intended for internships, research-based courses, thesis, dissertation, individual study, projects and seminar offerings. Other course types must have dean's approval and must have been filed with the Registrar's Office prior to grading. Failure to complete the work according to the agreed upon timeline will result in a grade of "F." For courses required for degree completion, a grade must be given before the credential may be granted. Syllabi for courses approved for the IP grade option should note the reason for the provisional IP grade to be assigned at the end of the semester, as well as the timeframe within which the students' final course work will be evaluated and the IP grade will be replaced with a permanent grade. IP grades are not used in calculating grade point averages. Undergraduate students with grades of "IP" in a course(s) are not eligible for the Dean's List.
W (withdrawal)	A student may withdraw from a course offered in a traditional semester (15 week) format up to the end of the 10th week of classes. For courses offered during the summer or in accelerated or other nontraditional formats, the withdrawal period extends up to the completion of 60 percent of the scheduled class sessions. Prior to the start of each semester, the specific withdrawal deadlines for all classes are published by the Office of the Registrar. Withdrawals must be recorded on an official form available in the Registrar's Office.		

## Graduate Degrees

### Arts and Sciences

- Accelerated Dual-Degree (p. 37) Bachelor's/JD (p. 37) (3+3) (p. 37)
- Accelerated Dual-Degree (p. 272) Bachelor's/MSW (p. 272) (3+2) (p. 272)
- Accelerated Dual-Degree (p. 150) BA/MBA in Theater (p. 150) (3+1) (p. 150)
- Accelerated Dual-Degree (p. 111) BS/MS in Molecular and Cell Biology (p. 111) (3+1) (p. 111)
- Dual-Degree (p. 274) BA/MAT (p. 274) or BS/MAT in Elementary Education (4+1) (p. 274)
- Dual-Degree (p. 276) BA/MAT (p. 276) or BS/MAT in Secondary Education (4+1) (p. 276)
- Dual-Degree (p. 278) BA/MBA (p. 278) (4+1) (p. 278)
- Dual-Degree (p. 112) BS/MS in Molecular and Cell Biology (p. 112) (4+1) (p. 112)
- Master of Science in Molecular and Cell Biology (p. 113)



## Business

- Accelerated Dual-Degree BS/MBA (3+1) (p. 285)
- Certificate in Health Care Compliance
- Certificate in Long-term Care Administration
- Dual-Degree BA/MBA (4+1) (p. 278)
- Dual-Degree BS/MBA (4+1) (p. 287)
- JD/MBA (Juris Doctor) (p. 287)
- Master of Business Administration (p. 283) (online or on campus)
- MBA-Finance Track (p. 288)
- MBA-HCM Track (Health Care Management) (p. 289) (online or on campus)
- MBA-SCM Track (Supply Chain Management) (p. 288) (online or on campus)
- Master of Science in Accounting (p. 289)
- Master of Science in Business Analytics (p. 292) (online only)
- Master of Science in Organizational Leadership (p. 293) (online only)

## Communications

- Accelerated Dual-Degree BA/MS or BFA/MS (3+1) (p. 193)
- Certificate in Social Media
- Certificate in User Experience Design
- Dual-Degree BA/MS or BS/MS in Interactive Media and Communications (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Journalism (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Public Relations (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Sports Journalism (4+1) (p. 300)
- Master of Science in Interactive Media and Communications (p. 294) (online)
- Master of Science in Journalism (p. 295)
- Master of Science in Public Relations (p. 296)
- Master of Science in Public Relations – Online/Professional Track (p. 297)
- Master of Science in Sports Journalism (p. 298)

## Education

- Certificate of Completion (p. 310) in Special Education (p. 310)
- Certificate in (p. 308) Online Course Design (p. 308)
- Dual-Degree (p. 274)BA/MAT or BS/MAT in Elementary Education (p. 274) (4+1) (p. 274)
- Dual-Degree (p. 276)BA/MAT or BS/MAT in Secondary Education (p. 276) (4+1) (p. 276)
- Master of Arts in Teaching – Elementary Education (p. 303)
- Master of Arts in Teaching – Secondary Education (p. 301)
- Master of Science in Instructional Design (p. 304) (online only)
- Master of Science in Special Education (p. 306) (online only)
- Master of Science in Teacher Leadership (p. 307) (online only)
- Sixth-Year Diploma in Educational Leadership (p. 308)

## Engineering

- Master of Science in Cyber Security (p. 310)

## Health Sciences

- Accelerated Dual-Degree Bachelor's/Master's in Social Work (3+2) (p. 272)
- Bachelor's/Doctor of Physical Therapy (DPT) (p. 247)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 323) (post-professional)
- Master of Health Science in Advanced Medical Imaging and Leadership (p. 312)
- Master of Health Science in Biomedical Sciences (p. 314)
- Master of Health Science in Cardiovascular Perfusion (p. 316)
- Master of Health Science in Pathologists' Assistant (p. 326)
- Master of Health Science in Physician Assistant (p. 328)
- Master of Health Science in Radiologist Assistant (p. 331)
- Master of Social Work (p. 320)
- Post-Professional Occupational Therapy Doctorate (OTD) (p. 324) (online)

## Law

Admission is through the School of Law. The School of Law has its own section of the academic catalog (p. 333) and student services handbook, to which readers should refer for information about School of Law policies, procedures and requirements for academic and other matters.

- Accelerated Dual-Degree Bachelor's/Juris Doctor (3+3) (p. 37)
- Certificate in Health Care Compliance (p. 350)
- Juris Doctor/Master of Business Administration (p. 337) (JD/MBA)
- Juris Doctor/Master's in Environmental Law and Policy (p. 337) (JD/MELP)
- Juris Doctor/Master's in Social Work (p. 337) (JD/MSW)
- Juris Doctor Program (full-time) (p. 334)
- Juris Doctor Program (part-time) (<http://catalog.qu.edu/school-of-law/juris-doctor-pt>)
- Master of Laws in Health Law (LLM) (p. 349)

## Medicine

Admission is through the Frank H. Netter School of Medicine.

- Anesthesiologist Assistant (MMSc) (<https://www.qu.edu/schools/medicine/academics/anesthesiologist-assistant-program.html>)
- Medical Doctor (MD) (p. 255)

## Nursing

- Doctor of Nursing Practice - Adult-Gerontology Nurse Practitioner (p. 360) (post-bachelor's study)
- Doctor of Nursing Practice - Family Nurse Practitioner (p. 362) (post-bachelor's study)
- Doctor of Nursing Practice - Nurse Anesthesia (p. 363) (post-bachelor's study)

- Doctor of Nursing Practice - Care of Populations (p. 365) (post-master's study)
- Doctor of Nursing Practice - Nursing Leadership (p. 366) (post-master's study)
- Master of Science in Nursing – Operational Leadership (p. 369)
- Master of Science in Nursing – RN to MSN Completion (p. 370)

## Honors Program

### University Honors Program

The University Honors Program has been developed to foster the needs and interests of our most academically talented and committed students. The program creates a strong internal sense of community that is founded on core values of intellectual curiosity, academic leadership, and service.

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

Honors students also participate in and contribute to campus culture through lectures, book discussions and unique events that enhance the distinctive learning opportunities available in the University environment. Quinnipiac honors students have access to a special space on campus—the honors student lounge, which includes a small collection of books, informal seating, coffee and a kitchen that facilitates studying, conversation and honors committee meetings. In addition, honors students have the opportunity for off-campus learning experiences in nearby areas such as Boston, New Haven and New York City.

Honors students take a minimum of 8 honors level courses and experiences designated at the honors level as part of their existing University Curriculum or major courses; the program does not add additional credit requirements to the students' major work, and preserves freedom to pursue electives and minors.

Each year, the honors program welcomes incoming first-year students with strong academic records and extensive intellectual curiosity. Entry to the program is by application. Students who have received their acceptance to Quinnipiac may apply for admission to the honors program in February and will learn of their status before May 1. Students also may apply after the February deadline and, if accepted, will be admitted on a wait-list basis. Interested students may inquire with the director or the admissions office at any time during the admissions process and into the summer. After their first or second semester, students with strong records of achievement and a demonstrated desire to share their intellectual curiosity and engagement with others may apply to join the program.

For details please see the Quinnipiac Honors Program webpage (<https://www.qu.edu/academics/undergraduate.html#honorsprogram>).

## Majors

### Undergraduate Degree Programs

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

### Bachelor of Arts (BA)

- Advertising and Integrated Communications (p. 190)
- Communications (p. 188)
- Computer Science (p. 196)
- Criminal Justice (p. 142)
- English (p. 119)
- Film, Television and Media Arts
- Game Design and Development
- Gerontology (p. 143)
- Graphic and Interactive Design (p. 185)
- History (p. 122)
- Independent Majors (p. 104)
- Interdisciplinary Studies (p. 107)
- Interdisciplinary Studies/Concentration in Education Studies (p. 107)
- Journalism (p. 186)
- Law in Society
- Liberal Studies (p. 264)
- Mathematics (p. 127)
- Philosophy
- Political Science (p. 132)
- Public Relations (p. 191)
- Sociology (p. 144)
- Spanish Language and Literature (p. 129)
- Theater

### Bachelor of Fine Arts (BFA)

- Film, Television and Media Arts (p. 183)

### Bachelor of Science (BS)

- Accounting (p. 166)
- Athletic Training (p. 207)
- Behavioral Neuroscience
- Biochemistry (p. 115)
- Biology (p. 108)
- Biomedical Marketing (p. 177)
- Biomedical Sciences (p. 215)
- Business Administration (Online BS Completion Track) (p. 164)
- Chemistry (p. 116)
- Computer Information Systems (p. 167)
- Computer Information Systems and Accounting
- Computer Science (p. 198)
- Diagnostic Medical Sonography
- Economics (p. 117)
- Engineering, Civil
- Engineering, Industrial
- Engineering, Mechanical
- Engineering, Software
- Entrepreneurship and Small Business Management (p. 170)
- Finance (p. 171)
- Health Science Studies (p. 217)
  - Online BS Completion Track (p. 227)
- Interdisciplinary Studies (p. 107)

- International Business (p. 173)
- Management (p. 175)
- Marketing (p. 177)
- Microbiology and Immunology (p. 220)
- Nursing (p. 259)
  - Traditional BSN Program
  - Accelerated BSN for Second-Degree Students
  - RN to BSN Completion (Online)
- Occupational Therapy (p. 240) (*see MOT*)
- Physical Therapy (p. 245) (*see DPT*)
- Physician Assistant (p. 251) (entry-level)
- Premedical Studies
- Psychology (p. 139)
- Radiologic Sciences (p. 233)

## Minors

Please see the Minors (p. 35) section for a complete listing.

## Undergraduate Certificate Programs

- Certificate/Minor in Legal Studies (p. 126) (ABA Approved)
- Global Supply Chain (<http://catalog.qu.edu/part-time-undergraduate-studies/global-supply-chain-certificate>)

## Graduate Degree Programs

For information on Quinnipiac's graduate degree and certificate programs, click here (p. 32).

## Minors

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

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

To ensure sufficient time to complete a minor, students should submit an application to declare a desired minor prior to the end of their sophomore year. Completing a minor often necessitates taking additional courses beyond degree requirements.

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

The following is a list of approved minors:

- Accounting
- Advertising and Integrated Communications
- Anthropology
- Applied Statistics and Data Science
- Asian Studies
- Biology
- Biomedical Sciences
- Business
- Business Analytics
- Chemistry
- Computer Information Systems
- Computer Science
- Criminal Justice
- Dispute Resolution
- Economics
- English
- Entrepreneurship and Small Business Management
- Film and Television
- Finance
- Fine Arts
- French
- Game Design and Development
- Gerontology
- Global Public Health
- History
- History and Philosophy of Science
- International Business
- International Studies
- Irish Studies
- Italian
- Journalism
- Law in Society
- Legal Studies
- Management
- Marketing
- Mathematics
- Media Studies
- Microbiology and Immunology
- Middle Eastern Studies
- Music
- Philosophy
- Political Science
- Psychology
- Public Relations
- Sociology
- Spanish
- Sports Studies
- Theater
- Women's and Gender Studies

## Pre-Dental Studies

The **pre-dental studies designation** ("pre-dental designation") is designed for undergraduate students who are planning on pursuing DDS or DMD. Pre-dental designation status is not intended for students enrolled in QU's entry-level professional track programs. The pre-dental designation is **not a stand-alone program** and is completed in addition to the student's undergraduate degree and major. Application to dental school may require coursework outside of a specific major. The pre-dental designation allows students to enroll in and track completion of these core requirements. While the pre-dental designation will cover the majority of standard pre-requisite courses, requirements may vary by dental school. **Students are responsible for checking their intended dental programs in advance of the AADSAS application process to determine if additional coursework is required.** Interested students may enroll in the pre-dental designation after the start of classes.

To receive the pre-dental studies designation upon graduation, the following are **required**:

- Cumulative GPA of 3.3 or above in required pre-dental designation courses
- Minimum of 18 credit hours of pre-dental designation coursework must be completed at Quinnipiac

Grades received for pre-dental designation courses taken at other universities may be utilized for transfer student GPA calculations. Congruent with the American Dental Education Association policy and dental school admissions policies, grades will not be "replaced" for repeated coursework to determine the final pre-dental designation GPA and **online courses will not be accepted**.

In addition to strong academic performance, pre-dental designation enrollees must actively pursue experiences and opportunities throughout their undergraduate years to gain exposure to dentistry and patient interaction. A wide range of skills and competencies should be developed through experiences such as:

- extended exposure to healthcare and dentistry (shadowing, clinical work, volunteering, etc.),
- research outside of the curriculum,
- substantial volunteer efforts and community involvement,
- leadership experiences.

Activities and experiences that develop and exhibit strong manual dexterity skills should also be pursued. Active participation in Pre-Health Advising Office educational workshops, advising, and events is expected.

## Transfer Students

Students who transfer to Quinnipiac University and wish to receive the pre-dental studies designation must complete a minimum of 18 credits of the required designation coursework at Quinnipiac. Grades received for pre-dental designation courses taken at other universities may be utilized for transfer student GPA calculations to determine eligibility. Online courses will not be accepted for any pre-dental designation requirements.

## Advanced Placement Credits

Many dental schools will not accept AP credits as replacement for prerequisite courses. Some dental schools may accept AP credits provided that the applicant completes advanced level coursework in the same discipline. Students are encouraged to check with the specific AP

policies and course requirements of dental schools through the ADEA website (<http://www.adea.org>) and the ADEA Official Guide to Dental Schools.

## Course Requirements

All courses listed in this section may count toward both the major (if applicable) and the pre-dental studies designation.

### Required Courses (All Courses Required for a Minimum of 46 Credits)

Students must complete all of the listed required courses, as they are the minimum prerequisites for application to dental schools and cover content tested on the Dental Admission Test (DAT).

Code	Title	Credits
<b>Required Courses</b>		
Select one of the following:		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
Select one of the following:		4
BIO 102 & 102L	General Biology II and General Biology Lab II	
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	
Select one of the following:		4
PHY 110 & 110L	General Physics I and General Physics I Lab	
PHY 121	University Physics ( (includes lab))	
Select one of the following courses:		4
PHY 111 & 111L	General Physics II and General Physics II Lab	
PHY 122	University Physics II ((includes lab))	
<b>Required courses:</b>		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
MA 141	Calculus of a Single Variable	3
MA 275	Biostatistics	3

In addition to **required** pre-dental designation courses, students should **complete any two (2) English courses** (p. ) and **Psychology 101 (PS 101)** to meet many dental school admission requirements. Advanced sciences such as Anatomy & Physiology, Genetics, Histology,

and Cell Biology, as well as ethics and philosophy courses, are highly recommended.

## Pre-Law

Students interested in attending law school must have a BA or BS degree and have taken the Law School Admission Test (LSAT). No single pre-law course of study is required or recommended. Several broad objectives of pre-legal education, however, have been set forth by the Association of American Law Schools: developing fundamental reading skills; the ability to think and write clearly and succinctly; logical reasoning and analytical skills; and an appreciation of the social, political and economic foundations and complexities of our society.

Toward this end, every pre-law student should carefully choose, with the assistance of his or her academic adviser and/or the pre-law adviser, courses that will help build these skills and areas of knowledge. Students or graduates who have an interest in law school should contact the Quinnipiac University pre-law adviser, via email at [prelawadvising@qu.edu](mailto:prelawadvising@qu.edu), for further information and should join the Pre-Law Society to learn more about the LSAT, law school admissions and financial aid.

Undergraduate students who wish to attend the School of Law at Quinnipiac may take one of two paths. The traditional path entails obtaining a BA or BS degree in four years followed by three years of law school. The accelerated path, via the Accelerated Dual-Degree Bachelor's/JD (3+3) program described below, allows students to complete their undergraduate degree in three years and a law degree in three years for a total of six years (one year less than the traditional path).

(Please note: Attending Quinnipiac University as an undergraduate student does not guarantee admission to the Quinnipiac School of Law.)

## Accelerated Dual-Degree Bachelor's/JD (3+3) Program

Quinnipiac University offers an innovative Bachelor's/Juris Doctorate program, which will shorten the usual seven-year sequence to just six years to earn a BA or BS in a major in the College of Arts and Sciences or the Schools of Business, Communications or Health Sciences, and the JD from the Quinnipiac School of Law. This program is designed for students who know they want to attend law school at Quinnipiac.

The Accelerated Dual-Degree Bachelor's/JD (3+3) program provides a number of benefits. In addition to the opportunity to complete both degrees in only six years, students may live in Quinnipiac housing for four years and interact with the law school dean and faculty throughout the undergraduate years. If eligible, students may receive a locked tuition rate and no additional charges for course overloads the first four years and continued merit scholarships throughout law school. A 1-credit LSAT prep class is also offered to help students prepare for the exam.

The Accelerated Dual-Degree Bachelor's/JD (3+3) program is designed for students admitted to a major in the College of Arts and Sciences or in the Schools of Business, Communications or Health Sciences at Quinnipiac who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT of at least 1200 or a composite ACT of at least 25. Students meeting these requirements may enter the program as freshmen by selecting pre-law on their application. Students interested in the program who are close to but do not meet the

admission criteria may apply to the Undergraduate Admissions Office for special consideration.

Students accepted into the program in their freshman year and who receive a Quinnipiac merit scholarship will have the scholarship renewed each year of the six-year program providing they maintain a 3.0 GPA at the end of each undergraduate academic year, have a cumulative GPA of 3.4 when they enter the law school, score at least a 150 on the LSAT, and continue to rank in the top half of their class throughout law school.

Sophomores attending Quinnipiac University and sophomore transfer students may enter the Accelerated Dual-Degree Bachelor's/JD (3+3) program during the first semester of their sophomore year by applying through the pre-law adviser. Sophomores must meet the same eligibility criteria set out above for freshmen entering the program and must have a minimum of 27 credits with at least a 3.0 grade point average at the end of their freshman year. Transfer students must attend Quinnipiac for at least 60 undergraduate (non-law) credits immediately prior to matriculation in the School of Law.

Students admitted to the Accelerated Dual-Degree Bachelor's/JD (3+3) program will work with Quinnipiac's pre-law adviser as well as the adviser in their major to be certain they have completed all major and University Curriculum requirements before entering the School of Law. Course overloads may be necessary to complete the undergraduate degree requirements in the accelerated time period. Students accepted directly into the program as freshmen have the added benefit of locked tuition for the first four years and no additional charges for course overloads during that time period.

There are two options for completion of the program:

**Option 1** requires completion of a minimum of 90 undergraduate credits, including all major and University Curriculum requirements, by the end of the third year. Students following Option 1 will use the first year of law school for their fourth year of undergraduate credits and count up to 30 law school credits toward their undergraduate degree. Students will be full-time law students in the first semester of their fourth year and will earn a bachelor's degree at the end of their first year of law school/fourth year of college.

**Option 2** requires completion of a minimum of 105 undergraduate credits by the end of the third year. The fall semester of the fourth year will be a "bridge" semester in which students will take 6 credits of undergraduate courses along with 10 credits of law school courses. Students will be considered full-time law students in the second semester of the fourth year. Option 2 has the additional requirement of 6 credits of law school courses in the summer between the fourth and the fifth years. Students will receive their bachelor's degree at the end of the bridge semester.

Students in the Accelerated Dual-Degree Bachelor's/JD (3+3) program must have a cumulative GPA of 3.4 by the end of their third year, take the LSAT no later than March of that year and score a minimum of 150, and file a law school application with the Law School Admissions Council during their third undergraduate year. The Law School Admissions Office will work with students to ensure that the application is complete. All applications will be reviewed by the Law School Admissions Committee to make sure the prerequisites are met and there are no character and fitness issues. Students who do not meet the score requirements set out above may still be considered by the Law School Admissions Committee.



## Pre-Medical Studies

The pre-medical studies designation ("pre-med designation") is designed for undergraduate students who are interested in pursuing doctoral or advanced professional degrees in medicine such as MD, DO, DDS/DMD, PharmD, OD, DPM, DPT, DVM or PA. Pre-med designation status is not necessary for students enrolled in QU's entry-level PA program or other professional track degrees. Interested students may enroll in the pre-dental designation after the start of classes.

The pre-med designation is **not a stand-alone program** and is completed in addition to the student's undergraduate degree and major. Application to professional school may require course work outside of a specific major. The pre-med designation allows students to enroll in and track completion of these core requirements. While the pre-med designation will cover the majority of standard prerequisite courses, requirements will vary by program type and school. Students must check their intended programs in advance of the application process to determine whether additional course work is required to apply.

Enrolled pre-health students may seek advice on preprofessional development and the professional school application process from the Pre-Health Advising Office. Advising services include: preparatory workshops, individual advising, assessment of readiness, long-term planning, application strategy, essay critiques, school selection assistance, mock interviews and guest speaker events. The Pre-Health Advising Office, along with the Health Professions Advisory Committee, provides committee letters of evaluation for eligible applicants to medical school.

For more information, please contact the director of pre-health advising at [prehealthadvising@qu.edu](mailto:prehealthadvising@qu.edu) (PrehealthAdvising@qu.edu).

## Requirements

To receive the pre-medical studies designation upon graduation, the following conditions **must be met**:

- Student must maintain a cumulative GPA of 3.3 or above in required pre-med designation courses
- Minimum of 18 credits of pre-med designation course work must be completed at Quinnipiac

Congruent with professional school admissions requirements and the national educational association policies of the above referenced programs, grades will not be "replaced" for repeated course work to determine the final pre-med designation GPA and **online courses will not be accepted**.

In addition to strong academic performance, pre-med designation enrollees must actively pursue opportunities throughout their undergraduate years that help them gain knowledge about the health care field and their intended profession. A wide range of skills and competencies should be developed through experiences such as:

- extended exposure to health care and dentistry (shadowing, clinical work, volunteering, etc.)
- research outside of the curriculum
- substantial volunteer efforts and community involvement
- leadership experiences

Active participation in Pre-Health Advising Office educational workshops, advising and events is expected. Students should carefully review the

"Core Competencies for Entering Medical Students" and other student resources available through the Association of American Medical Colleges (<http://www.aamc.org>).

## Transfer Students

Students who transfer to Quinnipiac University and wish to receive the pre-medical studies designation must complete a minimum of 18 credits of the required designation course work at Quinnipiac. Grades received for pre-med designation courses taken at other universities may be utilized for transfer student GPA calculations to determine eligibility. Online courses will not be accepted for any pre-med designation requirements.

## Advanced Placement Credits

Some professional schools may accept AP credits provided that applicants complete courses for which AP credit has been granted with a higher level course in the same discipline. Other schools, including many medical schools, do not accept AP credits as a replacement for prerequisite science courses. Students are encouraged to check with the specific AP policies and course requirements of any graduate health profession program to which they intend to apply.

## Course Requirements

All courses listed in this section may count toward both the major (if applicable) and the pre-medical studies designation.

### Required Courses (39 credits)

Students must complete all of the listed required courses, as they are the minimum prerequisites for application to most medical schools and form the basis of standardized admission tests such as Medical College Admission Test, Dental Admission Test, Optometry Admission Test or Pharmacy College Admission Test.

Code	Title	Credits
<b>Required Courses</b>		
Select one of the following:		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
Select one of the following:		4
BIO 102 & 102L	General Biology II and General Biology Lab II	
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	
Required courses:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4

PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
MA 141	Calculus of a Single Variable	3
Total Credits		39

In addition to the **required** pre-med designation courses, students applying to medical school **must plan to complete two English courses** (p. ), **Psychology 101 (PS 101)**, **Sociology 101 (SO 101)**, and **one additional math course** (p. ) (**Statistics recommended**) to meet many medical school admissions requirements and prepare for the MCAT exam. Humanities such as ethics and philosophy, and advanced sciences such as genetics, cell biology, and anatomy & physiology are highly recommended.

Students are encouraged to check the specific prerequisite course requirements of the professional program to which they intend to apply. Many professional schools recommend additional elective course work to prepare for admission.

Pre-medical students should refer to the Association of American Medical Colleges (AAMC) and the online database of Medical School Admission Requirements (MSAR®) for full information regarding the required and recommended course work for medical school. Resources can be found on the AAMC website (<http://www.aamc.org>).

## Requirements for Graduation

Degrees are awarded three times a year: January, May and September.

Commencement exercises are held in the spring. Students may participate in the ceremony provided that:

1. they have completed all requirements for their degree or are within 6–8 credits (two courses) of their degree;
2. if they have credits to complete, they are enrolled in summer school; and
3. they have a minimum 2.0 quality point average.

Although faculty advisers assist each student in the selection of courses, the responsibility for fulfilling the requirements of the program and all Quinnipiac University program and departmental academic requirements of study rests with the individual student.

## For the Bachelor's Degree

1. The satisfactory completion of at least 120 credits, of which the final 45 must be taken at Quinnipiac University. (Certain majors require the completion of more than 120 credits; see specific program requirements.)
2. Completion of the University Curriculum common to all bachelor's degree programs.
3. The satisfactory completion of the specific course standards and requirements of a student's chosen major (see curriculum descriptions).
4. A grade point average of at least 2.0, with at least that average maintained during the final 60 credits of study, and any other GPA requirements imposed by the school, department or program.

5. School of Business students must complete a minimum of 50 percent of the business courses required for the degree at Quinnipiac (exclusive of 6 credits of economics).
6. Up to 6 credits of workshop courses and/or fitness, leisure and wellness courses may be applied toward the degree requirement.

## Majors

A student's major must be approved in advance by the department chair or program director (if applicable), and the student must follow the prescribed course of study leading to the completion of this major. At least one-half of the courses in a major must be taken at Quinnipiac University.

## Dual Majors

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

## Dual Degrees

A student may earn two undergraduate degrees in two separate schools provided that:

1. all requirements for each degree are completed successfully, and concurrently
2. all pertinent requirements of Quinnipiac and of the departments and schools involved are completed successfully, and
3. both degrees are conferred concurrently.

## Second Degree

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

## Posthumous and In Memoriam Degrees

The conferral of Posthumous and In Memoriam Degrees provides a means by which Quinnipiac can honor students whose education at Quinnipiac was tragically halted due to an untimely death, while at the same time upholding the requirements of integrity in the award of academic degrees.

Posthumous Degrees can be awarded to an undergraduate or graduate student who was in academic good standing when he/she passed away during the last semester of his/her degree program at Quinnipiac. If the deceased student had completed sufficient work in order to be awarded course grades for his/her final semester, the student will be issued either the grade for which he/she was eligible at the time of his/her death or a passing grade. Grade determinations are made following discussion with the faculty member teaching the course in question and are approved by the school dean. If the deceased student had not completed sufficient course work in order to be issued a passing grade, course substitutions permitting the completion of the degree will be approved and implemented via the variant procedure process. Posthumous degrees are regular degrees included in the official count of degrees and thus are awarded with an official diploma. Hence any Latin Honors for which the deceased student was eligible will be conferred.

In Memoriam Degrees can be awarded to an undergraduate or graduate student whose death occurred prior to the student's last semester in his/her degree program. The In Memoriam Degree honors a deceased

student's progress towards a degree, but is not included in the official count of degrees. To be eligible for the In Memoriam Degree, at the time his/her studies at Quinnipiac were halted due to an illness or accident leading to death, a deceased student must have been: 1) enrolled in classes in the current term or the most recent fall/spring term; and 2) in good academic standing. For any courses the student was enrolled in at the time of their death, he/she will be issued either the grades he/she earned if sufficient course work had been completed, or grades of W. The In Memoriam Degree is awarded with a distinct document that affirms the student's good academic standing and progress toward a degree. Latin Honors are not applicable.

## Service Learning Courses

The Committee on Service Learning in conjunction with the Center for Teaching and Learning works to ensure that students have access to courses that are rooted in best-educational practices and that enhance the university experience by offering courses and experiences that are uniquely designed to expose students to service learning opportunities.

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

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

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

The purpose is to assist community organizations by providing situation-specific student resources in activities consistent with the goals of a specific course. Through Service Learning, community organizations are more able to meet their objectives, faculty are more able to demonstrate key course concepts, and students are more able to relate course theory with actual situations and practices. For details, see visit Quinnipiac's Unique Learning Opportunities (<https://www.qu.edu/academics/a-quinnipiac-education/unique-learning-opportunities.html>) webpage.

A Service Learning Certificate (p. 31) is available to students who complete three or more Service Learning designated courses or two courses plus a learning experience.

## Study Abroad Education Abroad

Quinnipiac students participate in semester, short-term, and faculty-led programs abroad in various countries such as Australia, China, Costa

Rica, Ireland, Italy, Nicaragua, Spain and South Africa to name a few. Administered by the Department of Cultural and Global Engagement, study abroad programs promote a deeper level of understanding of the world by providing an opportunity to live and learn in a new culture. All students are advised to plan early for study abroad and to discuss with their academic adviser to determine whether they can fulfill their graduation requirements through a study abroad program. Students also must attend an information session in the semester prior to the study abroad experience.

For more information, contact the Department of Cultural and Global Engagement or visit the Quinnipiac Study Abroad website. (<https://educationabroad.qu.edu>)

## Semester Abroad Policies

1. Students must maintain a minimum cumulative GPA of 3.0 at the time of applying.
2. Students must not have any current and/or pending conduct sanctions at the time of applying.
3. The study abroad program must be preapproved by the Quinnipiac University Department of Cultural and Global Engagement.
4. Students must maintain full-time status (12–16 QU credits) while abroad. Some countries limit enrollment to 12 QU credits.
5. Students studying abroad are required to obtain approval from their academic advisers and respective dean(s) for all courses listed on the Study Abroad Course Preapproval Form. In addition, nursing and health science students are required to sign a statement of understanding prior to receiving approval to study abroad.
6. The cost of study abroad includes, but is not limited to: a registration fee, Quinnipiac's study abroad tuition and residence fees (less the dining service fee) and an obligatory overseas emergency medical insurance and security assistance fee. If the cost of the study abroad program exceeds the sum of Quinnipiac's tuition and housing, the difference will be paid to Quinnipiac by the student. The student is also responsible for paying any refundable security deposits, program application fees and/or program withdrawal fees. Additional expenses include but are not limited to: airfare, visas, meals, academic materials, lab fees, Internet usage, public transportation, personal travel, etc.
7. Students are required to live at the study abroad program residence facility.
8. Students who receive financial assistance at Quinnipiac may apply their financial aid for study abroad, including federal aid, state grants, college grants and scholarships. Work study cannot be applied.
9. Withdrawal from a program initiated by the student, Quinnipiac, the program affiliate and/or the host institution will result in a loss of fees and tuition in accordance with Quinnipiac's refund policy. Depending on the circumstances of the withdrawal, the student may be subject to action based on Quinnipiac's Student Conduct System.
10. For Quinnipiac students studying abroad, the credits and grades for approved courses taken abroad become part of the student's academic transcript and all grades are included in the calculation of the student's GPA. Grades are the exclusive prerogative of the faculty members teaching the courses. If students have questions about grading in any particular course, they must consult the faculty member teaching that course. Quinnipiac will not change grades issued by another institution.
11. Students may not take classes for a pass-fail grade.
12. Students who have not completed the Study Abroad Course Preapproval Form and complied with policy and procedure will not

receive transfer credit and will be ineligible to study abroad through Quinnipiac University.

## Short-Term Study Abroad Policies

1. Students must maintain a minimum cumulative GPA of 3.0 and must not have any current and/or pending conduct sanctions at the time of applying.
2. The short-term study abroad program must be preapproved by the Department of Cultural and Global Engagement.
3. Students shall be limited to two courses taken abroad during their short-term program. Students are not exempt from the Undergraduate Summer Credit Policy as outlined in the Course Schedule and Registration Bulletin, which prohibits students from taking more than 7 credits during the summer. If more courses are requested, then the student must file a variant procedure with the dean of their college or school.
4. Students may be eligible to apply for financial aid if they are enrolled in 6 credits. Please inquire with the Financial Aid Office for further information.
5. Students studying abroad are required to obtain approval from their academic advisers and respective dean(s) for all courses listed on the Study Abroad Course Preapproval Form.
6. A grade of "C" or better will be accepted for transfer credits for all short-term study abroad programs. No letter grade is given for these credits. If the short-term program course grades are less than C, the credits are not accepted at Quinnipiac University.
7. Students who have not completed the Study Abroad Course Preapproval Form or complied with Quinnipiac Study Abroad policies and procedures will not receive transfer credit and will be ineligible to study abroad through Quinnipiac University.
8. When studying through a Quinnipiac-approved short-term study abroad program, the student is required to pay the program cost directly to the program or affiliates. The student is responsible for paying Quinnipiac's obligatory overseas emergency medical insurance and security assistance fee. Payment must be given to the Department of Cultural and Global Engagement by set deadlines. This fee will be paid for the duration of the program. Failure to make the required payments will disqualify a student from receiving transfer credit.

## Quinnipiac in Cork, Ireland

All Quinnipiac students also have the opportunity to study at University College, Cork (UCC), in Ireland for a semester, academic year or summer term. Through this direct program, students are encouraged to fully participate in the programs and courses offered by UCC. For more information about the UCC direct program visit the Quinnipiac Study Abroad website. (<https://educationabroad.qu.edu>)

## Washington, D.C., Semester Programs

Washington, D.C., semester programs are multi-disciplinary, experiential learning programs bringing students from around the nation and the world to a variety of programming, including semester-length internships, research projects and two-week seminars in the national capitol. Students in any major may apply. Students may choose between Quinnipiac's affiliated institutions —American University and the Washington Center. Both offer modules that focus on students' particular areas of interest, such as American politics, economic policy, journalism, international development and the arts. Occasionally students have the opportunity for two-week inter-term and summer seminars. All

students must complete an independent research project related to their experience in the program.

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

## Quinnipiac in LA Program

The Quinnipiac in Los Angeles program is offered during the fall and spring semesters as well as during the summer, giving undergraduate and graduate students the experience of working and studying in the nation's second largest city. QU in LA is open to all university students.

The program emphasizes experiential learning and is designed to enhance Quinnipiac's professionally oriented education. It is intended to expand Quinnipiac's career development programs, which prepare students to be contributors in the workplace from day one; meet the interests of students who want to experience and understand first hand the unique working environment of Los Angeles and the West Coast; and enable students to have internships, career practicum experience, a sense of independence and autonomy as part of our academic culture. For more information, go to Quinnipiac in Los Angeles (<https://www.qu.edu/schools/communications/centers-resources.html#quinnipiacuniversityinlosangeles>).

## Faculty-Led Programs

Quinnipiac faculty members also plan courses with a travel component to various countries during the January term, spring break, and summer terms. Some of the countries visited include Canada, Costa Rica, Dominican Republic, various European countries and South Africa. Students interested in participating in a Quinnipiac faculty-led course abroad should contact the Department of Cultural and Global Engagement.

## Community-Engaged Learning

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

## University Curriculum

### Mission Statement

A Quinnipiac education fosters in-depth learning, the gaining of disciplinary expertise (the major), and promotes an interdisciplinary understanding of the expertise in local and global contexts (the University Curriculum). In addition, a QU education inspires students to learn how to work independently both in and outside the classroom to gain a closer and more complex sense of themselves as citizens, intellectuals and



human beings. Through the University Curriculum, intentional learning is fostered by studying human cultures, artistic and literary expressions, the physical and natural worlds, and the forces that have shaped and continue to shape our world. Students develop a flexible and open mind, the capacity to learn from others, effective communication skills and the ability to influence potential solutions to global problems. Students demonstrate their abilities through classroom and civic engagement, in both their local and global communities. A student's education at Quinnipiac University is a single, reciprocal process with specialized education in the major integrated with general education, with each providing dimension to the other. In the way that the major leads a student to deep, disciplinary knowledge, general education leads a student to broad knowledge gained from multiple perspectives and in concert, they support the students' achievement as measured by the Essential Learning Outcomes. A Quinnipiac University graduate is a well-rounded individual who demonstrates knowledge of science, cultures, numeracy, the arts, history and society as well as an ability to apply learning to complex problems and challenges.

The requirements of the University Curriculum assure that all students receive a broad education that exposes them to different perspectives and ways of knowing, producing lifelong learners who can, upon graduation, become leaders in their professions, in the communities where they live, and in their role as informed citizens. The University Curriculum also contributes significantly to the development of the Essential Learning Outcomes for the 21st Century (p. 30) that are expected for graduates of Quinnipiac University.

## Statement of Purpose for the Breadth Component

As a consequence of personal inquiry and a balanced, purposeful selection of courses representing diverse perspectives, students will:

- Demonstrate knowledge of science, cultures, numeracy, history, arts and society.
- Develop the skills, knowledge and diverse perspectives necessary to address the complexity of their guiding questions.
- Acquire the scientific and cultural literacy necessary to be an informed and ethical citizen who can contribute to local and global society.
- Reflect on and continue to develop meaning in their own lives and to see meaning in the lives of others.

This will be accomplished through a process whereby students:

- Practice and compare a balanced mix of disciplinary perspectives across the natural sciences, social sciences, humanities, math and fine arts.
- Progress toward achievement of the essential learning outcomes.
- Examine multiple perspectives, environments and cultures ranging from the local to the global.
- Interpret complex problems and challenges in novel ways, engendering and nurturing the habit of a flexible and open mind that seeks new opportunities and conceives new solutions.

## University Curriculum for Bachelor's Degree Candidates

For all bachelor's degree candidates entering Quinnipiac University during or after Fall 2016, the University Curriculum consists of 46 credits as outlined in the following curriculum structure:

### Foundations of Inquiry (4 classes = 12 credits)

Code	Title	Credits
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Math Course		3
Total Credits		12

### Disciplinary Inquiry (4 classes = 13 credits)

In the "Disciplinary Inquiry" phase of the University Curriculum, students will make their first encounters with specific knowledge and methodologies in the disciplinary areas. This phase will familiarize students with the kinds of knowledge produced in these disciplinary areas and thus inform their choices as they undertake their "Personal Inquiry." Additionally, students will be proceeding upon their Personal Quest as they take these and all breadth courses, including reflection upon their Guiding Question.

Students will select one course from each of the disciplinary areas:

- Natural Sciences: 4 credits
- Humanities: 3 credits
- Social Sciences: 3 credits
- Fine Arts: 3 credits

### Personal Inquiry (6 classes = minimum 18 credits)

The "Personal Inquiry" (PI) phase requires 18 credits with at least three Disciplinary Inquiry areas represented. This allows students significant flexibility in the selection of course work as they pursue their Guiding Questions. The Personal Inquiry requirement has two parts:

**Part 1:** In addition to those selected under Disciplinary Inquiry above, students will select one course from three different disciplinary areas:

- Natural Sciences
- Humanities
- Social Sciences
- Fine Arts

**Part 2:** The remaining three courses can be from disciplinary areas in Part 1 and/or UC Breadth Electives. Students can combine Disciplinary Inquiry areas and UC Breadth Electives in any pattern that totals 9 to 12 credits. [Note: natural science courses that are treated by the Registrar as two separate courses (lecture and lab) shall be treated as *one course* for the purposes of the PI requirement. Students could thus take up to four lecture-lab pairings in the PI].



## Integrative Capstone Experience (1 course = 3 credits)

If the Integrative Capstone is completed in the student's major, then the student selects an additional unrestricted course in the University Curriculum.

## Intercultural Understanding (1 course = minimum 3 credits)

As students purposefully select courses and progress through the Breadth part of the curriculum, it is imperative that all students develop the skills, knowledge and diverse perspectives necessary to address the complexity of their Guiding Questions, and to acquire the understanding necessary to be informed and ethical citizens who can contribute to the local and global society.

To achieve this goal, within their 31 breadth component credits students are required to take at least 3 credits in classes marked as "I" (Intercultural Understanding). The classes with "I" designation can be chosen from any area in Disciplinary and/or Personal Inquiry.

Code	Title	Credits
AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	3
AN 103	Dirt, Artifacts and Ideas: Introduction to Archaeology	3
AN 210	Cross-Cultural Perspectives on Gender, Sex and Sexuality (WS 211)	3
AN 220	Anthropology of Development	3
AN 237	Anthropology of Health and Medicine	3
AN 243	Ancient Food For Thought	3
AN 252	The Science of Human Diversity	3
BMS 200	Biology and Experience of Human Aging	3
CJ 101	Crime and Society	3
CJ 232	Women in the Criminal Justice System (SO/WS 232)	3
CJ 250	Youth Crime (SO 250)	3
CJ 261	Prisons and Jails	3
CJ 333	Drugs, Alcohol and Society (SO 333)	3
CJ 355	Crime and Media (SO 355)	3
COM 340	Exploring Communications Abroad	3
ED 250	Diversity, Dispositions and Multiculturalism	3
EN 223	Hippies, Punks and Rude Boys	3
EN 235	Literature by Women (WS 235)	3
EN 265	Survey of African-American Literature	3
EN 277	Lit of the Global South II: The Americas	3
GT 263	Sociology of Aging (SO 263)	3
GT 365	Aging: Problems and Policies (SO 365)	3
HS 122	Modern World History	3
HS 208	Twentieth-Century World History	3
IB 105	International Business Environment	3

IB 201	Globalization and International Business	3
IRST 101	Introduction to Irish Studies	3
IT 210	Italy: a Journey Through its Food, History and Culture (in Eng.)	3
IT 211	Italian Cinema (in Eng.)	3
IT 212	Florence and the Making of Modernity (in Eng.)	3
PL 265	Living Religions of the World	3
PL 266	Diverse Global Philosophies	3
PS 210	Human Sexuality (WS 210)	3
PS 244	Psychology of Prejudice	3
PS 262	Psychology of Women (WS 262)	3
PS 284	Gay and Lesbian Identities and Communities (SO/WS 284)	3
SO 225	Social Problems	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	Social Stratification	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of Aging (GT 263)	3
SO 264	Social Welfare Institutions	3
SO 266	Population and Society	3
SO 272	Education and Society	3
SO 280	Illness and Disability	3
SO 285	Protest and Change (WS 285)	3
SO 304	Sociology of Gender (WS 304)	3
SO 308	The Immigrant Experience	3
SO 317	Religion and Society	3
SO 320	Sociology of Hip-Hop Culture	3
SO 333	Drugs, Alcohol and Society (CJ 333)	3
SO 355	Crime and Media (CJ 355)	3
SO 365	Aging: Problems and Policies (GT 365)	3
WS 101	Introduction to Women's and Gender Studies	3
WS 210	Human Sexuality (PS 210)	3
WS 219	Women in Political Thought (PO 219)	3
WS 235	Literature by Women (EN 235)	3
WS 255	Sociology of Families (SO 255)	3
WS 262	Psychology of Women (PS 262)	3
WS 285	Protest and Change (SO285)	3

## University Curriculum Breadth Electives (formerly called UC "Electives")

University Curriculum (UC) Breadth Electives are courses with generalizable and transferrable knowledge that are based in a single academic discipline outside of the four Disciplinary Inquiry areas (Natural Sciences, Social Sciences, Humanities, Fine Arts) or that reflect nationally established interdisciplinary areas. Such courses increase the disciplinary, methodological and cultural perspectives available to

students in the University Curriculum, thereby extending the breadth of their knowledge to navigate successfully a complex and dynamic world.

Code	Title	Credits
AN 237	Anthropology of Health and Medicine	3
AN 250	Forensic Anthropology	3
AN 252	The Science of Human Diversity	3
ARB 101	Elementary Arabic I	3
ARB 102	Elementary Arabic II	3
ARB 201	Continuing Elementary Arabic III	3
CJ 333	Drugs, Alcohol and Society (SO 333)	3
CJ 355	Crime and Media (SO 355)	3
CN 101	Elementary Chinese I	3
CN 102	Elementary Chinese II	3
CN 201	Intermediate Chinese I	3
CN 202	Intermediate Chinese II	3
COM 150	Public Speaking: Principles and Practice	3
COM 250	Song and Dance	3
COM 340	Exploring Communications Abroad	3
COM 350	Media Culture and Arts of Los Angeles	3
ENR 110	The World of an Engineer	3
FR 101	Elementary French I	3
FR 102	Elementary French II	3
FR 201	Intermediate French I	3
FR 202	Intermediate French II	3
FR 301	Advanced French I	3
FR 302	Advanced French II	3
GT 365	Aging: Problems and Policies (SO 365)	3
HBR 101	Introduction to Modern Hebrew	3
HBR 102	Introduction to Elementary Modern Hebrew II	3
IT 101	Elementary Italian I	3
IT 102	Elementary Italian II	3
JP 101	Elementary Japanese I	3
JP 102	Elementary Japanese II	3
MA 140	Pre-Calculus	3
MA 141	Calculus of a Single Variable	3
MA 151	Calculus I	4
MA 170	Probability and Data Analysis	3
MG 105	Organizational Management	3
SO 304	Sociology of Gender (WS 304)	3
SO 308	The Immigrant Experience	3
SO 317	Religion and Society	3
SO 320	Sociology of Hip-Hop Culture	3
SO 333	Drugs, Alcohol and Society (CJ 333)	3
SO 355	Crime and Media (CJ 355)	3
SO 365	Aging: Problems and Policies (GT 365)	3
SO 375	Sociology of the Everyday	3
SP 101	Elementary Spanish I	3

SP 102	Elementary Spanish II	3
SP 201	Intermediate Spanish I	3
SP 301	Advanced Spanish I	3
SP 312	Advanced Conversation	3
STC 101	Principles of Public Relations	3
STC 102	Principles of Advertising and Integrated Communications	3
WS 101	Introduction to Women's and Gender Studies	3

## Natural Sciences

Code	Title	Credits
AN 104	Bones, Genes and Everything In Between: Intro to Biological Anthropology	3
AN 104L	Bones, Genes and Everything In Between: Intro to Biological Anthropology Lab	1
BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
BIO 102	General Biology II	3
BIO 102L	General Biology Lab II	1
BIO 105	Introduction to the Biological Sciences I	3
BIO 105L	Introduction to Biological Science Lab	1
BIO 106	Science and Society: Concepts and Current Issues	3
BIO 106L	Science and Society: Concepts and Current Issues Lab	1
BIO 120	The Biology of Beer	3
BIO 121	Human Genetics from ACTG to XY	3
BIO 128L	Global Health Challenges Lab	1
BIO 128	Global Health Challenges: A Human Perspective	3
BIO 150	General Biology for Majors	4
BIO 150L	General Biology for Majors Laboratory	
BIO 151	Molecular and Cell Biology and Genetics	4
BIO 151L	Molecular and Cell Biology and Genetics Lab	
BIO 161	Introduction to the Biological Aspects of Science and Society	3
BIO 205	Bioethics	3
BIO 208	Introduction to Forensic Science	3
BIO 208L	Introduction to Forensic Science Laboratory	1
BIO 282	Genetics	3
BIO 282L	Genetics Lab	1
BMS 110	The World of Microbes	3
BMS 117	The Human Organism	3
BMS 162	Human Health	3
BMS 200	Biology and Experience of Human Aging	3

CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3	GT 234	Adult Developmental Psychology (PS 234)	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1	GT 263	Sociology of Aging (SO 263)	3
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3	IB 105	International Business Environment	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1	IB 201	Globalization and International Business	3
CHE 110	General Chemistry I	3	PO 101	Issues in Politics	3
CHE 110L	General Chemistry I Lab	1	PO 131	Introduction to American Government and Politics	3
CHE 111	General Chemistry II	3	PO 205	Public Policy and Administration	3
CHE 111L	General Chemistry II Lab	1	PO 206	Ethics and Public Leadership	3
PHY 101	Elements of Physics	3	PO 211	Introduction to International Relations	3
PHY 101L	Elements of Physics Lab	1	PO 215	Political Theory	3
PHY 110	General Physics I	3	PO 216	American Political Thought	3
PHY 110L	General Physics I Lab	1	PO 219	Women and Political Thought (WS 219)	3
PHY 111	General Physics II	3	PO 221	Introduction to Latin America	3
PHY 111L	General Physics II Lab	1	PO 227	The Politics of Intimacy	3
PHY 121	University Physics	4	PO 231	Elections and Political Parties (SL: Service Learning)	3
PHY 122	University Physics II	4	PO 245	International Political Economy	3
SCI 102	Earth Sciences	3	PO 247	Actors and Processes in U.S. Foreign Policy	3
SCI 102L	Earth Sciences Lab	1	PO 280	Congress and the President	3
SCI 161	Nutrition: An Investigative Experience	3	PS 101	Introduction to Psychology	3
<b>Social Sciences</b>			PS 210	Human Sexuality (WS 210)	3
<b>Code</b>	<b>Title</b>	<b>Credits</b>	PS 232	The Concept of Personality and Its Development	3
AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	3	PS 234	Adult Development and Aging (GT 234)	3
AN 103	Dirt, Artifacts and Ideas: Introduction to Archaeology	3	PS 236	Child and Adolescent Development	3
AN 210	Cross-Cultural Perspectives on Gender, Sex and Sexuality (WS 211)	3	PS 244	Psychology of Prejudice	3
AN 220	Anthropology of Development	3	PS 261	Social Psychology	3
AN 233	Practicing Archaeology	3	PS 262	Psychology of Women (WS 262)	3
AN 237	Anthropology of Health and Medicine	3	PS 265	Industrial-Organizational Psychology	3
AN 240	Ethnographic Theory and Practice	3	PS 272	Abnormal Psychology	3
AN 243	Ancient Food For Thought	3	PS 284	Gay and Lesbian Identities and Communities (SO/WS 284)	3
CJ 101	Crime and Society	3	SO 101H	Honors Introduction to Sociology	3
CJ 232	Women in the Criminal Justice System (SO/WS 232)	3	SO 101	Introduction to Sociology	3
CJ 241	Police and Policing	3	SO 201	Sociological Theory	3
CJ 250	Youth Crime (SO 250)	3	SO 225	Social Problems	3
CJ 261	Prisons and Jails	3	SO 232	Women in the Criminal Justice System (CJ/WS 232)	3
EC 111	Principles of Microeconomics	3	SO 241	Sociology of Race and Ethnicity	3
EC 111H	Honors Principles of Microeconomics	3	SO 244	Social Stratification	3
EC 112	Principles of Macroeconomics	3	SO 250	Youth Crime (CJ 250)	3
EC 112H	Honors Principles of Macroeconomics	3	SO 255	Sociology of Families (WS 255)	3
ED 250	Diversity, Dispositions and Multiculturalism	3	SO 260	Social Control and Deviance	3
			SO 263	Sociology of Aging (GT 263)	3
			SO 264	Social Welfare Institutions	3
			SO 266	Population and Society	3

SO 272	Education and Society	3
SO 280	Illness and Disability	3
SO 285	Protest and Change (WS 285)	3
WS 219	Women in Political Thought (PO 219)	3
WS 232	Women in the Criminal Justice System (CJ/SO 232)	3
WS 255	Sociology of Families (SO 255)	3
WS 262	Psychology of Women (PS 262)	3
WS 285	Protest and Change (SO285)	3

## Humanities

Code	Title	Credits
ED 260	Social and Philosophical Foundations of Education	3
EN 208H	Honors Greek Tragedy	3
EN 208	Greek Tragedy	3
EN 210	The Art of Poetry	3
EN 212	The Personal Essay	3
EN 213	The Nature Essay	3
EN 215	The Travel Essay	3
EN 220	The Short Story as a Genre	3
EN 223	Hippies, Punks and Rude Boys	3
EN 235	Literature by Women (WS 235)	3
EN 240	Survey of English Literature I	3
EN 241	Medieval Romances	3
EN 250H	Honors Survey of English Literature II	3
EN 250	Survey of English Literature II	3
EN 260	Survey of American Literature I	3
EN 265	Survey of African-American Literature	3
EN 270	Survey of American Literature II	3
EN 276	Literature of the Global South I: Africa and South Asia	3
EN 277	Lit of the Global South II: The Americas	3
EN 280	The European Tradition in Literature I	3
EN 281	The European Tradition in Literature II	3
HS 111	The Rise of the West	3
HS 112H	Honors The West and The World	3
HS 112	The West in the World	3
HS 122	Modern World History	3
HS 131	U.S. History to 1877	3
HS 132	U.S. History Since Reconstruction	3
HS 208	Twentieth-Century World History	3
HS 209	Twentieth-Century Europe	3
HS 210H	Honors Contemporary America	3
HS 210	Contemporary America	3
HS 228	Twentieth-Century Russia	3
HS 229	Irish History	3
HS 230	The Rise of Modern Science	3

HS 231	The World of Tudor/Stuart Britain	3
HS 232	The Rise and Fall of the British Empire	3
HS 241	African-American Experiences to Reconstruction	3
HS 242	African-American Experience Since Reconstruction	3
HS 274	History of India	3
HS 275	History of the Middle East	3
IRST 101	Introduction to Irish Studies	3
IT 210	Italy: a Journey Through its Food, History and Culture (in Eng.)	3
IT 212	Florence and the Making of Modernity (in Eng.)	3
LE 101	Introduction to the American Legal System	3
MSS 220	Media, History and Memory	3
PL 101H	Honors Introduction to Philosophy	3
PL 101	Introduction to Philosophy	3
PL 202	Logical Reasoning	3
PL 220H	Honors Ethics and Human Values	3
PL 220	Ethics and Human Values	3
PL 236	Philosophy of Language	3
PL 238	Philosophy of Technology and Social Transformation	3
PL 240	Philosophy of Sport (SPS 240)	3
PL 250	Philosophy of Art	3
PL 265	Living Religions of the World	3
PL 266	Diverse Global Philosophies	3
PL 267	Philosophy of Religion	3
PL 332	Ancient Philosophy	3
PL 333	Modern Philosophy	3
PL 334	Medieval Philosophy	3
PL 335	Contemporary Philosophy	3
PL 338	Paradoxes	3
WS 235	Literature by Women (EN 235)	3

## Fine Arts

Code	Title	Credits
AR 101	Introduction to Art	3
AR 102	Art History: Ancient Through Medieval	3
AR 102H	Honors Art History I	3
AR 103H	Art History: Renaissance Through Contemporary	3
AR 103	Art History: Renaissance Through Contemporary	3
AR 104	Survey of Non-Western Art	3
AR 105	American Art	3
AR 140	Basic Visual Design	3
AR 158	Photography I	3
AR 175	Special Topics in Art History	3
AR 210	The Creative Process	3
AR 240	Graphic Design	3

AR 241	Color Theory	3	DR 330	Advanced Directing	3
AR 242	Cartooning	3	DR 335	Musical Theater Performance	3
AR 250	Studio Art: Special Topic	3	DR 340	Scenic Design	3
AR 251	Studio Art: Drawing (AR303)	3	DR 341	Lighting Design for the Theater	3
AR 252	Studio Art: Painting (AR304)	3	DR 342	Costume Design	3
AR 253	Studio Art: Sculpture	3	DR 345	Dance for the Musical Theater	3
AR 254	Studio Art: Printmaking	3	DR 350	Playwriting	3
AR 255	Studio Art: Introduction to Darkroom Photography	3	DR 360	Advanced Acting	3
AR 257	AP Studio Art Introduction to Studio Methods	3	DR 375	History and Dramatic Literature of the Contemporary Theater	3
AR 258	Photography II	3	DR 380	Theater Administration	3
AR 262	Studio Art: Watercolor	3	DR 386	Modern Drama	3
AR 263	Studio Art: Collage	3	DR 386H	Honors-Modern Drama	3
AR 280	History of Modern Design	3	EN 220	The Short Story as a Genre	3
AR 300	Special Topics in Art History	3	FTM 102	Understanding Film	3
AR 303	Studio Art: Advanced (AR251) Drawing	3	FTM 320	History of Film I (to 1975)	3
AR 304	Studio Art: Advanced (AR252) Painting	3	FTM 322	History of Film (and Television) II	3
AR 305	Special Topics in Studio Art	3	IT 211	Italian Cinema (in Eng.)	3
AR 317	Art of the Italian Renaissance	3	MU 110	Private Music Lessons	1
AR 325	Women Artists (WS 315)	3	MU 130H	Honors Understanding Music	3
AR 335	Digital Photography	3	MU 130	Understanding Music	3
AR 342	Illustration	3	MU 150	American Popular Music: From the Blues to Hip Hop	3
AR 360	Innovation in the Arts and Sciences(PL 360)	3	MU 175	Special Topics in Music	3
AR 380	Interactive Art (PL 380)	3	MU 190	Quinnipiac University Singers	1
DR 101	Understanding Theater	3	MU 191	Hamden Symphony Orchestra at Quinnipiac	1
DR 140	Stagecraft	3	MU 194	Jazz Ensemble	1
DR 150	Performance Fundamentals	3	MU 200	Special Topics	3
DR 160	Acting I	3	MU 210	History of Musical Drama: from Opera to Broadway	3
DR 181	Improvisational Acting	3	MU 211H	Honors History of Jazz	3
DR 200	Special Topics	3	MU 211	History of Jazz	3
DR 210	Hands On: An Introduction to Puppetry	3	MU 213	Music of the 20th Century	3
DR 220	Voice and Movement	3	MU 230	Music Theory I	3
DR 230	Directing for the Theater	3	MU 250	Music and Disabilities	3
DR 257	Design for the Theater	3	MU 280	Music and Our Life's Work	4
DR 260	Acting for Film/TV	3	MU 330	Music Theory II	3
DR 270	World Theater History & Dramatic Literature I	3			
DR 275	World Theater History and Dramatic Literature II	3			
DR 286	Comparative Drama/ Play Analysis	3			
DR 290	Acting for Classical Stage	3			
DR 300	Special Topics	3			
DR 305	Theater for Young Audiences (ED 362)	3			
DR 307	Drafting and Rendering for Theater	3			
DR 310	Laboratory in Theater and Community	3			
DR 320	Advanced Voice and Movement	3			
DR 325	Theater Seminar	3			

## Policy for Students Who Fail FYS 101

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

## FYS 101 Policy for Transfer Students

A student who transfers to Quinnipiac with less than sophomore standing (fewer than 27 credits) shall enroll in FYS 101 in his/her first semester at Quinnipiac. Students who transfer to Quinnipiac with 27 or more credits must substitute any UC-designated course for FYS 101, to count



toward the general education credits needed to graduate. They also will complete a series of self-guided online modules by the start of their second semester at Quinnipiac, designed to ensure students successfully complete their remaining general education requirements and prepare for the integrative capstone experience.

Students may consult the 2015–16 University Catalog for more information on the University Curriculum required of all bachelor's degree candidates who entered Quinnipiac University prior to Fall 2016.

# QUINNIPIAC UNIVERSITY

## POLICIES

### Undergraduate

Academic Good Standing (General) (p. 49)

Academic Good Standing (Program Level) (p. 51)

Academic Integrity (p. 52)

Animals on Campus (<https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Funiversity-policies%2Fanimals%2F&data=02%7C01%7C%7C0b589b3bcfc64d4c904608d59ee540d0%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C636589629821777787&sdata=sIW4LgQB%2BJqLzZ2KEWhqM1CWBdNz9VdzUjLnIRBXDMA%3D&reserved=0>)

Background Checks (p. 65)

Class Attendance (p. 65)

Course and Credit Requirements (p. 65)

Disabilities (p. 66)

Final Examination (p. 86)

Grading System (p. 31)

Grievance (p. 87)

Harassment and Discrimination (p. 87)

Inclement Weather (p. 88)

Leaves of Absence (p. 88)

Part-Time Undergraduate Studies - Supplemental Policies (p. 263)

Pregnant and Parenting Students (p. 89)

Procedure to Appeal a Final Grade (p. 90)

Repeat of Courses with Grade of F, D or C- (p. 91)

Student Records (p. 91)

Title IX (p. 92)

Transfer Credit from Other Institutions (p. 102)

Tutorial Study (p. 102)

Use of Graduate Course Credits by Undergraduate Students (p. 102)

Variant Procedure (p. 103)

Withdrawal from a Course (p. 103)

Withdrawal from the University (p. 103)

### Graduate

Academic Good Standing (p. 51)

Academic Integrity (p. 52)

Animals on Campus (<https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Funiversity-policies%2Fanimals%2F&data=02%7C01%7C%7C0b589b3bcfc64d4c904608d59ee540d0%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C636589629821777787&sdata=sIW4LgQB%2BJqLzZ2KEWhqM1CWBdNz9VdzUjLnIRBXDMA%3D&reserved=0>)

Background Checks (p. 65)

Class Attendance (p. 65)

Course and Credit Requirements (p. 65)

Disabilities (p. 66)

Final Examination (p. 86)

Grading System (p. 31)

Grievance (p. 87)

Harassment and Discrimination (p. 87)

Inclement Weather (p. 88)

Leaves of Absence (p. 88)

Pregnant and Parenting Students (p. 89)

Procedure to Appeal a Final Grade (p. 90)

Repeat of Courses with Grade of F, D or C- (p. 91)

Student Records (p. 91)

Title IX (p. 92)

Transfer of Credit (p. 101)

Tutorial Study (p. 102)

Variant Procedure (p. 103)

Withdrawal from a Course (p. 103)

Withdrawal from the University (p. 103)

## Academic Good Standing Policy for Undergraduate Students

*(Revised for May 2015)*

### Credit and GPA Requirements

To be in Academic Good Standing at Quinnipiac, undergraduate students must meet both minimum grade point average and completed credit requirements.

A student fails to meet Academic Good Standing requirements if his or her:

1. cumulative GPA is below 2.0
2. semester GPA is below 2.0 in any two consecutive semesters.

Any first-time, full-time student or first-time, full-time transfer student earning a GPA less than 2.0, but 1.2 or more, will be placed on Academic Warning in his or her first semester. Any first-time, full-time student or first-time, full-time transfer student earning a GPA less than 1.2 will

be placed on Academic Probation. Students on Academic Warning are required to follow the same requirements as those on Academic Probation.

In addition to the GPA requirements, all students must complete course work over a period no longer than 150 percent of their program length to maintain the satisfactory academic progress standards of the university. For example, a full-time student enrolled in a four-year degree program must successfully complete an average of 10 credits per semester registered.

A part-time student must complete an average of 6 credits per semester registered. Some individual degree programs have higher GPA and credit requirements for students to maintain program eligibility. Consequently, students should consult the program description in the Catalog for the requirements of their individual program.

The Academic Good Standing requirements for transfer students are based on the number of credits accepted for transfer. For example, students who enter Quinnipiac with 20 transfer credits are considered to have completed two semesters and are subject to the requirements of a third-semester student during her/his first semester at Quinnipiac. However, minimum GPA is based only on courses completed at Quinnipiac.

Students should also know that failure to meet the Academic Good Standing requirements may result in the loss of financial aid and or scholarship, and may affect their eligibility for campus housing. Also, individual programs may have other academic requirements to remain in good standing in the specific program. Students should refer to the program section of the catalog for information regarding individual program requirements.

## Sanctions

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

### Academic Probation

Probation serves as an official notification of deficiency that requires students to promptly address their deficiency(s). After the close of the previous semester, the Office of Academic Innovation & Effectiveness notifies students of their probation. Prior to the start of each semester, students on probation and their academic advisers are notified about this sanction through Retention Alert; advisers and probationary students also are directed toward resources that support the Improvement Plan process. Before the end of the first week of classes, students on probation must submit an electronic copy of their Improvement Plan to their academic adviser and the Learning Commons. In their Improvement Plan, they should reflect on their past semester, and indicate how they will improve their academic performance to remedy their academic deficiencies. Probationary students must meet with their adviser within the first two weeks of the next semester to have the adviser approve or amend the plan. Approved plans are forwarded to both their school/college dean's office and the Learning Commons. Probationary students must meet personally with their adviser a second time during preregistration to discuss their progress in meeting the goals of their Improvement Plan and their course selection for the next semester. Additionally, probationary students must email their adviser with a progress update every two weeks during their semester on probation. The Learning Commons has a variety of programs to support students on probation. Students on probation may register for courses in the usual fashion. However, students on probation must attend and successfully

complete an Advanced Learning Tutorial with an academic specialist at the Learning Commons during their probationary semester. These meetings provide students support and strategies to assist them in correcting their deficiencies. Normally, students are not permitted to appeal probationary status. However, students who failed to achieve the completed credits requirement for documented medical reasons may appeal a probation decision.

Students on probation or credit deficient at the close of the semester may use summer or winter classes to regain good standing to the degree this action follows existing academic policies. To remediate a deficiency in GPA, students must take a course offered by Quinnipiac University and comply with existing policies regarding summer and winter courses. To remediate credit deficiency with courses taken at another university, students must comply with the policy regarding Transfer Credit from Other Institutions (p. 102). If they are able to remediate their deficiency, they must appeal the change of academic status through the office of the associate vice president for retention and academic success no later than the Friday of the first week of the subsequent semester. Appeals should be made in person and should include acknowledgement of current status, actions taken to remediate current status, and discussion of changes intended for the next semester. A change in academic status will not be made without a successful appeal. A successful appeal will result in a notation to the student's transcript that indicates a new standing of Academic Warning, which is discussed below. Appeals to reinstate financial aid may also be addressed during this appeal process.

## Suspension

Students who have serious or repeated deficiencies are subject to suspension. Suspended students must leave Quinnipiac for a period of one semester. Suspended students are required to use this period of suspension to review their academic goals and to improve their academic skills. To facilitate this review and reflection, suspended students are assigned an academic specialist with whom to work during their suspension. Suspended students are encouraged to work closely with Learning Commons staff and other resources to prepare for their return to Quinnipiac. Additionally, credit will not be given for courses taken during the suspension period. Suspended students may return to Quinnipiac after the completion of the suspension period; in the semester of their return, they will be on Academic Warning and subject to its requirements. Further, suspended students are expected to work with their advisers or their associate deans for course selection prior to their return. Students returning from suspension and intending to enroll in summer or J-term courses that might contribute to their program must meet with their adviser or their associate dean before doing so.

## Dismissal

Students with serious or repeated academic deficiencies are subject to dismissal from Quinnipiac. After a period of at least one year, dismissed students who have demonstrated academic achievement elsewhere may file a new application for admission to Quinnipiac. Permission to reapply does not guarantee readmission to Quinnipiac or to the program from which the student was dismissed.

## Procedures

Academic records will be formally reviewed at the end of the fall and spring semesters.

*With the exception of the first-time, full-time students and first-time, full-time transfer students as noted above, students are usually placed on probation after their first deficient semester. Individual students may be continued on probation for subsequent semesters if they make progress*

in addressing their deficiency. However, students who are deficient after a total of three semesters on probation, two semesters after the freshman year, or two semesters after transferring to Quinnipiac are suspended or dismissed. Any student who has a GPA below 1.2 after two semesters is dismissed. *Suspended and dismissed students may appeal their sanction to the Academic Appeals Committee*, consisting of a representative from the Office of Academic Innovation & Effectiveness, undergraduate school and college deans or their designee (an associate dean), and two students appointed by the student government president.

The Appeals Committee may change a suspension or a dismissal to a lesser sanction. All notifications of decisions and of meeting times of the Appeals committee are sent to the permanent address of affected students by Federal Express or First-Class Mail (probation notices only). It is the responsibility of students to be sure they can be contacted and, if necessary, respond promptly to committee notices. No parents, family members, attorneys or any other third parties are permitted to attend or participate in any academic hearing.

## Academic Warning

In an effort to support academic success, the university places under review students whose previous academic performance indicates a risk to academic success. Students whose semester grade point average is less than 2.0 and students who have successfully appealed a change in probationary status, as noted above, will be placed on review. While this review is not an official notification of deficiency and these students are not on probation, both conditions may indicate a challenge to academic success. Like those students on probation, however, students under review are contacted by the Office of Academic Innovation & Effectiveness just after the close of the semester. Prior to the start of the next semester, these students and their academic advisers are reminded of the low semester GPA and directed toward resources. Following a discussion of their academic record with their academic adviser or an academic specialist, students will be asked to develop an Improvement Plan and to meet regularly with an academic specialist. This review semester is intended to help students regain their momentum toward academic success.

## Math and English Requirements

Full-time students are expected to have completed EN 101, EN 102 and MA 110 (or their equivalent) by the end of three semesters. Part-time students are expected to have met these requirements by the time they have completed 30 credits. Students may not withdraw from EN 101 or EN 101I. The first time a student fails to complete EN 101 or EN 101I successfully, a grade of "U" is issued. Each additional unsuccessful attempt at EN 101 or EN 101I results in a grade of "F." For more information, please review the course description.

## Program Level Academic Good Standing Policy

All undergraduate and graduate students are expected to maintain each semester the required minimum GPA and/or course grade requirements set forth by their respective program of study (if applicable). Each program may have additional benchmarks that must be met to progress within the program of study. The student should refer to the program's description in this Catalog and to the program's student handbook (if applicable) for clarification for what is required to maintain his/her status within the program.

At the end of each semester, the program directors will compile a list of students who are deficient in meeting academic or clinical/professional achievement requirements. Utilizing the review process established by his/her program, the student will be notified via email of his/her status in the program. Deficient students may be: a) placed on probation; b) suspended; or c) dismissed. Students placed on probation remain in their program but in order to progress, must meet the performance standards specified in their probation notification letter.

If a deficient student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, the student may appeal the final grade by following the Procedure to Appeal a Final Grade (p. 90). Only final grades may be appealed. If the grade appeal process results in a recalculated grade that removes all of the student's academic and/or clinical professional achievement deficiencies, then the sanction of probation, suspension or dismissal is removed. Students who are no longer suspended or dismissed may continue to progress in the program in the semester following the conclusion of the grade appeal process.

If a student is placed on suspension or dismissed, and he/she believes there were errors in facts considered by their program or would like to explain extenuating circumstances affecting his/her academic performance, the student may appeal the suspension or dismissal.

If a suspended or dismissed student believes both that 1) his/her final grade was determined in an arbitrary, capricious or prejudicial manner, and 2) there are errors in the facts considered by their program or extenuating circumstances, then the student must first follow the Procedure to Appeal a Final Grade (p. 90). If after the conclusion of the grade appeal process the suspension or dismissal still stands, then the student may proceed with appealing the suspension or dismissal.

## Appeals Process

1. If the student's program has a student handbook or other document outlining a departmental level appeals process, the student should appeal the suspension or dismissal by following the guidelines outlined in their program's student handbook or document. Appeals at the departmental level must be submitted in writing within five business days of the student being sent via email a suspension or dismissal notice from their program. The appeals hearing date/time will be determined by the department based upon programmatic guidelines and the student will have the opportunity to attend if he/she chooses. Students are responsible for checking their Quinnipiac email account even during examination and vacation periods. Excuses for not checking the mailbox, email account, or delays in mail delivery are not acceptable reasons for postponement of any deadline in the process. Following the departmental hearing, if the suspension or dismissal still stands, the student may appeal the sanction to the dean of their school.
2. If the student's program does not have a student handbook or other document outlining a departmental level appeals process, the student should appeal the suspension or dismissal directly to the dean of their school.
3. Appeals to the dean must be submitted in writing within five days of the receipt of the final decision from the department. Appeals to the dean should be based on errors in the facts considered by their program or extenuating circumstances. Upon hearing the appeal, the dean may decide to:
  - a. concur with the program's initial decision. In this case the initial decision is final.

- b. send the matter back to be reconsidered by the program.
  - c. change the sanctions decided by the program by decreasing or increasing the sanctions. In this case the dean's decision is final.
4. If the decision is upheld and the student is dismissed, he/she is encouraged to contact the Office of Career Development (p. 19) in his/her school to discuss alternative programs and career paths. After a period of at least one year, dismissed students who have demonstrated academic achievement elsewhere may file a new application for admission to Quinnipiac. Permission to reapply does not guarantee readmission to Quinnipiac or to the program from which the student was dismissed.
5. No parents, family members, attorneys or any other third parties are permitted to attend or participate in any academic hearing.

## Academic Integrity Policy

1. *Revised March 2018*

### Introduction

#### A. Integrity: The Foundation of Quinnipiac University<sup>1</sup>

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

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

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

#### Honesty

Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.

#### Trust

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members

of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.

#### Responsibility

An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

#### Fairness

True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

#### Respect

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking — even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each another, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.

#### B. Expectations for Integrity at Quinnipiac University

This policy is part of the larger educational effort at Quinnipiac University in which community members learn and practice ethical behavior.

All members of the Quinnipiac University community are expected to commit themselves to personal and academic integrity and to the five fundamental values by

- Being honest in what they say, don't say, do and don't do
- Trusting others and being worthy of trust
- Acting responsibly and expecting responsible behavior from others
- Treating other members of the community fairly, and expecting fair consequences when mistakes are made
- Treating other members of the community and the educational process with respect, and expecting respect for oneself, one's views and one's abilities.

In keeping with these values, Quinnipiac University expects its community members to comply with the usual expectations for honest academic work. In general, community members

- May not cheat on any work
- Must properly cite sources in all academic work
- May not provide or procure unauthorized assistance on any assignment or test
- May not falsify or alter university documents, tests or assignments
- May not impede any other student in his/her course work



- May not do any other thing that violates or allows another person to violate the accepted standards of academic integrity. (See Appendix I for more details on specific violations (p.       ).)

Students, faculty and staff also should promote integrity by

- Educating each other
- Discussing integrity in their classes
- Reporting violations when they occur.

Quinnipiac recognizes that reporting violations is difficult; however, reporting is necessary to maintain fairness as well as standards of integrity on campus. Reporting is part of each individual's responsibility as a member of the community. (See Appendix II for community responsibilities (p.       ).)

This policy is overseen and administered by the Office of Academic Innovation & Effectiveness.

## C. Resources

In its effort to uphold these standards of academic integrity, the university provides numerous educational and support resources to reduce academic integrity violations. These resources may be found on the Academic Integrity MyQ site (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>).

## Academic Judicial Procedures for Student Violations

Students, faculty and staff shall report any violation including minor unintentional violations, directly to the director of academic integrity on the report form (see the Academic Integrity MyQ site (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). Once a report of an alleged academic integrity violation has been filed, the case will be considered according to the procedures set forth in this Academic Integrity Policy. All members of the university community are expected to follow this policy and to use its procedures.

Should it be necessary to invoke the academic judicial procedures during the January term or a Summer session, every effort will be made to assemble the necessary committees from the academic integrity board from the preceding academic year. Should that prove impossible due to absences from campus, however, the vice president of academic innovation & effectiveness or his/her designee and the director of academic integrity or his/her designee have joint authority to assemble the necessary committees. They should make every attempt to maintain the same ratios of faculty, staff and student representation described in this policy.

## A. Minor Unintentional Violations

Students, faculty and staff shall report any violation including minor unintentional violations, directly to the director of academic integrity on the report form (see form in MyQ (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)).

1. In some cases, faculty may choose to work directly with a student to resolve what the faculty member believes to be a minor unintentional integrity violation. In such cases, the faculty member shall discuss the situation with the director of academic integrity to be sure this is a first-time violation.
2. If this is a first-time minor and unintentional violation and the faculty member and student can agree on an outcome, whether or not the instructor imposes a sanction, the instructor must submit a report

form to the director of academic integrity so the university can monitor types of violations and take appropriate steps to remediate the cause. A minor unintentional violation will be considered a first-time violation for the student and a subsequent offense will be treated as a second offense. If the faculty member and the student agree on an outcome, a joint resolution reflecting the terms of their agreement must be submitted to the director of academic integrity (see form in MyQ website (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). If the faculty member and the student cannot agree on an outcome the case will proceed on to case review.

## B. Substantial or Intentional Violations

1. Students, faculty and staff shall report all substantial and all intentional violations. This written, formal report, presented on the report form, may be submitted by any member of the university community (student, faculty or staff) to the director of academic integrity. The integrity report form is available on the university's MyQ website (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>).
2. The report must provide the name of the student, the date(s) and a description of the alleged violation(s), detailed facts surrounding the alleged violation(s), the names of any witnesses and detailed factual information or documentation useful in determining the truth of the charge(s) made. If a report contains private or confidential information that is not related to the claim, extraneous prejudicial information, or information that cannot be verified by the academic integrity process, the director of academic integrity will reject the report. Upon revision, the report may be resubmitted. (See Appendix IV: Guidelines for Reporting Suspected Academic Integrity Violations (p.       ).)
3. Incidents involving multiple students must be reported on separate report forms to preserve each student's confidentiality. The director of academic integrity may, however, determine that two cases either involve collaboration between two students or are otherwise so connected that they should be considered as one case.
4. The director of academic integrity will provide written email notice to the student(s), staff and faculty member(s) involved to confirm that a complaint has been filed, to specify the alleged violation and to outline the academic judicial procedures. This notice will explain to the student that he/she is obligated to respond on the response form (see form in MyQ (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)) within 48 hours/two business days of such notice. The parties involved are responsible for checking their Quinnipiac email account even during examinations and vacation periods. Excuses for not checking the mailbox, email account or delays in mail delivery are not acceptable reasons for postponement of any deadline in the Academic Integrity Process.
5. The student must fill out the response form within the required time period. Here the student will indicate whether he/she accepts responsibility for the violation and how he/she wishes to proceed. If a student accepts responsibility, he/she is admitting to having committed the academic integrity violation(s) reported.
6. If the student accepts responsibility and has not been found responsible for a previous violation of the Academic Integrity Policy, the student may request:
  - a. To meet with the faculty member to discuss the violation and attempt to develop a joint student/faculty resolution.
    - i. If both parties agree to the statement of the violation(s) and the sanction(s), they will prepare the joint resolution form (see form in MyQ (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)).

Academic%20Integrity/Pages/default.aspx)). On this form they will specify the violation(s) and the jointly agreed sanction(s). This joint resolution will be forwarded to the director of academic integrity for final approval. If a conflict of interest occurs, the director can request Academic Integrity Board approval of joint resolutions.

- ii. Faculty are not required to participate in a joint resolution session and may instead request that the case proceed to case review. It is anticipated and encouraged that a joint resolution will be worked out in a private meeting between the faculty member and the student(s) involved in a case. However, either the student or the faculty member can request that the director of academic integrity assign a member of the Academic Integrity Board to attend a joint resolution meeting as a neutral third party.
- b. Not to meet with the faculty member. The student can elect instead to proceed directly to case review (see Case Review (p. 55)).
7. A student who did not initially accept responsibility may, at any time, change his/her response to accept responsibility in order to have the joint resolution process available to him/her.
8. If the student accepts responsibility for an action which violates the Academic Integrity Policy, but is not related to a particular class, the joint resolution may be completed with the director of academic integrity. An example of this would be giving a fellow student a paper from a class taken in a previous semester. Joint resolutions completed with the director of academic integrity will be approved by the Academic Integrity Board.
9. If the student declares he/she is not responsible for the alleged violation, the case will proceed to a case review (see Case Review (p. 55)).
10. If the student has been found responsible for an academic integrity violation and accepts responsibility for the subsequent violation, the case may proceed to case review unless the student requests a hearing. The case review team will decide on the appropriate sanction(s). If the student has been found responsible for a previous violation of the policy and denies responsibility for the subsequent violation, the case will automatically proceed to hearing (see Hearing (p. 55)). If a student has a second report filed against him/her before there has been a resolution in the first case, whether the second report arises from the same or another course, resolution of the second case will be postponed until there has been a resolution in the first case.
11. If grades are awarded while the case is in progress, the faculty member must assign a temporary grade of "incomplete" to the student pending the outcome of the academic integrity hearing board review process. A faculty member should **not** automatically assign a grade (other than an "I") when a student is suspected of a violation of this policy. When an incomplete grade is assigned in a prerequisite course, a student may be permitted to enroll in the subsequent course pending the outcome of the academic integrity case. If upon resolution of the academic integrity case, the student's grade does not meet the prerequisite requirements, the student will be withdrawn from the subsequent course.
12. If a student withdraws from a class prior to the resolution of an academic integrity violation report, the withdrawal shall not impact the process of the academic integrity case. If the student is found responsible for an academic integrity violation, a grade of WAI will be imposed to indicate that the withdrawal was undertaken after a violation of the university's Academic Integrity Policy. The Academic

Integrity Board has full and unique authority to determine sanctions as part of a case review investigation or academic integrity hearing and may convert the WAI to an FAI grade.

- a. The grade of WAI or FAI automatically will appear on a student's transcript.
- b. Students may submit to the vice president of academic innovation & effectiveness a petition to have the WAI or FAI academic integrity notation removed from their record if two semesters/terms have passed from the time of the sanction with no further academic integrity violations or the student completes the requirements for graduation (whichever one occurs first). Students will be required to have completed the Academic Integrity Remediation Process with the Office of Academic Integrity in order to have the notation removed.
13. All members of the university community are encouraged to discuss alleged violations with the director of academic integrity prior to filing a report to clarify and confirm procedures.

## C. Case Review

1. When a matter proceeds to case review, the director of academic integrity will act expeditiously to select, from the Academic Integrity Board, a case review team consisting of one student and one faculty or staff board member, and will provide written notification to the student(s), staff and faculty member(s) involved indicating that a case review team has been assigned. Any member of the Academic Integrity Board who has a conflict of interest in the case should make that conflict known to the director of academic integrity.
2. Acting with all reasonable dispatch, the case review team will interview separately the student(s), the faculty member(s) and any witnesses involved in the case. Although a student has the right to have an adviser present at the interview, the student is not permitted to have legal representation, parents, family members or students or faculty from the Quinnipiac University School of Law at the interview. The adviser can be any other member of the Quinnipiac University community. A student may make a written request to have an adviser assigned by the director of academic integrity. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned. An adviser may assist the student in preparing for the interview and may attend the interview but may not speak during the interview process. The adviser is not permitted to provide guidance to the student on how to proceed. It is the responsibility of the student to notify the adviser of the date and time of the interview. As part of the investigation, the case review team will collect and review all evidence relevant to the case.
3. Upon completing the review, the case review team will meet as soon as reasonably possible to determine whether sufficient evidence of a violation exists.
  - a. If insufficient evidence of the alleged violation(s) is determined, the report and charges will be dismissed. Under these circumstances, no record of the report or the outcome will be retained. The director of academic integrity will inform the student(s) and other involved parties of this decision.
  - b. If sufficient evidence of a violation is determined, the case review team will determine the appropriate sanction to be issued in the case. This determination shall be the final resolution in the case.
  - c. The case review team will submit a written report of findings to the director of academic integrity. The director of academic integrity will notify the parties, in writing, of the case review team's final determination.

## D. Hearing

1. When a case requires, the director of academic integrity will act with dispatch to convene a hearing board from the Academic Integrity Board.
2. Each hearing board will consist of five members selected from the Academic Integrity Board: three student and two faculty/staff members. The director of academic integrity or a designated member of the Academic Integrity Board will chair each hearing. Any member of the Academic Integrity Board who has a conflict of interest in the case should make that conflict known to the chair of the Academic Integrity Hearing Board and the director of academic integrity.
3. The director of academic integrity will notify the student(s) and faculty that are involved, in writing, of the academic judicial hearing procedures. The student may choose to meet with the director of academic integrity to be sure he/she fully understands the procedures that will be followed during the hearing. The hearing board will meet as soon as reasonably possible.
4. A hearing will be scheduled at a time that neither the student(s) nor faculty member involved in the case has a class conflict. Notice of the time, date and place of the meeting will be sent to the parties involved via electronic mail at least 48 hours/two business days prior to the meeting. This letter also will inform the student that he/she has the right to an adviser, who can be any member of the Quinnipiac University community other than a student or faculty member from the Quinnipiac University School of Law. A single request for postponement of up to five additional business days for an academic integrity hearing can be made to the director of academic integrity. The request must be for good cause and is subject to the availability of the hearing board and other parties involved in the case. Excuses for not checking the mailbox, email account or delays in mail delivery are not acceptable reasons for postponement. Academic integrity cases are heard as scheduled with or without the student present. All communications will be sent to the student's Quinnipiac email. If the student's Quinnipiac email has been disabled for any reason it is the responsibility of the student to notify the Office of Academic Integrity.
5. The student appearing before the hearing board will not be permitted to have legal representation, parents, family members or students or faculty from the Quinnipiac University School of Law at the hearing. A student may request, in writing, to have an adviser assigned by the director of academic integrity. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned. An adviser may assist the student in preparing for the hearing and may attend the hearing but may not speak during the hearing process. The adviser is not permitted to provide guidance to the student on how to proceed. It is the responsibility of the student to notify the adviser of the date and time of the interview.
6. Any cases which involve more than one student, will all be heard prior to any voting by the board on individual cases.
7. The procedure for the hearing will be as follows:
  - a. Each party will present a statement. The hearing board will ask questions of each party, examine evidence and interview witnesses if necessary.
  - b. Upon conclusion of this discussion, each party will be asked if there is any additional information, discrepancies or questions that need to be presented or addressed.
  - c. All parties will be asked to leave the room while the hearing board deliberates. After its discussion, the board will decide if there is clear and convincing evidence that indicates that the student is responsible for violation(s) of the Academic Integrity Policy by way of a simple majority vote.
  - d. If the student is found to be responsible, the hearing board shall then be informed of the student's prior record so that the student's entire history of academic violation can be considered in issuing sanctions.
  - e. If the student is found responsible for the violation(s), the hearing board has full and unique authority to determine the sanction(s).
8. Below are guidelines for the hearing board to consider in this deliberation. However, the hearing board may deem alternate sanctions appropriate in individual cases.
  - a. First offenses may result in probation as well as failure on the exam/assignment and/or failure of the course, but could lead to immediate suspension, dismissal or expulsion. Probation is a pre-suspension sanction.
  - b. Repeat offenses will result in increasingly severe sanctions, including suspension, dismissal and expulsion.
  - c. If the student is sanctioned with failure of the course, a grade of FAI will be imposed to indicate that the failure was a result of an academic integrity sanction.
  - d. In addition to above, the hearing board has the right to require the student to complete academic integrity projects, write letters of apology or any alternate educational sanction deemed appropriate for any violation, in addition to the automatic educational requirement implemented by the Office of Academic Integrity for every student found to be responsible for a violation of the Academic Integrity Policy.
  - e. The hearing board has the authority to convert the W grade to an FAI upon finding the student responsible for an academic integrity violation.
  - f. Any sanction resulting in a grade of WAI or FAI or in a suspension, dismissal or expulsion automatically will appear on a student's transcript. Students may submit to the vice president of academic innovation & effectiveness a petition to have this academic integrity notation removed from their record if two semesters/terms have passed from the time of the sanction with no further academic integrity violations, or the student completes the requirements for graduation (whichever one occurs first). Students will be required to have completed the Academic Integrity Remediation Process with the Office of Academic Integrity to have the notation removed.
9. Once the hearing board has reached a decision, the chair of the hearing will ask the parties involved to return to the room, and the results of the deliberation will be presented. In addition, the chair of the hearing board will notify the parties involved and the director of academic integrity of the decision in writing via electronic mail following the hearing. The notice will explain the sanctions imposed by the hearing board and the appeal process.
10. If insufficient evidence of the alleged violation(s) is determined, the report and charges will be dismissed. Under these circumstances, no record of the report or the outcome will be retained. The chair of the hearing board will inform the parties and the director of academic integrity of this decision in writing via electronic mail.
11. If a student fails to respond to or comply with a letter/notification from the Academic Integrity Office, hearing board or case review team; attend a scheduled meeting with any academic integrity officer, hearing board or case review team member or faculty member; attend an academic judicial hearing; or abide by any of the procedures here noted in this policy, the student has forfeited his/her rights and options presented. The case may proceed without the student or faculty present and a decision will be rendered. If a hearing takes

place without the student present, the student will be notified in writing via certified and electronic mail of the outcome of the hearing.

## E. Non-Compliance

1. Students who fail to comply with the sanctions determined in a joint resolution, will have their case proceed to a hearing where the academic integrity board will determine sanctions.
2. Students who fail to comply with the sanctions determined by a case review team or hearing board will be subject to a one-semester suspension.
3. Procedure:
  - a. Any student who appears to be in non-compliance with a joint resolution or a case review or a hearing board sanction will be notified by the director of academic integrity via email of the apparent noncompliance. The student will be informed of the non-compliance issues/facts and will be instructed to reply within 48 hours/two business days. The student also will be informed that he/she can request an extension for compliance, in writing, to the director. No more than one extension will be granted by the director. If the student requests an extension for compliance, he/she will be notified by the director of the extension's approval/denial and the reasons for such.
  - b. If the student does not reply within 48 hours/two business days of the notification of non-compliance, the student will be deemed to be non-compliant and the case will be required to attend a hearing (joint resolution) or the student will be subject to a one-semester suspension (case review or hearing).
  - c. Appeal of the suspension will occur in the same manner as all other suspensions. (See Appeal (p. 56) section of the Academic Integrity Policy)

## F. Appeal

1. An individual who has been found responsible for a violation of the Academic Integrity Policy may appeal the decision of the case review team or hearing board. Appeals must be made directly to vice president of academic innovation & effectiveness or his/her designee. During this appeal process, the original sanction is held in abeyance until an appeal decision has been made.
2. A detailed formal letter of appeal must be submitted within 48 hours/two business days of the student's receipt of written notification of the decision and must explain one or more of the following specific grounds for the appeal:
  - a. Improper academic judicial procedures that impacted the student's ability to present his/her case effectively.
  - b. Additional or new relevant information has been discovered.
  - c. The sanction was not consistent or appropriate with the nature of the violation.
3. The vice president of academic innovation & effectiveness or his/her designee will meet with the individual involved and may meet with other witnesses. He/she then will decide to:
  - a. Uphold the original decision on responsibility and the sanction imposed.
  - b. Uphold the original decision on responsibility and modify the sanction imposed.
  - c. Determine that improper procedures impacted the student's ability to properly present his/her case and order a new hearing to be held using proper procedures.
  - d. Overturn the decision on responsibility.

4. The vice president of academic innovation & effectiveness or his/her designee will notify all appropriate individuals involved in the case, the director of academic integrity and any appropriate Quinnipiac University personnel (dean, registrar, bursar, etc.) of the outcome of the appeal.

## G. Record Keeping

1. All records regarding alleged violations and academic judicial procedures are confidential in accordance with The Family Educational Rights and Privacy Act (FERPA).
2. Records will be maintained by the Office of Academic Integrity and will be destroyed seven years after the case is concluded unless the sanction included dismissal or expulsion. These records will be maintained permanently by the Office of Academic Integrity.
3. Records of multiple offenses will be maintained by the Office of Academic Integrity and will be made available to the relevant Academic Integrity Board members in the sanctions phase of a hearing or case review.

## H. Student Procedural Rights

A student who has been charged with a violation of the Academic Integrity Policy shall be granted the following procedural rights:

1. Confidentiality: The right to have all records, files and proceedings kept confidential in accordance with FERPA.
2. Notice: The right to be informed in writing of the specific violation(s) and inappropriate behavior in which the student is suspected of being involved.
3. Procedures: The right to be informed orally and/or in writing of the academic integrity procedures.
4. Hearing: The right to be notified in writing of the date, time and place of his/her hearing.
5. Evidence: The right to know and hear the nature of the evidence against her/him.
6. Witnesses: The right to present evidence and witnesses on his/her behalf.
7. Adviser: The right to have any member of the Quinnipiac University community act as an adviser and attend the hearing. If the student so requests, the Office of Academic Integrity will appoint an adviser for the student.
8. Written Decision: The right to have written notice of the results of any case review or hearing.
9. Appeal: The right to appeal a decision of a case review team or hearing board within 48 hours/two business days of receiving written notification of the final decision.

<sup>1</sup> This policy, and its emphasis on five principles of integrity, relies heavily upon the "Fundamental Values Project, A Report from the Center for Academic Integrity (<http://www.academicintegrity.org/ica/assets/fvproject.pdf>)," October 1999, published by the Center for Academic Integrity. This section in particular draws on the "Fundamental Values Project" of the Center for Academic Integrity.

## Appendix I: Academic Integrity Violations

Academic integrity violations encompass any act that compromises or subverts the integrity of the educational or research processes. Violations may fall under one or more category or violation. These offenses include, but are limited to:



## A. Plagiarism, Misrepresentation and Fabrication

These violations include, but are not limited to, activities that misrepresent one's ideas, abilities or background.

### 1. Plagiarism

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or laboratory reports, in full or in part. This includes turning in work of another student as one's own work.

*It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.*

### 2. Misrepresentation

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- "Double Dipping" (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, without the express prior written permission of the instructor(s) involved.
- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

### 3. Fabrication

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:

- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.

- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)

## B. Cheating and Stealing

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:

- Copying from someone else's exam, paper or assignment.
- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form—oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.
- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.
- Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of academic lectures, academic computer software, instructional materials, papers/essays or research for papers/essays.



## C. Impeding Fair and Equal Access to the Educational and Research Process

Examples of this violation include, but are not limited to:

- Altering or changing an examination or comparable document so as to mislead other users or the reader.
- Infringing upon the right of other students to fair and equal access to any library materials and comparable or related academic resources, including tampering with or damaging any library materials or comparable academic resources.
- Attempting to prevent access by other users to the university's computer system and its resources, to degrade its system performance, or to copy or destroy files or programs without consent.
- Intentionally disrupting the educational process in any manner.

## D. Misrepresenting or Misusing One's Relationship with the University

Examples of this violation include, but are not limited to:

- Falsifying, misusing, omitting or tampering with information (in any form, including written, oral or electronic) such as test scores, transcripts, letters of recommendation or statements of purpose, to gain initial or continued access to the university's programs or facilities.
- Altering, changing, forging or misusing academic records or any official university form regarding oneself or others.
- Misrepresenting one's status or affiliation with the university.
- Misrepresenting one's own or another's identity for academic purposes or in an academic setting.
- Causing any false information to be presented at an academic proceeding or intentionally destroying evidence important to an academic proceeding.
- Failing to be fully cooperative and truthful if one has direct knowledge of an alleged violation of academic integrity.
- Reporting an academic integrity violation known to be false.
- Offering bribes (e.g., monetary remuneration, gifts or favors) to any university representative in exchange for special consideration or waiver of procedures.

## E. Facilitation and Collusion

Facilitation refers to knowingly or intentionally assisting any person in the commission of an academic integrity violation. Students who engage in facilitation are also subject to discipline for integrity violations. Collusion refers to assisting another student in an act of academic misconduct. Collusion differs from collaboration in that collaboration may be permitted in various courses. It is the responsibility of the student to know whether and to what extent collaborative activity is permitted. Examples of these violations include, but are not limited to:

- Giving another student one's assignment or paper (or a portion thereof), for any reason, unless such sharing is specifically authorized by the instructor for whom the assignment was created.
- Giving another student answers to a test or assignment.
- Letting another student copy one's answers during an examination.
- Creating unfair opportunities for students in all sections of a class to do well on tests or other assignments. Thus one may not give any test (or assignment) information, questions or answers to students in another class or other sections of the same class because it gives students in later sections an unfair advantage. Instructors also may

explicitly ask students not to share information with students in other classes regardless of semesters. In those cases, the sharing of information is also a violation.

- Posting any academic work or information on academic sharing websites or other electronic sites with the intent of providing unauthorized help to current or future students.

## F. Retaliation

Quinnipiac University prohibits retaliation against anyone who reports an academic integrity violation, serves as a witness in an academic integrity case or participates in the investigation and resolution of academic integrity case.

# Appendix II: Community Responsibilities

## A. Academic Integrity Policy

Every member of the community is expected to comply with Quinnipiac's Academic Integrity Policy. Each student must read the university's Academic Integrity Policy and will sign a statement or login to the integrity website during Freshman and Transfer Orientation to attest that he/she understands the policy and the penalties for violating it. Failure to sign the statement does not exempt any student from the requirements of the policy.

## B. Promotion and Support of Integrity

Members of the community should support the general culture of integrity at Quinnipiac by maintaining an atmosphere of honesty and integrity on campus, and by talking about the value of integrity to one's educational experience and individual development.

Faculty have a unique opportunity to promote the policy. They are encouraged to do so by:

1. Describing in writing the objectives and requirements of the course at the beginning of the semester.
2. Including a description of the Academic Integrity Policy and other materials promoting academic integrity on each course syllabus.
3. Discussing and reviewing the importance of academic honesty and integrity with students, and reminding students that they must do their own work.
4. Providing to students in writing the requirements and expectations for each academic assignment, including what practice and resources are authorized, to help students avoid inadvertent academic integrity violations.

Staff also can promote academic integrity by:

1. Discussing the Academic Integrity Policy and the importance of integrity in interactions with students, student organizations and faculty.
2. Emphasizing the importance of academic honesty and integrity with students and faculty and encouraging students to do their own work.

## C. Proper Acknowledgment

Students, faculty and staff should understand the meaning of plagiarism and misrepresentation, understand how to properly acknowledge another's work, and apply these principles in all written, oral and electronic work.

## D. Support of Policy

Each member of the community is expected to adhere to the Academic Integrity Policy personally and to support it generally. In keeping with

their responsibility to the community, students, faculty and staff who are aware of inappropriate behavior and conduct with regard to the policy should report this information to the Academic Integrity Board.

## E. Upholding Integrity

The community is expected to comply with the “spirit,” not just the “letter,” of this policy.

## F. Mutual Respect

Treat all colleagues in the community (staff, faculty and students) with respect, fairness and honesty.

## G. Confidentiality

Community members should ensure that all alleged incidents of academic dishonesty are kept confidential in accordance with FERPA.

## H. Special Assignments

Faculty often require students to pursue their academic work according to explicit guidelines or with specific equipment. In these cases, faculty are obligated to make the special conditions of the assignment clear and to avoid arbitrary changes. Students are obligated to be sure they understand the conditions and should question the instructor if they do not understand.

# Appendix III: Academic Integrity Board

## A. Responsibilities

The Academic Integrity Board is responsible for investigating and adjudicating alleged violations of the Academic Integrity Policy and educating the university community about academic integrity issues. The Academic Integrity Board works closely with the director of academic integrity and co-chairs of the Academic Integrity Board and Integrity Education Council.

## B. Composition

The Academic Integrity Board consists of full-time faculty members from each of the university's schools and colleges; full-time university staff members; and full-time undergraduate students. Temporary board members may be appointed on an as-needed basis by the director of academic integrity.

## C. Selection and Tenure

Positions on the Academic Integrity Board are open to all students, full-time faculty and administrative staff. Faculty board members are appointed by the individual schools and college in accordance with school/college-based processes and approved by the director of academic integrity. At least one board member from each school is required; schools with 25 or more faculty members should have one additional board member for every 25 full-time faculty members. Staff and student board members are selected by the director of academic integrity. Student members must have and maintain a minimum 2.5 GPA and cannot be under any type of academic or disciplinary sanctions. If a member of the Academic Integrity Board is unable to perform her/his duties for a prolonged period of time, the director of academic integrity will appoint a permanent replacement.

# Appendix IV: Guidelines for Reporting Suspected Academic Integrity Violations

When a member of the university community suspects that a student has committed an academic integrity violation, that member must submit an

academic integrity report. Before reporting the allegation to the Office of Academic Integrity, the following steps should be taken.

## Step 1–Investigate the Claim

When a course instructor suspects an academic integrity violation has occurred, the instructor should:

- Meet with the student suspected of violating the policy to discuss the matter.
- Gather information in support of the claim (i.e. papers and assignments).
- Speak with witnesses who may have information about the incident.

If after investigation, there is reasonable suspicion that an academic integrity violation has occurred, the instructor must file a report.

When a member of the university community (other than the course instructor) suspects a violation of the Academic Integrity Policy, he/she must:

- First discuss the matter with the course instructor. This is especially true when the allegation is based solely upon a student's account of what happened.
- This discussion will not only notify the faculty member of the suspicions but also prompt a preliminary investigation. The preliminary investigation should include gathering information to support the claim and speaking with potential witnesses.
- If after investigation, there is reason to believe a violation has occurred, the report may be filed by any member of the university community. Please note, the reporter's identity will be disclosed once notice is sent to the accused student.

## Step 2–Promptly File the Report

All academic integrity reports must be filed in a timely manner. All suspected violations must be reported within 20 days of the date of the alleged incident or within 20 days of discovery of the alleged violation, whichever is later.

## Step 3–Include All Relevant Information in the Report/Documentation

The report must include the name of the student accused of the academic integrity violation, the date and description of the alleged violation, detailed facts surrounding the alleged violation, and the names and contact information of any witnesses.

If witnesses are referred to but not identified within the report, their testimony cannot be verified by the academic integrity process and so the director of academic integrity will reject the report. Each instance of academic dishonesty involving a student must be reported separately unless the claims arise out of the same set of circumstances.

All reports must be substantiated by information that directly relates to proving the claim. Extraneous prejudicial information will be inadmissible. Information that cannot be verified through the academic integrity process also will be inadmissible.

Examples of inadmissible information:

- The report includes prejudicial information about the accused student's academic integrity history.

- The report includes hearsay information (i.e., when one witness says another witness told him that the accused student cheated on an exam).
- The report includes the testimony of an anonymous witness.
- Private or confidential information that is not related to the claim and for which there is no “need to know.”

## Step 4–Revision of the Report

This step will be necessary if inadmissible information is included in the initial report/documentation. When a report/supporting document contains inadmissible information, the director of academic integrity will reject the report. The reporter will be required to revise the report before the Office of Academic Integrity will accept and process the case.

The reporter will also be asked to revise the report if multiple students are accused of academic dishonesty in the same report. Incidents involving multiple students must be reported on separate forms to preserve each student’s confidentiality.

## Step 5–Confirmation of Notice

Once it has been determined that the report and supporting documents conform to the standards set out in this policy, the student accused of the academic integrity violation will be notified of the claim. The reporter will receive a copy of the notice to confirm that the academic integrity process has been initiated.

# Animals on Campus

## Section 1: General Policy

### 1.01 Policy Statement

Quinnipiac University (“university”) allows individuals to bring animals on university property in accordance with federal laws and in other situations subject to the rules outlined in this policy.

The university supports the use of service and emotional support animals on campus as defined and regulated by federal and state laws. The university also supports the use of research and therapy animals used in approved research and teaching activities.

At the same time, it recognizes the health and safety risks potentially created by animals on campus. Animals, including pets of any kind (except fish, as noted in the Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>)), are not permitted on university campuses or in university housing facilities, with the exception of service animals, approved emotional support animals, approved research animals and approved therapy animals.

### 1.02 Scope

This policy applies to employees, students, university affiliates, visitors, contractors and applicants for admission to or employment with the university. In addition to the general policy statement in Section 1.01, Section 2 applies specifically to employees. Section 3 applies specifically to students. Section 4 regards research and teaching animals. Section 5 regards therapy animals.

This policy should not be read to grant an individual access to university property beyond that to which they would normally be granted.

### 1.03 Definitions

**Campus** – any university controlled and/or managed building, office or grounds.

**Emotional Support Animals (ESA)** – As defined by the Fair Housing Act, an emotional support animal may provide physical assistance, emotional support, calming, stability and other kinds of support. The presence of the animal must be necessary to provide the resident with a disability the use and enjoyment of the dwelling. The assistance performed by the animal must be directly related to the individual’s disability. These emotional support animals are not service animals, which are defined in and protected by the Americans with Disabilities Act amendments. Further, non-domesticated, wild, potentially dangerous, venomous, endangered and/or illegal animals, including rodents, arachnids, reptiles and other exotic animals, are not permitted.

**Handler** – Person accompanying an animal or responsible for bringing it to campus.

**Office of Student Accessibility (OSA)** – the unit at Quinnipiac University that ensures equal access to academic and programmatic opportunity to students.

**Pet** – Any domestic animal including but not limited to amphibians, mammals, reptiles and birds kept for pleasure or companionship.

**Research and Teaching Animals** – Animals approved for use in direct support of the university’s teaching and research missions and used in accordance with guideline established by the Institutional Animal Care and Use Committee (IACUC). The QU IACUC provides policies for meeting the ethical and legal requirements for the humane and ethical use of vertebrate animals.

**Residential Living Area** – The area defined by Residential Life as areas specific to residential activity. This designation will vary among the campuses. This designation also indicates the area in which an emotional support animal is allowed.

- *Mount Carmel Residential Living Area* – The region south of the stream, north of the Hilltop Lot, west of Hogan Lot, anything on Bobcat Way (including the Bobcat Den)
- *York Hill Residential Living Area* – The area comprised by the Townhouses, Eastview, Westview, and Crescent Residence Halls (including the basketball and volleyball courts and outdoor patios)
- *Off-Campus Residential Living Areas* – All university-owned or leased off-campus residential properties

**Service Animal** – As defined by the Americans with Disabilities Act (ADA), a service animal is any dog that is individually trained to do work or perform tasks for the benefit of a person with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work the dog has been trained to do must be directly related to the person’s disability. Examples include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting/protecting an individual who is having a seizure and reminding an individual to take medication. The provision of emotional support, well-being, comfort or companionship does not constitute work or tasks under this definition. While dogs are the most common service animals, under certain circumstances, a miniature horse may qualify as a service animal. Other animals do not qualify as service animals.

**Therapy Animal** – An animal working with a health care or mental health care professional in a therapeutic activity. The animal must have received

training appropriate for animal assisted therapy/activities (AAT/AAA) as evidenced by receipt of the Canine Good Citizen certificate from the American Kennel Club, or registration by a national therapy animal organization, such as Pet Partners. A therapy animal is not an emotional assistance animal or a service animal.

## Section 2: Employees Wishing to Bring Animals on Campus

This policy is section 2.14 of the Quinnipiac University Policy Manual 2016–17.

### 2.01 Policy Statement

The university prohibits bringing a pet (a domestic animal kept for pleasure or companionship) to work with the exception of animals providing ADA accommodations for a person with disabilities (service animals).

### 2.02 Service Animals

*Service Animals:* According to the Americans with Disabilities Act (ADA), a service animal is defined as “any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items.”

A person with a disability uses a service animal, such as a seeing-eye dog, as an auxiliary aid. Service animals are welcome in all buildings on the university property and may attend any class, meeting or other event. There may be an exception to certain areas, such as laboratories and facilities areas, etc.

Employees requesting accommodation for a disability that includes a service animal must provide appropriate documentation to human resources.

Requirements of service animals and their owners include:

- All animals must be immunized against rabies and/or other diseases common to that type of animal. All vaccinations must be current.
- State law requires that all dogs be licensed.
- Service animals must always wear an owner identification tag (which includes the name and phone number of the employee), license tag and rabies vaccination tag.
- Animals must be in good health.
- Animals must be on a leash, harness or other type of restraint at all times, unless the employee is unable to restrain the animal on a leash because of a disability.
- The owner must be in full control of the animal at all times. The care and supervision of the animal is solely the responsibility of the employee.

Reasonable behavior is expected from service animals while on the university property. The owners of disruptive and aggressive service animals may be asked to remove them from the university. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until the owner takes significant steps to mitigate the behavior. Cleanliness of the service animal is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of service animals. The employee is expected

to clean and dispose of all animal waste. Owners of service animals are responsible for all actions of the animal while on university property.

## Section 3: Students Wishing to Bring Animals on Campus

This policy is section 3 of the Guidelines and Procedures for Students with Disabilities (p. 66).

### 3.01 Scope

This policy applies to all students of the university.

### 3.02 Policy Statement

According to university policy (Human Resources Policy Manual (<https://myq.quinnipiac.edu/Welcome/HR/Documents/Policy%20Manuals%20and%20Procedures/Quinnipiac%20University%20Policy%20Manual%202016-2017.pdf>), 2.14; Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>): Residential Life), animals, including pets of any kind (except fish, as noted in the Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>)), are not permitted on university campuses or in university housing facilities, with the exception of service animals. The university is, however, committed to providing access to its programs and services. Consequently, the university permits students with disabilities who require one to have an emotional support animal as a reasonable accommodation. Students may not bring a service animal or emotional support animal until it is approved by OSA and the Office of Residential Life, when applicable. Please note the definitions below to understand the difference between a service animal and an emotional support animal.

### 3.03 Definitions

(same as section 1.03)

**Campus** – any university controlled and/or managed building, office or grounds.

**Emotional Support Animals (ESA)** – As defined by the Fair Housing Act, an emotional support animal may provide physical assistance, emotional support, calming, stability and other kinds of support. The presence of the animal must be necessary in order to provide the resident with a disability the use and enjoyment of the dwelling. The assistance performed by the animal must be directly related to the individual's disability. These emotional support animals are not service animals, which are defined in and protected by the Americans with Disabilities Act Amendments. Further, non-domesticated, wild, potentially dangerous, venomous, endangered and/or illegal animals, including rodents, arachnids, reptiles and other exotic animals, are not permitted.

**Handler** – Person accompanying an animal or responsible for bringing it to campus.

**Office of Student Accessibility (OSA)** – the unit at Quinnipiac University that ensures equal access to academic and programmatic opportunity to students.

**Pet** – Any domestic animal including but not limited to amphibians, mammals, reptiles and birds kept for pleasure or companionship.

**Research and Teaching Animals** – Animals approved for use in direct support of the university's teaching and research missions and used in accordance with guideline established by the Institutional Animal Care



and Use Committee (IACUC). The QU IACUC provides policies for meeting the ethical and legal requirements for the humane and ethical use of vertebrate animals.

**Residential Living Area** - The area defined by Residential Life as areas specific to residential activity. This designation will vary among the campuses. This designation also indicates the area in which an Emotional Support Animal is allowed.

- *Mount Carmel Residential Living Area* - The region south of the stream, north of the Hilltop Lot, west of Hogan Lot, anything on Bobcat Way (including the Bobcat Den);
- *York Hill Residential Living Area* - The area comprised by the Townhouses, Eastview, Westview, and Crescent Residence Halls (including the basketball and volleyball courts and outdoor patios);
- *Off-Campus Residential Living Areas* – All university-owned or leased off-campus residential properties.

**Service Animal** – As defined by the Americans with Disabilities Act (ADA), a service animal is any dog that is individually trained to do work or perform tasks for the benefit of a person with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work the dog has been trained to do must be directly related to the person's disability. Examples include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting/protecting an individual who is having a seizure and reminding an individual to take medication. The provision of emotional support, well-being, comfort or companionship does not constitute work or tasks under this definition. While dogs are the most common service animals, under certain circumstances, a miniature horse may qualify as a service animal. Other animals do not qualify as service animals.

**Therapy Animal** – An animal working with a health care or mental health care professional in a therapeutic activity. The animal must have received training appropriate for animal assisted therapy/activities (AAT/AAA) as evidenced by receipt of the Canine Good Citizen certificate from the American Kennel Club, or registration by a national therapy animal organization, such as Pet Partners. A Therapy animal is not an emotional assistance animal or a service animal.

### 3.04 Service Animals

Students who have a documented disability that requires the assistance of a service animal are permitted to bring such animals to campus. Service animals are permitted in all areas of campus where students are generally permitted to go. (Note Section 3.07 (p. ) below for restrictions.)

A service animal shall be kept on a harness, leash or other tether at all times, unless the handler is unable to use such a tether due to a disability or the use of a tether would interfere with the animal's ability to safely and effectively perform its duties. If a tether is not utilized, the service animal must be otherwise under the handler's control (e.g., voice control, signals or other effective means). A service animal should wear a leash, harness, cape or other marker that identifies it as a service animal at all times when on campus.

When it is not obvious what service the animal provides, the handler may be asked whether the animal is required because of a disability and what task the animal is trained to perform. The handler need not present proof or documentation of the nature of his or her disability or the training or certification of the service animal.

### 3.05 Emotional Support Animals

Students are permitted to keep emotional support animals in on-campus housing on a case-by-case basis as a reasonable accommodation for a documented disability.

Emotional support animals may not travel throughout campus property with their handlers. To permit a handler with equal opportunity to use and enjoy university housing, emotional support animals are permitted within the handler's residential living area at all times. A formal agreement between residential life and the handler will be utilized to identify the area where the handler can take the emotional support animal depending upon the housing unit in which the handler resides. The Office of Residential Life defines the handler's residential living area. When being transported to and from campus, the emotional support animal must be placed in an animal carrier or controlled by leash or harness. While outside the handler's residential living area, the handler shall carry proof that the animal is an OSA-approved emotional support animal. Emotional support animals are not permitted in other university buildings.

In order to bring an emotional support animal to campus, the handler must contact OSA as early as possible to permit time to gather and review all necessary documentation. The OSA requires a reasonable amount of time to review documentation. The handler will be asked to provide documentation of his or her disability and medical documentation of the need for the emotional support animal. Such documentation must be from a licensed physician, psychiatrist, clinical social worker or other licensed mental health professional and provide that the animal provides emotional support that alleviates one or more of the identified symptoms or effects of an existing disability. Emotional distress from having to give up an animal because of a "no pets" policy does not qualify a student for an accommodation.

The handler also may be asked to provide the following information regarding the emotional support animal: 1) the type of animal; 2) the name of the animal; 3) a description of the animal; 4) whether the animal is housebroken; 5) the date of the animal's last medical examination; and 6) the date that the animal was acquired. Once the OSA has determined that an ESA is a reasonable accommodation, the handler must meet with staff in residential life to discuss the specifics of the accommodation and sign a formal agreement. Emotional support animals will not be allowed on campus without OSA and residential life approval.

### 3.06 Pets

Students are not permitted to have pets on university campuses or in university housing facilities, except fish, as noted in the Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>): Residential Life).

### 3.07 Restricted Areas

#### 3.07.1 Service Animals

The university may prohibit the use of service animals in certain locations due to health and safety restrictions, such as areas in which the animal may be in danger, or where the animal's presence may compromise the integrity of research. Restricted areas may include, but are not limited to, food preparation areas, custodial closets, boiler rooms, research laboratories, clinical setting, classrooms or labs that contain research animals, areas requiring protective clothing, wood and metal shops, motor pools, areas with heavy machinery, and other areas as required by state or local law.



Limited exceptions to these restrictions may be made on a case-by-case basis in consultation with OSA and the person/department responsible for the restricted area.

A student who requires the use of a service animal to participate in a clinical training program should contact OSA and the head of his or her department. In no case may a service animal accompany a student into a patient's hospital room or examination room if prior approval is not granted.

### 3.07.2 Emotional Support Animals

Emotional support animals are restricted from all areas except for the handler's designated living area, which is defined by the Office of Residential Life.

Students are expected to decline all invitations from other students to take the service animals or emotional support animal to restricted areas and non-authorized rooms or residence halls.

## 3.08 Conflicting Health Conditions

Residential life personnel will notify any roommates of the handler, and will make a reasonable effort to notify the residents of neighboring units to where the service animal or emotional support animal will be located.

Students with a medical condition that may be adversely affected by animals (e.g., asthma, severe allergies) should contact OSA with any health or safety concerns about exposure to a service or emotional support animal. OSA may request medical documentation of the student's condition to assist in determining whether the condition is disabling and whether there is a need for an accommodation. OSA will make every effort to resolve any conflict in a timely manner, taking into consideration the conflicting needs and/or accommodations of each person involved.

*The university will accommodate individuals with medical conditions that require reasonable accommodation in order to live, work, or attend class in proximity to service or emotional support animals, and alternative housing or work space arrangements will be made where appropriate.*

## 3.09 Handler's Responsibilities

The handler of a service or emotional support animal living in university housing and/or frequenting campus is responsible for the following:

- The handler must meet first with the OSA and then with a representative of the Office of Residential Life in order to review and sign the Animal Agreement form prior to bringing the animal to campus.
- The handler must be in full control of the animal at all times.
- Only the handler may care for the animal. Handlers may not leave the animal in the care of another person on campus. The care of the animal is the responsibility of the handler at all times. The handler is responsible for identifying one alternative caretaker for the animal in case the handler becomes incapacitated for any reason.
- The handler must provide adequate care and supervision of the animal at his or her own expense. This includes training, cleanup and appropriate disposal of waste and proper hygiene. This also includes providing for the health of the animal, such as vaccination, annual check-ups and compliance with any state and local licensing requirements, including pursuant to General Statutes § 22-338 and General Statutes §22-345. The handler is required to provide documentation on an annual basis regarding vaccinations and licensing to the Office of Residential Life. Furthermore, before bringing the animal to campus, the handler is required to provide documentation that the animal has a Certificate of Health from a licensed veterinarian and provide updated documentation on an annual basis. The Certificate of Health must state that the animal is free from clinical signs of infectious, contagious or communicable disease and is not from an area under rabies quarantine. The animal must have proof of current rabies vaccination given by veterinarian prior to date of importation and must have no exposure to rabies within the past 100 days.
- The animal must remain in a crate or other appropriate container in the handler's assigned bedroom when the handler is not in the room.
- If directed to by OSA, the handler is required to bring the animal to receive veterinarian attention.
- The handler must assure that the animal does not cause undue interference or disruption to other community members. An example of undue interference or disruption may include excessive barking.
- The handler will be liable for any harm caused by the animal, including bodily injury or property damage. This responsibility includes, but is not limited to, any expenses incurred for pest control, maintenance or cleaning above and beyond standard costs. Any such costs will be due at the time of repair and/or move-out, and the university shall have the right to bill the student account for any unmet obligations.
- The handler must notify OSA in writing if the animal is no longer needed or is no longer residing on university property. If the animal will be replaced, the handler must file a new request with OSA.
- The handler must permit scheduled inspection of his or her room for fleas, ticks or other pests as needed, and will be billed for any necessary pest treatment above and beyond standard pest management.
- The animal may not be left overnight to be cared for by another resident. Animals may be left alone for up to 24 hours. Animals must be taken with the handler if the handler leaves campus for a prolonged period (more than 24 hours).
- The handler must abide by all other applicable residential policies.
- Handlers are strongly encouraged to maintain renter's insurance, including liability coverage for the animal. The handler assumes full personal liability for any damage to property or persons caused by the animal. The handler shall be responsible for all liability and claims related to the animal. Quinnipiac University provides no indemnification to the animal or handler. Likewise, Quinnipiac University provides no personal property insurance coverage. Quinnipiac University is not the owner or keeper of any animal. Quinnipiac University shall not be responsible for any harm to the animal while on campus, including but not limited to, injury to the animal caused by pest management or lawn care products.
- It is strongly encouraged that animals be precluded from a raw protein diet in an effort to protect the public from significant health risks.
- If the handler resides in Quinnipiac University housing, the handler will notify the residence hall director if the animal escapes and is not recovered within one hour.
- Necessary precautions should be made for appropriate university personnel to enter student housing when the handler is not present. Precautions may include sharing pertinent information to appropriate university staff. The animal must be caged or crated, or removed from the room, during the time that university personnel are in the room. The university is not liable if the animal escapes during one of these visits.

- The handler is required to provide assistance and support to the animal during emergencies. University personnel are not responsible to provide any assistance or support to the animal, including but not limited to, during an emergency evacuation such as a fire alarm. In the event of a power outage or other disruption to university housing, the handler is responsible for making alternative boarding arrangements for the animal off campus. Accommodations are not available on campus during an emergency.

### 3.10 Responsibility of the Quinnipiac Community

All members of the Quinnipiac community, including faculty, staff and students, are expected to abide by the following:

- Service animals must be allowed to accompany their handlers at all times and in all places on campus, except where specifically prohibited (note section 3.07 (p. ) above).
- Community members should not touch, pet, feed or otherwise distract a service animal without the handler's permission, and they should avoid any action that might startle the service animal.
- Community members shall not attempt to separate a handler from his/her service animal.
- The nature of a person's disability is private, and no community member should inquire as to the details of a handler's disability or their reason for using a service or emotional support animal.
- Community members should contact OSA if they have any questions or concerns relating to any service or assistance animal.
- Community members should provide handlers with service animals with the right of way with respect to pedestrians, cyclists or skateboarders.

### 3.11 Removal of Animals from Campus

A faculty member or other university official may exclude a service animal from a classroom or other university facility if the handler is unable to control it or the animal is not housebroken (e.g., trained so that it controls its waste elimination, absent illness or accident).

The university reserves the right to remove or exclude a service animal or emotional support animal from campus if:

- The animal poses a direct threat to the health and safety of others. In determining whether the animal poses a direct threat, Quinnipiac University will make an individualized assessment to ascertain the nature, duration and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications will mitigate the risk;
- The animal's presence causes an undue financial and administrative burden on the university. In determining whether the animal poses an undue financial and administrative burden, Quinnipiac University will make an individualized assessment to ascertain the cost of the requested accommodation; the financial resources of the university; the benefits that the accommodation would provide to the student; and the availability of alternative accommodations that would meet the student's disability-related needs.
- The animal's presence results in a fundamental alteration of the university's programs;
- The animal is ill or in poor health (e.g., animals with health conditions that pose a threat to others);
- The animal exhibits poor hygiene (e.g., visibly dirty, has a strong odor, not groomed, evidence of having fleas or ticks);

- The handler fails to comply with his/her responsibilities under this policy; or
- The animal creates an unmanageable disturbance or interference with the Quinnipiac community.

### 3.12 Violation of the Policy

Animals other than service animals or approved emotional support are not permitted on university campuses or in university housing facilities. Keeping any animal for a family member or friend or having a family member or friend visit with any animal other than a service animal for any length of time is prohibited.

A handler determined to be responsible for keeping animals other than service animals or approved emotional support animals in violation of this policy will be subject to fines or other sanctions. A handler will also be responsible for all damage or cleaning costs resulting from violation of this policy. The university reserves the right to remove animals other than service animals or approved emotional support animals from campus for violations of this policy. When so directed, the handler must remove the animal from campus and campus housing within 24 hours.

Violations of this policy may result in referral to the Student Code of Conduct process.

## Section 4: Research and Teaching Animals

### 4.01 Policy Statement

Research and teaching animals are animals approved for use in direct support of the university's teaching and research missions and used in accordance with guidelines established by the Institutional Animal Care and Use Committee (IACUC). The QU IACUC provides policies for meeting the ethical and legal requirements for the humane and ethical use of vertebrate animals.

## Section 5: Therapy Animals

### 5.01 Policy Statement

A therapy animal trained for Animal Assisted Therapy/Activities (AAT/AAA) may be brought into appropriate university property to work with its trained handlers to provide service in conjunction with a university-approved program in one or more therapeutic activities under the following conditions.

### 5.02 Conditions

- Handlers must be health care or mental health care professionals. Students and other individuals are not allowed to bring therapy animals on campus.
- Each handler provides to the university documentation of the training for the therapy animal, as demonstrated by the attainment of the Canine Good Citizen title through the American Kennel Club or registration with a therapy animal organization, such as Pet Partners.
- Each handler provides to the university documentation showing that the handler has obtained and maintains liability insurance coverage protecting the university from claims arising out of the presence and utilization of the therapy dog and had obtained approval for the presence of the therapy animal from the appropriate university officials.
- Each handler executes an Animal Assisted Therapy-Handler Agreement, waiving claims against the university with respect to any injuries (including death) sustained by the therapy animal during the

time the therapy animal is on campus working with its handler to provide service in conjunction with a university-approved program in one or more therapeutic activities.

- Each handler works with the department of facilities to schedule space and time for the Animal Assisted Therapy/Activities so that the university can convey to the university community the place and duration of the event. Notification to the university community must be made no less than one week prior to the event.

## Background Checks

Students should be aware that certain clinical sites or internship locations may require a criminal background check before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining such a background check. The cost of the background check is the responsibility of each individual student.

## Class Attendance Policy

Students are expected to attend all scheduled classes. In many classes and laboratories active student participation or performance is an essential part of the learning experience and absences may negatively affect the course grade. Each academic department or instructor will set a class attendance policy and feature it prominently in syllabi. Having informed the students of particular attendance requirements, the instructor should refer students with unsatisfactory attendance records to **appropriate resources through Retention Alert**.<sup>\*</sup> Faculty members are reminded that the Early Warning policy of the university defines specific referral policies for attendance in 100-level courses.

Occasionally, students participating in intercollegiate athletics will be absent from classes because of scheduled athletic contests. It is the responsibility of those students to notify their instructors in advance of anticipated absences. If they give such advance notice to their instructors, they will be given the opportunity to make up any requirements for the courses.

Similarly, students who must miss classes because of religious obligations will be given the opportunity to make up course requirements if they have notified their instructors in advance of the anticipated absences.

Academic and Student Affairs will notify faculty if students in their classes have been placed on Medical Leave or suspended via a Student Code of Conduct system decision.

<sup>\*</sup>*Retention Alert* may be accessed through the WebAdvisor link on MyQ. Faculty may also refer to the Learning Commons MyQ web page for more information about Retention Alert.

*Approved by the Faculty Senate Spring 2012*

## Student-Athlete – Class Absence Policy

Class attendance is a student-athlete's first priority. Quinnipiac University adheres to the NCAA rules that prohibit student-athletes from missing class due to conflicts with a team's practice. NCAA rules do permit student-athletes to miss class to participate in a home or away contest. During the season of competition, it is likely that class absences will occur. Every attempt is made to keep missed classes to a minimum. Nevertheless, it is Quinnipiac academic policy that should a class or test be missed for in-season athletic competition, the student be given the chance to make up the work provided the student notifies the professor

in advance and makes appropriate arrangements. It is the student-athlete's responsibility to communicate with their professors PRIOR to a class being missed.

Student-athletes are expected to personally deliver the missed class form letter signed by the Associate Athletic Director for Academics and the NCAA Faculty Athletics Representative to each professor at the beginning of the semester. The student-athlete's head coach will provide their team members with the letter detailing departure times of travel dates associated with away games and any home competition conflicts.

Arrangements for make-up exams and quizzes MUST be handled before traveling to an athletic event, not after returning from the trip.

In the event that an affiliated Conference or NCAA Championship occurs during final exam time, the student-athlete is required to contact the appropriate faculty member at least two weeks before the scheduled examination or when the conflict is recognized. The purpose of this meeting is to discuss rescheduling the exam.

It is the student-athlete's responsibility to schedule classes so they will not regularly conflict with practice times or frequent travel days. It is important for each student-athlete to meet with instructors as early in the semester as possible to assess whether missed class time will be a problem.

If a problem does arise with any of these situations, contact the NCAA Faculty Athletics Representative. Student-athletes may jeopardize their participation in the Quinnipiac University athletic program by failing to comply with the above procedures.

## Course and Credit Requirements

Each course is measured in credits. Following the federal credit hour definition (*34CFR 600.2*) and accepted practices in higher education, Quinnipiac University defines a credit hour as equivalent to 50 to 60 minutes of direct faculty instruction and two hours of out-of-class student work for approximately 15 weeks. During fall and spring semesters, a 3-credit course typically meets for 150 minutes per week (three 50-minute class meetings or two 75-minute class meetings) for 15 weeks. At least an equivalent amount of work is required for other activities leading to the award of academic credit (e.g., internships, clinical), for modalities in which classroom instruction ("seat time") is not the primary method of instruction (e.g., online courses), and for work completed in compressed semesters (summer and J-term). For example, to earn 3 credits for an internship or clinical course, students must complete a minimum of 120 hours of supervised work.

Regular class attendance is expected. A student whose attendance is unsatisfactory may be forced to withdraw from a course at the discretion of the instructor and consistent with Quinnipiac's withdrawal policy. See Class Attendance Policy (p. 65).

So far as is practicable, final examinations are regarded as part of the regular work for undergraduate courses. In courses for which a final examination would serve no useful purpose, a term essay or personal conference, problem-solving exercise, or other assignment may be substituted; work on the substitute exercise may take place during the final examination period. In some cases, faculty members may exempt from the final examination students whose work is of high quality. Conditions governing exemptions are determined by the faculty of the school concerned. See Final Exam Policy (p. 86).

**Fall and Spring Course Load**

The usual load for undergraduate students is five courses in the fall and spring semesters. A student with a superior academic record may secure permission to take more than the normal course load. Conversely, a student who enters with deficiencies may be allowed to take only three or four courses. The usual load for graduate students is program-specific. See the program's curriculum for more information.

**J-Term and Summer Registration Credit Limit for Undergraduate Students**

Quinnipiac limits the number of credits for which an undergraduate student can register during the condensed J-term and Summer sessions to ensure academic success. In J-term, undergraduate students may register for up to 4 credits. In the summer I and/or Summer II sessions, undergraduate students may register for up to three courses (10 credits total) each session. Registration for more 4 credits in J-term or 3 courses/10 credits in the Summer I or Summer II sessions requires approval via the Variant Procedure process. When determining the number of credits for which they plan to register, students should consider the rigor of their selected course work, their history of academic success, work and other personal obligations, and other factors that may impact a student's academic life.

J-term and/or summer course loads for graduate students are program-specific (if applicable). See the program's curriculum for more information.

# Guidelines and Procedures for Students with Disabilities

Revised March 2018

- Section 3 Animals on Campus (p. 60)
  - 3.01 Scope (p. 60)
  - 3.02 Policy Statement (p. 60)
  - 3.03 Definitions (p. 60)
  - 3.04 Service Animals (p. 60)
    - 3.04.1 Students (p. 60)
    - 3.04.2 Employees (p. 60)
  - 3.05 Emotional Support Animals (p. 60)
    - 3.05.1 Students (p. 60)
  - 3.06 Pets (p. 60)
  - 3.07 Restricted Areas (p. 60)
    - 3.07.1 Service Animals (p. 60)
    - 3.07.2 Emotional Support Animals (p. 60)
  - 3.08 Conflicting Health Conditions (p. 60)
  - 3.09 Handler's Responsibilities (p. 60)
  - 3.10 Responsibility of the Quinnipiac Community (p. 60)
  - 3.11 Removal of Animals from Campus (p. 60)
  - 3.12 Violation of the Policy (p. 60)
- Section 4 ADA/504 Grievance Procedure Quinnipiac University (p. 83)
  - 4.01 Grievances (p. 83)
  - 4.02 Informal Procedure (p. 83)
  - 4.03 Formal Procedure (p. 83)
- Appendices (p. 84)

- Appendix 1 General Recommendations for Students with Disabilities and Parents (p. 84)
- Appendix 2 Resources and Organizations (p. 84)

## Section 1: Policies and Procedures for Students with Disabilities

### 1.01 Section Statement on Disabilities

Quinnipiac University is committed to providing equal educational opportunities and full participation for students with disabilities. No qualified student will be excluded from participation in any university program or be subject to any form of discrimination based on disability.

Quinnipiac University recognizes its obligations to comply with the Americans with Disabilities Act of 1990, hereafter referred to as ADA, and Section 504 of the Rehabilitation Act of 1973, hereafter referred to as Section 504.

The ADA states: "No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any private entity who owns, leases (or leases to), or operates a place of public accommodation." (28 C.F.R. § 36.201a) Section 504 states: "No otherwise qualified individual with a disability [...] shall, solely by reason of her or his disability, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." (29 U.S.C. § 794) Consistent with its responsibilities, Quinnipiac University provides reasonable accommodations to promote equal educational opportunity.

The university provides staff members to ensure compliance with the ADA and Section 504. These staff members work directly with students, faculty and staff regarding reasonable accommodations and other assistance as needed. The university also maintains a grievance procedure for those students with disabilities who seek resolution of particular issues and desire a more formalized process. The grievance procedure is discussed in Section 4: ADA/504 Grievance Procedure (p. 83).

Undergraduate and graduate students contact:

Coordinator of Learning Services  
The Learning Commons – ABL-TLC  
Arnold Bernhard Library – north wing  
203-582-5390

School of Law students contact:

Associate Dean of Students  
LW-CCS  
School of Law 310K  
203-582-3220

Students of the Frank H. Netter MD School of Medicine contact:

Associate Dean for Student Affairs  
NH-MED  
Medicine, Nursing, Health Sciences 211H  
203-582-6508

### 1.02 Procedures for Accessing Services

The university provides reasonable accommodations to students with disabilities to reduce or eliminate any disadvantages that may exist because of the disability. For example, the university may decide



to permit a student with a disability to opt out of a foreign language requirement. However, the university is not required by law or this policy to waive specific courses or academic requirements it considers essential to a particular program or degree if it would result in a fundamental alteration of the nature of the program or the degree.

- Students requesting accommodations must self-identify and provide the documentation described in section 2 (p. 69) of this policy to support their request for a reasonable accommodation.
- It is the responsibility of the student requesting a reasonable accommodation to present current documentation and request an accommodation in a timely manner at the beginning of the academic semester.
- Eligibility for reasonable accommodations will be determined on an individual case-by-case basis.

### 1.03 Housing Accommodations Policy – Undergraduates Only

The university is required to provide reasonable accommodations to students with documented disabilities. A student who requests housing or meal plan accommodations must contact the associate director of residential life and the student must submit all relevant information pertaining to the need for the accommodation. The student is required to complete a Housing Accommodations Form, which is available from the Office of Residential Life. Documentation in support of the request for accommodation may be mailed, faxed or brought to the Office of Residential Life by the student.

Individual accommodations depend on various factors including the nature and severity of the documented disability and available rooms. Consideration will be given to the specific accommodation requested by the student, but there can be no assurances that the student's specific request will be granted if the university determines that it is not feasible or another accommodation is appropriate under the circumstances.

### 1.04 Institutional Rights and Responsibilities

Quinnipiac University through its dedicated offices has the **responsibility** to:

1. ensure that university courses, programs, services, activities and facilities, when viewed in their entirety, are offered in the most integrated and appropriate setting.
2. provide information regarding policies and procedures to students with disabilities and ensure its availability in accessible formats upon request.
3. evaluate students on their abilities, not their disabilities.
4. provide reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids for students with disabilities upon a timely request by students.
5. maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

More specifically, personnel in these dedicated offices have the **responsibility** to:

1. assist students with disabilities who self-identify and meet university criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.

2. assure appropriate confidentiality of all information pertaining to a student's disability.
3. assure that the students receive appropriate reasonable accommodations based on documentation of the disability.
4. interact with the faculty, when appropriate.
5. inform students with disabilities of university policies and procedures for filing a formal grievance. See Section 4 – ADA/504 Grievance Procedure (p. 83).

Serving students, the coordinator of learning services and/or the assistant dean for student affairs, has the **right** to:

1. require that students with disabilities conform with the university's academic standards.
2. as needed, request from a student current documentation completed by appropriate professional(s) to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids. See Section 2 - Criteria for Comprehensive Documentation of Disabilities (p. 69).
3. review the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation. This review is only conducted with the student's signed consent authorizing such a discussion.
4. select among equally effective and appropriate accommodations, adjustments and/or auxiliary aids in consultation with the student.
5. deny a request for specific accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, fails to verify the need for the requested services, is not provided in a timely manner or does not identify the specific accommodation.
6. refuse to provide an accommodation, adjustment and/or auxiliary aid that is inappropriate or unreasonable including any that:
  - constitute a substantial change or fundamental alteration to an essential element of a course or program.
  - pose an undue burden on the university.

### 1.05 Responsibilities of the Student – Undergraduate and Graduate

1. Contact the coordinator of learning services at the beginning of each semester so that appropriate reasonable accommodations can be made in a timely manner.
2. Provide to the coordinator appropriate medical, psychological, psychoeducational or neuropsychological documentation indicating the student's disability and suggested reasonable accommodations.
3. Provide signed consent authorizing the coordinator to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation.
4. Meet the timelines and procedural requirements established by the coordinator for scheduling exams and requesting assistance. If the student with a disability fails to provide adequate notice of the need for space and/or assistance, the coordinator will still attempt to provide the accommodation to the extent possible under the circumstances.

### 1.06 Responsibilities of the Student – School of Law

1. Contact the associate dean of students – School of Law at the time of enrollment in the School of Law so that appropriate accommodations can be made in a timely manner. The student is



also responsible for reviewing the need for accommodation on a semester-by-semester basis with the associate dean of students.

2. Provide to the associate dean of students appropriate medical, psychological, psychoeducational or neuropsychological documentation indicating the student's disability and suggested reasonable accommodations.
3. Provide signed consent authorizing the associate dean of students or designee to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation.
4. Meet the timelines and procedural requirements established by the School of Law for scheduling exams and requesting assistance. If the student with a disability fails to provide adequate notice of the need for space and/or assistance, the associate dean of students will attempt to provide the accommodation to the extent possible under the circumstances.

### 1.07 Responsibilities of the Faculty Member – Undergraduate and Graduate

1. Provide only the accommodations that are recommended by the coordinator of learning services.
2. Discuss with the coordinator any concerns related to the accommodations that have been requested by the student during the initial contact with the faculty member.
3. With respect to examinations in undergraduate and graduate courses,
  - a. Discuss the conditions under which the exam is to be administered.
  - b. If the student's exam is to be administered outside of the class, ensure the timely delivery of the exam, along with all necessary instructions and materials for proper administration. The faculty member may also make arrangements with the student for the delivery and return of the exam.
4. Ensure the appropriate confidentiality of information regarding students with disabilities.
5. Include a statement on syllabi similar to the following:

#### Faculty Syllabi Statement

Students with disabilities who wish to request reasonable accommodations should contact the coordinator of learning services in Arnold Bernhard Library – north wing at 203-582-5390. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

### 1.08 Responsibilities of the Faculty Member – School of Law

1. Provide only the accommodations that are recommended by the associate dean of students.
2. Discuss with the associate dean of students any concerns related to the accommodations that have been requested by the student during the initial contact with the faculty member.
3. With respect to examinations in law courses,
  - a. Discuss the conditions under which the exam is to be administered.
  - b. Ensure the timely delivery of the exam, along with all necessary instructions and materials for proper administration to the associate dean.
4. Ensure the appropriate confidentiality of information regarding students with disabilities.

5. Include a statement on syllabi similar to the following:

#### Faculty Syllabi Statement

Students with disabilities who wish to request reasonable accommodations should contact the associate dean of students, School of Law and Education, 310K at 203-582-3220. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

### 1.09 Undergraduate Eligibility for Financial Aid

Quinnipiac University permits students with disabilities to take less than a full-time course load as a reasonable accommodation, if necessary. Students should discuss full-time course load requirements with an academic adviser for their respective program and the impact this might have on financial aid with a financial aid counselor.

Students should be aware that federal Pell Grants will be prorated based on the number of credits taken, and that a student's financial aid budget will also be reduced accordingly. In addition, students must take at least 6 credits to qualify for the federal Stafford Loan program.

Students who carry less than a full-time load per semester may still be eligible for student financial aid status. In such a case, these procedures must be followed:

1. Students must provide appropriate documentation to the coordinator of learning services to show that their disability substantially limits one or more major life functions and it precludes them from taking a full-time course load.
2. If a student is registered at the beginning of a semester for less than a full-time credit load because of an accommodation for a disability, this must be verified by the coordinator of learning services. Students must contact the coordinator for this verification **NO LATER THAN** the last day of the university's ADD/DROP period.
3. If a student is registered at the beginning of a semester for a full-time course load, but, to accommodate his/her disability, withdraws from a course within the approved drop period, the student must contact the coordinator for this verification **NO LATER THAN** the last day of the university's ADD/DROP period.
4. The coordinator will notify the financial aid office **each semester** of those students with disabilities who are carrying less than a full-time course load and who are eligible for financial aid consideration under these procedures.

**Students should be aware that, as always, eligibility for financial aid depends upon satisfactory academic progress.**

### 1.10 Course Substitutions for Undergraduate Students

**Policy:** Recognizing that certain students with disabilities may not be able to achieve academic success in the quantitative or foreign language area with or without reasonable accommodations, the university may permit the substitution of specific courses from its University Curriculum as an accommodation. Because these requirements are important parts of a program of study, each case will be carefully considered on an individual basis before a decision is made by the appropriate dean.

**Procedures:** The procedures set forth below must be followed if a student with a disability is seeking a modification of either the university's mathematics or foreign language requirement:

1. The student must file a petition with the coordinator of learning services. The petition process should begin as soon as there is strong objective evidence (e.g., taking the course and using all resources without success) that the student will be unable to fulfill the requirement.
2. The student must provide the coordinator of learning services with documentation that satisfies the requirements of section 2.02 of this policy (p. 69).

Upon completion of these steps, the documentation and the supporting evidence from the case history are reviewed by the coordinator of learning services. If there is evidence that satisfies the coordinator of learning services that a substitution is warranted, the coordinator will consult with the appropriate dean. The student will be notified in a timely manner of the final decision rendered by the dean. The student may appeal an adverse decision through the grievance procedure (p. 83) described in section 4 (p. 83) of this policy.

Any student who receives a course substitution for mathematics or foreign language is expected to fulfill the university's core requirements as follows:

#### Mathematics Requirement

Students with math learning disabilities who are majoring in the liberal arts or communications should contact the coordinator of learning services to enroll in a designated section of MA 110, Contemporary Mathematics, a smaller than typical class that is geared toward the student with a math learning disability. This section will be offered only once a year.

#### Foreign Language Requirement

For majors in the College of Arts and Sciences or the School of Communications, the foreign language requirement may be fulfilled by taking other courses chosen in consultation with the coordinator of learning services and the dean of the appropriate college/school. A foreign language course substitution may have ramifications in the future (i.e., admission to graduate school). Students from the School of Business majoring in international business will not be allowed a course substitution for foreign language since students must complete 6 credits of 200-level foreign language courses.

## Section 2: Criteria for Comprehensive Documentation of Disabilities in Adolescents and Adults

### 2.01 Introduction

This document provides students, parents, professional diagnosticians external to Quinnipiac University, and service providers within Quinnipiac University with a common understanding and knowledge base of those components of documentation which are necessary to validate the existence of a disability, to evaluate its impact on the student's educational performance, and to justify the need for reasonable accommodations for students attending Quinnipiac University.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. However, in order to fall within the laws' protections, an individual must have a physical or mental impairment that *substantially limits* one or more major life activities. Thus the student's documentation must indicate

that the disability substantially limits some major life activity, including learning. The following information is provided in the interest of ensuring that all documentation presented by the student is appropriate to verify eligibility and to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids.

The information and documentation that establishes a disability must be comprehensive to make it possible for a student to obtain appropriate accommodations in a timely fashion. This document presents requirements in four important areas: 1) qualifications of the evaluator, 2) appropriate clinical documentation to substantiate the specific disability, 3) recency of documentation, and 4) evidence to establish a rationale supporting the need for accommodations.

Quinnipiac University has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent. Disability information is kept in a separate, secure location and is not included in a student's general education records.

Students who choose not to disclose their disability forfeit all academic accommodations, including test accommodations. Students who choose not to disclose their disability but later change their minds as the semester progresses must allow at least two weeks for accommodations to begin. There will be no retroactive consideration or adjustment to grades. **It is important to note that Quinnipiac University does not evaluate students for a disability nor does it provide documentation of a disability for students requesting accommodations. It is up to the students to provide their own documentation of a disability from a qualified diagnostician.**

### 2.02 Documentation Requirements

#### 2.02A Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training with regard to the specific disability being addressed and relevant experience with an adolescent/adult population are essential.

The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state in which the individual practices must be clearly stated in the documentation. All reports should be on letterhead, typed, dated, signed and otherwise legible. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents/adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their own families.

Recommendations for adolescents/adults who must obtain an independent diagnostic evaluation are presented at the end of each specific disability section to assist them in finding and working with a qualified professional in regard to documentation.

*Learning Disabilities* ~ The following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in differential diagnosis and the assessment of learning problems in adolescents/adults: clinical psychologists, educational psychologists, school psychologists, neuropsychologists, and learning disabilities specialists. Use of diagnostic terminology indicating a learning disability (LD) by someone whose training and experience are not in these fields is not acceptable.

*Attention Deficit Hyperactivity Disorder (ADHD)* ~ Professionals conducting assessments and rendering diagnoses of ADHD must have training in differential diagnosis and pertinent psychological disorders. The following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have direct experience with an adolescent/adult ADHD population: clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. A clinical team approach consisting of a variety of educational, medical and counseling professionals with training in the evaluation of ADHD in adolescents/adults may be important. Use of diagnostic terminology indicating an ADHD by someone whose training and experience are not in these fields is not acceptable.

*Psychological Disabilities* ~ Professionals conducting assessments and rendering diagnoses of psychological disabilities must have training in differential diagnosis and the full range of psychological disorders. The following professionals would generally be considered qualified to evaluate and diagnose psychological disabilities provided they have comprehensive training in differential diagnosis and direct experience with an adolescent/adult population: licensed clinical psychologists, licensed clinical social workers, psychiatrists, advanced practice registered nurses or clinical nurse specialists in psychiatry and other relevantly trained medical doctors. Use of diagnostic terminology indicating a psychological disability by someone whose training and experience are not in these fields is not acceptable.

*Acquired Brain Injury (ABI)/Traumatic Brain Injury (TBI)* ~ Professionals conducting assessments and rendering diagnoses of ABI/TBI must have post-doctoral training in identification and treatment of ABI/TBI. The following professionals would generally be considered qualified to evaluate and develop learning strategies for persons with ABI/TBI: neuropsychologists, educational psychologists with post graduate concentration in cognitive strategy development and remediation, and relevantly trained clinical psychologists. Use of diagnostic terminology indicating an ABI/TBI by someone whose training and experience are not in these fields is not acceptable.

#### *Sensory Conditions*

*Blindness or low vision* ~ Professionals conducting assessments and rendering diagnoses of blindness or low vision include ophthalmologists. Optometrists provide information regarding the measurement of visual acuity, tracking and fusion difficulties.

*Deaf/Hard of Hearing/Hearing Impaired* ~ Physicians including otorhinolaryngologists and otologists are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may provide current audiograms.

#### *Organic Medical Conditions*

*Physical Mobility/Dexterity* ~ Any physical disability is considered to be in the medical domain and requires the expertise of a physician or other pertinent licensed medical personnel.

*Health-Related Illness* ~ Any illness, acute or chronic enough to be regarded as a disability, is considered to be in the medical domain and requires the expertise of a physician or other pertinent licensed medical personnel.

## **2.02B Recency of Documentation**

Because the provision of all reasonable accommodations and services is based upon Quinnipiac University's assessment of the current impact of the disability on academic performance, it is in the student's best interest

to provide recent and appropriate documentation. Documentation must reflect the current impact the disability has on the student's functioning at the postsecondary level. If documentation is inadequate in scope or content, or does not address the student's current level of functioning and need for accommodations, reevaluation may be required. Furthermore, observed changes may have occurred in the student's performance, or new medication may have been prescribed or discontinued since the previous assessment was conducted. In such cases, it will be necessary to update the evaluation report. The update must include a detailed assessment of the current impact of the disability, an interpretive integrated summary of relevant information, a rationale for ongoing services and accommodations, and previous diagnostic information. If necessary, the coordinator of learning services at Quinnipiac University will recommend which aspects of the documentation need to be updated or augmented.

## **2.02C Comprehensiveness of the Documentation**

Disability documentation must verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. Documentation should validate the need for reasonable accommodations based on the individual's current level of functioning in the educational setting. Students requesting reasonable accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions. All reports should be on letterhead, typed, dated, signed and legible. Reports should integrate the various views regarding a student's specific functioning abilities and the resulting impact of these abilities as they relate to postsecondary educational demands. In a public school system, the planning and placement team recommends the type of evaluations necessary for the educational programming of a student and provides a special education diagnosis. A diagnostic report would synthesize all of the diagnostic information culled from the individual reports of the team members and include the resulting diagnosis.

Quinnipiac University has the discretion to require additional documentation if it is determined that the existing documentation is incomplete or inadequate to ascertain the extent of the disability or the need for reasonable accommodations. With the student's written permission, a telephone consultation with an evaluator to update or clarify information regarding the disability may be sufficient to complete the existing documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate for postsecondary purposes is borne by the student. If the existing documentation is complete but the postsecondary institution desires a second professional opinion, the postsecondary institution bears the cost.

Comprehensive disability documentation should include the following components:

1. Evidence of existing impairment
2. Background information
3. Specific diagnosis
4. Integrated summary

### **1. Evidence of Existing Impairment**

Statement of Presenting Problem(s): A history of the individual's presenting problem(s) should be provided, including evidence of ongoing difficulties/behaviors that significantly impact functioning.

## 2. Background Information

Information collected for the background information summary should be culled from a variety of sources (e.g., interview, review of records) and, whenever feasible, should consist of more than a self-report. Information from third party sources is often invaluable. The diagnostician, using professional judgment as to which areas are relevant, should review pertinent records and conduct an interview which may include, but not necessarily be limited to, the following: history of presenting problem(s)/ symptom(s); any significant medical, developmental, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); review of pertinent academic history of elementary, secondary, and postsecondary education; review of prior evaluation reports; description of current functional limitations pertaining to an educational setting that are presumably a direct result of the presenting problems; and relevant history of prior treatment, therapy, interventions or accommodations.

## 3. Specific Diagnosis

The report must include a specific diagnosis of the disability by a qualified evaluator. It is important to rule out alternative explanations for problems such as emotional, attentional or motivational issues that may be interfering with learning but do not constitute a specific disability. If the data indicate that a specific disability is not present, the evaluator should state that conclusion in the report. The evaluator is encouraged to use direct language in the diagnosis and documentation of a specific disability, avoiding the use of terms such as "suggests" or "is indicative of." It is important to note that the public school system is qualified to diagnose only educationally related disabilities in accordance with state guidelines (e.g., learning disabilities, speech and language impairment). The classification of Serious Emotional Disturbance (SED), that is used in the school systems, is not considered to be an acceptable diagnosis at the postsecondary level.

## 4. Integrated Summary

A well-written summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be interpreted and integrated by the evaluator with background information, observations of the student during the testing situation, and the current context. It is essential, therefore, that professional judgment be used in the development of a summary. The summary should include: indication of the substantial limitation to learning or other major life activity presented by the specific disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested; indication of whether or not the student was evaluated while on medication and whether or not there is a positive response to the prescribed treatment; demonstration of the evaluator's having ruled out alternative explanations for the presenting problems; and indication as to why specific accommodations are needed, how the effects of the specific disability can be accommodated, and any record of prior accommodation or auxiliary aids.

### 2.02D Recommendations for Accommodations

Accommodation needs can change over time and are not always identified through the initial diagnostic process. The evaluator(s) must describe the impact, if any, of the diagnosed disability on a specific major life activity as well as the degree of impact on the individual. The diagnostic report must include specific recommendations for accommodations that are reasonable. When possible, a detailed explanation must be provided as to why each accommodation is

recommended and must be correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, to further facilitate the process of requesting accommodations at the postsecondary level, current documentation must validate the need for services based on the individual's present level of functioning in the educational setting. The documentation must include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations) and whether or not they benefited the individual. A school plan such as an IEP or a 504 Plan is insufficient documentation, in and of itself, but can be included as part of a more comprehensive evaluative report. However, a prior history of accommodations, without demonstration of a current need, does not, in itself, warrant the provision of a like accommodation. If no prior accommodations were provided, the qualified professional and/or the individual must include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time. Reasonable accommodation(s) may help to ameliorate the disability. The determination for reasonable accommodation(s) rests with Quinnipiac University working in collaboration with the individual with the disability and, when appropriate, university faculty. Accommodations may vary based on course content and/or academic programs. If accommodations are not clearly identified in a diagnostic report, the coordinator of learning services will seek clarification and, if necessary, additional information.

## 2.03 Documentation Guidelines for Specific Disabilities

### 2.03A Learning Disabilities

#### 2.03A1 Brief Overview

(For more detail please refer to Section 2.03A2 Criteria for Comprehensive Documentation of Learning Disabilities (p.       ).)

Students requesting accommodation on the basis of a specific learning disability must provide current (within the last three years) documentation from a professional who has undergone comprehensive training and has relevant experience in the assessment of learning problems in adolescents and/or adults (e.g., clinical or educational psychologists, school psychologists, neuropsychologists and learning disabilities specialists). In addition to the requirements specified above, documentation for students requesting accommodations on the basis of a learning disability must include, but is not limited to:

- An interview including a description of the presenting problem(s); any significant developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
- A complete assessment of intellectual functioning/aptitude as measured by the Wechsler Adult Intelligence Scale-IV (WAIS-IV) with standard and scaled scores, including subtest scores. The Woodcock-Johnson Psychoeducational Battery-III: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scales, Fifth Edition are also acceptable. The Kaufman Brief Intelligence Test (KBIT-2) and the Slosson Intelligence Test - Revised (SIT-3) are **NOT** comprehensive measures and therefore are not suitable for use in the initial diagnosis of a learning disability.
- A comprehensive academic achievement battery that measures current levels of functioning in reading (decoding and comprehension), mathematics, oral language, and written language [e.g., Woodcock-Johnson Psychoeducational Battery-III: Tests of



Achievement, Wechsler Individual Achievement Test-III (WIAT-III), Stanford Test of Academic Skills (TASK), Scholastic Abilities Test for Adults (SATA), or specific achievement tests such as Test of Written Language-4 (TOWL-4), Woodcock Reading Mastery Tests-Third Edition, Stanford Diagnostic Mathematics Test]. All standard scores, standard deviations and percentiles must be reported for those subtests administered. The Wide Range Achievement Test-4 (WRAT-4) is **NOT** a comprehensive measure of achievement and is therefore not suitable. Test selection must be guided by the age of the student and the test norms. Tests used should also be technically sound (e.g., statistically reliable and valid) and standardized for use with an adolescent/adult population.

- d. An assessment of specific areas of information processing (e.g., short- and long-term memory, sequential memory, sequential and simultaneous processing, executive functioning, processing speed, auditory and visual perception/processing, and motor ability). Information from subtests on the WAIS-IV, the Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability, or the Detroit Tests of Learning Aptitude - Adult (DTLA-A), as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.
- e. Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Formal assessment instruments may be integrated with these types of measures to help determine a learning disability and differentiate it from co-existing neurological and/or psychological disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.
- f. A diagnosis of a specific learning disability. Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. It is important for the evaluator to demonstrate that alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural/language issues that may be interfering with learning but do not constitute a learning disability have been ruled out.
- g. An indication of how patterns in the student's cognitive ability, achievement, and information processing reflect the presence of a learning disability.
- h. An integrated summary which: indicates the substantial limitations to major life activities posed by the specified learning disability, describes the extent to which these limitations impact the academic context for which accommodations are being requested, suggests how the specific effects of the learning disability may be accommodated, and then states how the effects of the learning disability are mediated by the recommended accommodations.

## **2.03A2 Criteria for Comprehensive Documentation of Learning Disabilities Introduction**

This section provides students, parents, professional diagnosticians external to Quinnipiac University, and service providers with a common understanding and knowledge base of those components of documentation which are necessary to validate a learning disability and to justify the need for reasonable accommodations for students attending Quinnipiac University. The information and documentation that establishes a learning disability should be comprehensive to make it

possible for a student to obtain appropriate accommodations in a timely fashion.

This section presents requirements in five important areas: 1) qualifications of the evaluator, 2) recency of documentation, 3) appropriate clinical documentation to substantiate the learning disability, 4) evidence to establish a rationale supporting the need for accommodations, and 5) confidentiality. Section 2.03A3 provides recommendations for parents and students to assist them in finding and working with a qualified professional in regard to appropriate documentation. It also includes a suggested listing of standardized tests for assessing adolescents and adults with suspected learning disabilities.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights of equal access to programs and services; thus the student's documentation should indicate that the disability **substantially limits** some major life activity, including learning. The following information is provided in the interest of assuring that all LD documentation presented by the student is appropriate to verify eligibility and to support requests for accommodations, academic adjustments, and/or auxiliary aids.

### **Documentation Requirements – Learning Disabilities**

#### **Qualifications of the Evaluator**

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and relevant experience with an adolescent and adult LD population are essential.

The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment, and state in which the individual practices must be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in evaluating adolescent and adult learning disabilities: clinical psychologists, educational psychologists, school psychologists, neuropsychologists, and learning disabilities specialists. Use of diagnostic terminology indicating a specific learning disability by someone whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

#### **Recency of Documentation**

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disability on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. Quinnipiac University is aware that once a person is diagnosed with a qualified specific learning disability under the Americans



with Disabilities Act, the disability is believed to be lifelong; however, the severity may change over time.

Flexibility in accepting documentation is important. In some instances, documentation may be outdated or inadequate in scope or content. It may not address the student's current level of functioning or need for accommodations because observed changes may have occurred in the student's performance since the previous assessment was conducted. In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student's current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing accommodations.

#### Substantiation of the Learning Disability

Documentation must validate the need for accommodations based on the individual's current level of functioning in the educational setting. A school plan such as an Individualized Education Program (IEP) or a 504 plan, while insufficient, can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report must include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

##### a. Diagnostic Interview

An evaluation report must include the summary of a comprehensive diagnostic interview. Learning disabilities are commonly manifested during early childhood, but not always formally diagnosed. Relevant information regarding the student's academic history and learning processes in elementary, secondary, and postsecondary education must be investigated and documented. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psycho-social, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

##### b. Assessment

The neuropsychological or psychoeducational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, must consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest.

Evidence of a substantial limitation to learning must be provided. A list of acceptable tests is included in Section 2.03A3. Minimally, the domains to be addressed must include the following:

1. Aptitude/Cognitive Ability. A complete intellectual assessment with all subtests and standard scores reported.

2. Academic Achievement. A comprehensive academic achievement battery is essential, with all subtests and standard scores reported for those subtests administered. The battery must include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.
3. Information Processing. Specific areas of information processing (e.g., short-term and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, and motor ability) should be assessed.

Other assessment measures, such as non-standard measures and informal assessment procedures or observations, may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help determine a learning disability and differentiate it from co-existing neurological and/or psychological disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.

##### c. Specific Diagnosis

Nonspecific diagnoses, such as individual "learning styles," "slow reader," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attentional, or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician must use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as "suggests" or "is indicative of." If the data indicate that a learning disability is not present, the evaluator must state that conclusion in the report.

##### d. Test Scores

Standard scores and/or percentiles must be provided for all normed measures. Grade equivalents must be accompanied with standard scores and/or percentiles. The data must logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests used must be reliable, valid, and standardized for use with an adolescent/adult population. The test findings must document both the nature and severity of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

##### e. Clinical Summary

A well-written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgment be utilized in the development of a clinical summary. The clinical summary must include:

1. demonstration of the evaluator's having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural/language differences;
2. indication of how patterns in the student's cognitive ability, achievement and information processing reflect the presence of a learning disability;
3. indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested;
4. indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated.

The summary should also include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations).

#### Recommendations for Accommodations

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation, without demonstration of a current need, does not in and of itself warrant the provision of a similar accommodation.

The diagnostic report must include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluators must describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator must support recommendations with specific test results or clinical observations. If no prior accommodations have been provided, a detailed explanation should be included as to why no accommodations were used in the past and why accommodations are needed at this time.

If accommodations are not clearly identified in a diagnostic report, the coordinator of learning services will seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with Quinnipiac University. In

instances where a request for accommodations is denied at Quinnipiac University, a written grievance or appeal procedure can be initiated with the director of the learning center. See Section 4 – ADA/504 Grievance Procedure (p. 83)

#### Confidentiality

Quinnipiac University has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent.

### 2.03A3 Recommendations for Parents and Students – Learning Disabilities

1. For assistance in finding a qualified professional:
  - contact the coordinator of learning services at Quinnipiac University to discuss documentation requirements
  - discuss your future plans with the coordinator and, if additional documentation is required, seek assistance in identifying a qualified professional
2. In selecting a qualified professional:
  - ask what his/her credentials are
  - ask what experience he/she has working with adults with learning disabilities
  - ask if he/she has ever worked with the coordinator of learning services at Quinnipiac University
3. In working with the professional:
  - take a copy of this document to the professional
  - encourage him/her to clarify questions with the coordinator of learning services
  - be prepared to be forthcoming, thorough, and honest with requested information
  - know that professionals must maintain confidentiality with respect to your records and testing information
4. As follow-up to the assessment by the professional:
  - request a written copy of the assessment report
  - request the opportunity to discuss the results and recommendations
  - request additional resources if you need them
  - maintain a personal file of your records and reports

### Tests for Assessing Adolescents and Adults with Learning Disabilities

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. The following list is provided as a helpful resource, but it is not intended to be definitive or exhaustive.

#### Aptitude

- *Wechsler Adult Intelligence Scale - IV (WAIS-IV)*
- *Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test (KAIT)*
- *Stanford-Binet Intelligence Scales, Fifth Edition (SB5)*

The *Slosson Intelligence Test - Revised* and the *Kaufman Brief Intelligence Test-2* are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

### Academic Achievement

- *Wechsler Individual Achievement Test - Third Edition (WIAT-III)*
- *Woodcock-Johnson Psychoeducational Battery - III: Tests of Achievement*
- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Test of Academic Skills (TASK)*

or specific achievement tests such as:

- *Nelson-Denny Reading Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 4 (TOWL-4)*
- *Woodcock Reading Mastery Tests - Third Edition (WRMT-III)*

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The *Wide Range Achievement Test-4 (WRAT-4)* is not a comprehensive measure of achievement and therefore must not be used as the sole measure of achievement.

### Information Processing

Acceptable instruments include:

- *The Detroit Tests of Learning Aptitude - Fourth Edition (DTLA-4)*
- *The Detroit Tests of Learning Aptitude - Adult (DTLA-A)*
- information from subtests on *WAIS-IV*, and/or *Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability*.

## 2.03B Attention Deficit Hyperactivity Disorder (ADHD)

### 2.03B1 Brief Overview

(For more detail please refer to Section 2.03B2: Criteria of Comprehensive Documentation of ADHD. (p. ))

Students requesting accommodations on the basis of ADHD must provide current (within the last three years) documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors). In addition to the requirements specified above, documentation for students requesting accommodations on the basis of ADHD must include:

- Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- Evidence of current impairment. A history of the individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided.
- An interview. The interview must contain self-report and third-party information pertaining to: any significant developmental history; family history of ADHD or other educational, learning, physical, or psychological difficulties; relevant medical and medication history; a thorough academic history; and a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
- Description of relevant employment history.

- Description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.
- Evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the ADHD diagnosis. For a diagnosis of ADHD, the symptoms may not occur exclusively during the course of a pervasive developmental disorder, schizophrenia, or other psychotic disorder, and are not better accounted for by another mental disorder (e.g., mood disorder, anxiety disorder, dissociative disorder, or a personality disorder).
- A discussion of the neuropsychological or psychoeducational assessments administered to determine the current impact of the disorder on the individual's ability to function in an academic setting. Such data should include standard scores, standard deviations and percentiles reported in table format for those subtests administered.
- A specific psychiatric diagnosis as per the *Diagnostic and Statistical Manual Of Mental Disorders, Fifth Edition*, (DSM-5) of the American Psychiatric Association (2013). Symptoms of hyperactivity/impulsivity which were present in childhood and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
- Prescribed medications, dosages and schedules, including any possible side effects, which may influence the types of accommodations provided.
- An integrated summary which: indicates the substantial limitations to major life activities posed by the disability, describes the extent to which these limitations would impact the academic context for which accommodations are being requested, suggests how the specific effects of the disability may be accommodated, and states how the effects of ADHD are mediated by the recommended accommodations.

### 2.03B2 Criteria for Comprehensive Documentation of ADHD Introduction

Although the more generic term Attention Deficit Disorder (ADD) is frequently used, the official nomenclature in the 2013 American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*, (DSM-5) is Attention-Deficit/Hyperactivity Disorder (ADHD) which is used in this document. This document provides students, parents, professional diagnosticians external to Quinnipiac University, and service providers with a common understanding and knowledge base of the components of documentation which are necessary to validate the existence of ADHD and its impact on the individual's educational performance and to justify the need for reasonable accommodations for students attending Quinnipiac University. The information and documentation that establishes this disorder must be comprehensive in order to make it possible for a student to obtain appropriate accommodations in a timely fashion.

This document presents requirements in five important areas: 1) qualifications of the evaluator, 2) recency of documentation, 3) comprehensiveness of the documentation to substantiate the ADHD, 4) evidence to establish a rationale to support the need for accommodations, and 5) confidentiality. Section 2.03B3 (p. ) provides recommendations for parents and students to assist them

in finding and working with a qualified professional in regard to this documentation.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services. In order to establish that an individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that documentation of ADHD demonstrates an impact on a major life activity and supports the request for accommodations, academic adjustments, and/or auxiliary aids.

### **Documentation Requirements - ADHD**

#### **Qualifications of the Evaluator**

Professionals conducting assessments, rendering diagnoses of ADHD, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and relevant experience in differential diagnosis and the full range of psychological disorders are essential. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state in which the individual practices must be clearly stated in the documentation. All reports must be on letterhead, typed, dated, signed and otherwise legible. The following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have comprehensive training in the differential diagnosis of ADHD and direct experience with an adolescent or adult ADHD population: clinical psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical and counseling professionals with training in the evaluation of ADHD in adolescents and adults.

Use of diagnostic terminology indicating an ADHD by someone whose training and experience are not in these fields is not acceptable. It is also not considered appropriate for professionals to evaluate members of their own families.

#### **Recency of Documentation**

Because the provision of all reasonable accommodations and services is based upon Quinnipiac University's assessment of the **current** impact of the disability on academic performance, it is in the student's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation must have been completed within the past three years.

Flexibility in accepting documentation which exceeds a three-year period may be important under certain conditions, if the previous assessment is applicable to Quinnipiac University. If documentation is inadequate in scope or content, or does not address the student's current level of functioning and need for accommodations, reevaluation may be required. Furthermore, observed changes may have occurred in the student's performance since previous assessment, or new medication may have been prescribed or discontinued since the previous assessment was conducted. In such cases, it will be necessary to update the evaluation report. The update

must include a detailed assessment of the current impact of the ADHD, an interpretive summary of relevant information (subsection 3G below (p. )) and the previous diagnostic report. If necessary, the coordinator of learning services at Quinnipiac University will recommend what aspects of the documentation need to be updated or augmented.

#### **Comprehensiveness of the Documentation**

##### **a. Evidence of Early Impairment**

Because ADHD is, by definition, first exhibited in childhood (although it may not have been formally diagnosed) and manifests itself in more than one setting, relevant historical information is essential. The following must be included in a comprehensive assessment: clinical summary of objective historical information establishing symptomology indicative of ADHD throughout childhood, adolescence and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, past psychoeducational testing, and third party interviews when available.

##### **b. Evidence of Current Impairment**

In addition to providing evidence of a childhood history of an impairment, the following areas must be investigated:

##### **1. Statement of Presenting Problem**

A history of the student's presenting attentional symptoms must be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.

##### **2. Diagnostic Interview**

The information collected for the summary of the diagnostic interview must consist of more than self-report, as information from third party sources is critical in the diagnosis of ADHD. The diagnostic interview with information from a variety of sources must include, but not necessarily be limited to, the following:

- a. history of presenting attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time;
- b. developmental history;
- c. family history for presence of ADHD and other educational, learning, physical or psychological difficulties deemed relevant by the examiner;
- d. relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated;
- e. relevant psychosocial history and any relevant interventions;
- f. a thorough academic history of elementary, secondary and postsecondary education;



- g. review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems;
- h. relevant employment history;
- i. description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention;
- j. relevant history of prior therapy.

c. Rule out of Alternative Diagnoses or Explanations

The evaluator must investigate and discuss the possibility of dual diagnoses and alternative or co-existing mood, behavioral, neurological and/or personality disorders that may confound the diagnosis of ADHD. This process must include exploration of possible alternative diagnoses, medical and psychiatric disorders as well as educational and cultural factors impacting the student, which may result in behaviors mimicking an attention-deficit/hyperactivity disorder.

d. Relevant Testing

The assessment of the individual must not only establish a diagnosis of ADHD, but must also demonstrate the current impact of the ADHD on the student's ability to function in a classroom and take tests. In addition, neuropsychological or psychoeducational assessment is important in determining the current impact of the disorder on the student's ability to function at Quinnipiac University. The evaluator must objectively review and include with the evaluation report relevant background information to support the diagnosis. If grade equivalents are reported, they must be accompanied by standard scores and/or percentiles. Test scores or subtest scores alone must not be used as a sole measure for the diagnostic decision regarding ADHD. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/or surveys can serve to supplement the diagnostic profile but in and of themselves are not adequate for the diagnosis of ADHD and do not substitute for clinical observations and sound diagnostic judgment. All data must logically reflect a substantial limitation to learning for which the student is requesting the accommodation.

e. Identification of DSM-5 Criteria

According to the DSM-5, "The essential feature of ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development." (p. 61). A diagnostic report must include a review and discussion of the DSM-5 criteria for ADHD, both currently and retrospectively, and specify which symptoms are present. In diagnosing ADHD, it is particularly important to address the following criteria:

1. symptoms of hyperactivity/impulsivity or inattention that cause impairment which must have been present in childhood;
2. current symptoms that have been present for at least the past six months;
3. impairment from the symptoms present in two or more settings (for example, school, work, and home);
4. clear evidence of significant impairment in social, academic, or occupational functioning;
5. symptoms that do not occur exclusively during the course of a pervasive developmental disorder, schizophrenia or other psychotic disorder and are not better accounted for by another mental disorder (e.g., anxiety disorder, dissociative disorder or personality disorder).

f. A Specific Diagnosis

The report must include a specific diagnosis of ADHD based on the DSM-5 diagnostic criteria. The diagnostician must use direct language in the diagnosis of ADHD, avoiding the use of terms such as "suggests," "is indicative of," or "attention problems." Individuals who report only problems with organization, test anxiety, memory or concentration in selective situations do not fit the proscribed diagnostic criteria for ADHD. Given that many individuals benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis nor does the use of medication in and of itself either support or negate the need for accommodation.

g. An Interpretive Summary

A well-written interpretative summary based on a comprehensive evaluative process is a necessary component of the documentation. Because ADHD is in many ways a diagnosis which is based upon the interpretation of historical data and observation, as well as other diagnostic information, it is essential that professional judgment be utilized in the development of a summary, which must include:

1. demonstration of the evaluator's having ruled out alternative explanations for inattentiveness, impulsivity, and/or hyperactivity as a result of psychological disorders, medical disorders or non-cognitive factors;
2. indication of how a pattern of inattentiveness, impulsivity and/or hyperactivity across the life span and across setting are used to determine the presence of ADHD;
3. indication of whether or not the student was evaluated while on medication and whether or not there is a positive response to the prescribed treatment;
4. indication and discussion of the substantial limitation to learning presented by the ADHD and the degree to which it impacts the



student in the learning context for which accommodations are being requested;

5. indication as to why specific accommodations are needed and how the effects of ADHD symptoms, as designated by the DSM-5, are mediated by the accommodations.

#### A Rationale for Each Accommodation

The evaluator must describe the impact, if any, of the diagnosed ADHD on a specific major life activity as well as the degree of impact on the student. The diagnostic report must include specific recommendations for accommodations that are realistic and that Quinnipiac University can reasonably provide. A detailed explanation of why each accommodation is recommended must be provided and correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, current documentation must validate the need for services based on the student's **present** level of functioning in an educational setting. A school plan such as an Individualized Educational Program (IEP) or a 504 plan is insufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report. The documentation must include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing, or certification examinations) and whether or not they benefited the student. However, a prior history of accommodations, without demonstration of a current need, does not in itself warrant the provision of a like accommodation. If no prior accommodations were provided, the qualified professional and/or the student must include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time.

Because of the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults (e.g., procrastination, disorganization, distractibility, restlessness, boredom, academic underachievement or failure, low self-esteem, and chronic tardiness or inattentance) from clinically significant impairment, a multifaceted evaluation must address the intensity and frequency of the symptoms and whether these behaviors constitute an impairment in a major life activity.

Reasonable accommodation(s) may help to ameliorate the disability and to minimize its impact on the student's attention, impulsivity, and distractibility. The determination for reasonable accommodation(s) rests with the coordinator of learning services at Quinnipiac University working in collaboration with the student with a disability and, when appropriate, Quinnipiac University faculty.

#### Confidentiality

Quinnipiac University has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent.

### 2.03B3 Recommendations for Parents and Students - ADHD

#### 1. For assistance in finding a qualified professional:

- contact the coordinator of learning services at Quinnipiac University for possible referral sources
- contact a physician who may be able to refer you to a qualified professional with demonstrated expertise in ADHD

#### 2. In selecting a qualified professional:

- ask what experience and training he/she has diagnosing adolescents and adults
- ask whether he/she has training in differential diagnosis and the full range of psychiatric disorders. Clinicians typically qualified to diagnose ADHD may include: clinical psychologists, physicians (including psychiatrists) and neuropsychologists
- ask if he/she has ever worked with the coordinator of learning services at Quinnipiac University
- ask whether you will receive a comprehensive written report

#### 3. In working with the professional:

- take a copy of this document to the professional
- be prepared to be forthcoming, thorough, and honest with requested information

#### 4. As follow-up to the assessment by the professional:

- schedule a meeting to discuss the results, recommendations and possible treatment
- request additional resources, support group information, and publications if you need them
- maintain a personal file of your records and reports
- be aware that Quinnipiac University has a responsibility to maintain confidentiality

### Assessing Adolescents and Adults with ADHD

The diagnosis of ADHD is strongly dependent on a clinical interview in conjunction with a variety of formal and informal measures. Since there is no one test, or specified combination of tests for determining ADHD, the diagnosis requires a multifaceted approach. Any tests that are selected by the evaluator should be technically accurate, reliable, valid, and standardized on the appropriate norm group. The following list includes five broad domains that are frequently explored when arriving at an ADHD diagnosis. This listing is provided as a helpful resource but is not intended to be definitive or exhaustive.

#### 1. Clinical Interview

The evaluator should: a) provide retrospective confirmation of ADHD; b) establish relevant developmental and academic markers; c) determine any other co-existing disorders; and d) rule out other problems that may mimic ADHD. Specific areas to be addressed include: family history; results of a neuro-medical history; presence of ADHD symptoms since childhood; presence of ADHD symptoms in last six months; evidence that symptoms cause a "significant impairment" over time; results of clinical observation for hyperactive behavior, impulsive speech, distractibility; extent of functional impairment across settings (e.g., academic, occupational, social); an accounting for periods in which student was symptom-free; presence of other psychiatric conditions (mood or anxiety disorders,

substance abuse, etc.); indication that symptoms are not due to other conditions (e.g., depression, drug use, neuromedical problems); relevant medication history; determination of which remediation approaches and/or compensating strategies are and are not currently effective; determination of what accommodations, if any, have alleviated symptoms in the past or in the present setting.

## 2. Rating Scales

Self-rater or interviewer-rated scales for categorizing and quantifying the nature of the impairment may be useful in conjunction with other data. Selected examples include:

- *Wender Utah Rating Scale*
- *Brown Attention-Activation Disorder Scale*
- *Beck Anxiety Inventory*
- *Hamilton's Depression Rating Scale*
- *Conners' Adult ADHD Rating Scales (CAARS)*

## 3. Neuro-Psychological and Psycho-Educational Testing

Cognitive and achievement profiles may suggest attention or information processing deficits. No single test or subtest should be used as the sole basis for a diagnostic decision. Acceptable instruments include, but are not limited to:

### Aptitude/Cognitive Ability

- *Wechsler Adult Intelligence Scale - IV (WAIS-IV)*
- *Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test (KAIT)*
- *Stanford-Binet Intelligence Scales, Fifth Edition (SB5)*

### Academic Achievement

- *Woodcock-Johnson Psychoeducational Battery - III: Tests of Achievement*
- *Wechsler Individual Achievement Test – Third Edition (WIAT-III)*
- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Test of Academic Skills (TASK)*
- or specific achievement tests such as:
- *Nelson-Denny Reading Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 4 (TOWL-4)*
- *Woodcock Reading Mastery Tests - Third Edition (WRMT-III)*

### Information Processing

- *Detroit Tests of Learning Aptitude - Fourth Edition (DTLA-4)*
- *Detroit Tests of Learning Aptitude - Adult (DTLA-A)*
- Information from subtests on *WAIS-IV* or
  - *Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability*,
  - as well as other relevant instruments, which may be useful when interpreted within the context of other diagnostic information.

## 4. Medical Evaluation

Medical disorders may cause symptoms resembling ADHD. Therefore, it may be important to rule out the following: neuroendocrine disorders

(e.g., thyroid dysfunction); neurologic disorders; and/or impact of medication on attention if tried, and under what circumstances.

## 5. Collateral Information

Include third party sources which can be helpful to determine the presence or absence of ADHD in childhood.

- Description of current symptoms (e.g., by spouse, teachers, employer).
- Description of childhood symptoms (e.g., parent).
- Information from old school and report cards and transcripts.

## 2.03C Psychological Disabilities

### 2.03C1 Brief Overview

(For more detail please refer to Section 2.03C2: Criteria of Comprehensive Documentation of Psychological Disabilities (p. ).)

Quinnipiac University recognizes that “psychiatric disabilities” is a generic term used to refer to a variety of conditions involving psychological, emotional and behavioral disorders and syndromes. The terms psychological disabilities and psychiatric disabilities are used interchangeably in this document. Students requesting accommodations on the basis of a psychological disability must provide current (within the last year) documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., licensed clinical psychologists, psychiatrists, neurologists, marriage and family therapists, licensed clinical social workers, and other relevantly trained medical doctors). In addition to the requirements specified above, documentation for students requesting accommodations on the basis of a psychological disability must include:

- a. An interview including a description of the presenting problem(s) including any significant developmental, medical, psychosocial and employment; family history; and a discussion of dual diagnosis where indicated.
- b. A specific, current (within the last year) psychiatric diagnosis as per the *Diagnostic and Statistical Manual Of Mental Disorders, Fifth Edition*, (DSM- 5) of the American Psychiatric Association (2013), which indicates the nature, frequency, and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient. Serious emotional disturbance (SED) is not an acceptable diagnosis at the postsecondary level.
- c. Primary and Secondary Axis I and Axis II diagnoses. A measure of functioning using the Global Assessment of Functioning (GAF) Scale in the DSM-5 is highly recommended. Using the GAF, indicate the student's general, highest and lowest GAF score and describe behaviorally the student's performance at each GAF level using as much detail as is known.
- d. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.
- e. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
- f. An integrated summary which: indicates the substantial limitations to major life activities posed by the psychological disability, describes the extent to which these limitations would impact the academic context for which accommodations are being requested, suggests how the specific effects of the psychological disability may be

accommodated, and states how the effects of the psychological disability are mediated by the recommended accommodations.

## **2.03C2 Criteria for Comprehensive Documentation of Psychological Disabilities**

### **Introduction**

This section provides individuals, schools, professional diagnosticians, and service providers with a comprehensive set of guidelines for documenting psychiatric disabilities. This documentation is necessary to validate both the presence of a disability and the need for reasonable accommodations for individuals with psychological disabilities. Quinnipiac University recognizes that “psychiatric disabilities” is a generic term used to refer to a variety of conditions involving psychological, emotional, and behavioral disorders and syndromes. The terms psychological disabilities and psychiatric disabilities are used interchangeably in this document. The two official sources designed to outline the criteria used in making these diagnoses are the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, (DSM-5)* and the *International Classification of Diseases Manual, Tenth Revision (ICD-10)*. For the purpose of determining eligibility for accommodation, the symptoms must meet the ADA definition of a disability. This document provides students, parents, professional diagnosticians external to Quinnipiac University, and service providers with a common understanding and knowledge base necessary to establish the impact of psychological disabilities on an individual’s educational performance and to validate the need for reasonable accommodations for students attending Quinnipiac University. The information and documentation that establishes a psychological disability must be comprehensive in order to make it possible for a student to obtain appropriate accommodations in a timely fashion.

This document presents requirements in six important areas: 1) qualifications of the evaluator, 2) recency of documentation, 3) comprehensiveness of the documentation to support the diagnosis of a psychological disability, 4) evidence to establish the functional limitation of the psychological condition supporting the need for accommodations, 5) multiple diagnoses, and 6) confidentiality. Section 2.03C3 (p. ) provides recommendations for parents and students to assist them in finding and working with a qualified professional in regard to this document, including suggestions for assessment measures.

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations and equal access to programs and services. To establish that an individual is covered under the ADA, documentation must indicate that a specific disability exists and that the identified disability **substantially limits** one or more major life activities. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA. The documentation must also support the request for accommodations, academic adjustments, and/or auxiliary aids.

### **Terms**

*Psychological disabilities:* Comprise a range of conditions characterized by emotional, cognitive, and/or behavioral dysfunction. Diagnoses are provided in the *DSM-5* or the *ICD-10*. Note that not all conditions listed in the *DSM-5* are disabilities, or even impairments for purposes of the ADA. Therefore, a diagnosis of a disability does not, in and of itself, meet the definition of a disability necessitating reasonable

accommodations under the ADA or Section 504 of the Rehabilitation Act of 1973.

*Major life activity:* Examples of major life activities include walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and other similar activities. In particular, individuals with psychological disabilities may also experience thinking disorders/psychotic disorders that may interfere with the learning process (e.g., reading, writing, and calculating).

*Functional limitation:* A substantial impairment in the individual’s ability to function in the condition, manner, or duration of a required major life activity.

## **Documentation Requirements – Psychological Disabilities**

### **Qualifications of the Evaluator**

Professionals conducting assessments, rendering diagnoses of psychological disabilities, and making recommendations for appropriate accommodations must be qualified to do so. It is essential that professional qualifications include both comprehensive training and relevant expertise in differential diagnosis of psychological disorders and appropriate licensure/certification. Qualified evaluators are defined as those licensed individuals who are qualified to evaluate and diagnose psychological disabilities or who may serve as members of the diagnostic team. These individuals or team members may include: licensed clinical psychologists, licensed clinical social workers, psychiatrists, advanced practice registered nurses or clinical nurse specialists in psychiatry, and other relevantly trained medical doctors. Documentation may be provided from more than one source when a clinical team approach consisting of a variety of educational, medical, and counseling professionals has been used.

Diagnoses of psychological disabilities documented by family members will not be accepted due to professional and ethical considerations even when the family members are otherwise qualified by virtue of training and licensure/certification. The issue of dual relationships as defined by various codes of professional ethics should be considered in determining whether a professional is in an appropriate position to provide the necessary documentation.

Finally, the name, title, and credentials of the qualified professional writing the report should be included.

Information about license or certification, as well as the area of specialization, employment, and state or province in which the individual practices, should also be clearly stated in the documentation. All reports should be in English, typed or printed on professional letterhead, dated, and signed.

### **Recency of Documentation**

Due to the changing nature of psychological disabilities, it is essential that a student provide recent and appropriate documentation from a qualified evaluator.

Since reasonable accommodations are based on the

current impact of the disability, the documentation must address the student's current level of functioning and the need for accommodations (e.g., due to observed changes in performance or due to medication changes since previous assessment). If the diagnostic report is more than one year old, the student must also submit a letter from a qualified professional that provides an update of the diagnosis, a description of the student's current level of functioning during the preceding year, and a rationale for the requested reasonable accommodations.

#### Comprehensiveness of the Documentation

In most cases, documentation must be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document. The diagnostic report must include the following components: 1. a specific diagnosis; 2. a description of current functional limitations in the academic environment as well as across other settings; 3. relevant information regarding medications expected to be in use and their anticipated impact on the student in this setting; 4. relevant information regarding current treatment; 5. a specific request for accommodations with accompanying rationale.

- a. Historical Information, Diagnostic Interview, and/or Psychological Assessment The information collected for the summary of the diagnostic interview must include, but is not limited to, the following:
  1. history of presenting symptoms;
  2. duration and severity of the disorder;
  3. relevant, developmental, historical and familial data;
  4. relevant medical and medication history, including the student's current medication regimen compliance, side effects (if relevant), and response to medication;
  5. a description of current functional limitations in different settings with the understanding that a psychological disorder usually presents itself across a variety of settings other than just the academic domain and that its expression is often influenced by context-specific variables (e.g., school-based performance);
  6. a description of the expected progression or stability of the impact of the condition over time as relevant to the student's performance;
  7. information regarding the kind of treatment and duration/consistency of the therapeutic relationship as relevant to test taking performance.

- b. Specific Diagnosis

The report must include a specific diagnosis based on the *DSM-5* or *ICD-10* diagnostic criteria and include the specific diagnostic section in the report with a numerical and nominal diagnosis

from *DSM-5* or *ICD-10*. Evaluators are encouraged to cite the specific objective measures used to help substantiate the diagnosis. The evaluator must use definitive language in the diagnosis of a psychiatric disorder, avoiding such wording as "suggests," "has problems with," or "may have emotional problems."

- c. Rule out of Alternative Diagnoses or Explanations

The evaluator must also investigate and rule out the possibility of other potential diagnoses involving neurological and/or medical conditions or substance abuse, as well as educational, linguistic, sensorimotor, and cross-cultural factors that may result in symptoms mimicking the purported psychological disability.

#### Recommendations for Accommodation

The evaluator must describe the degree of impact of the diagnosed psychological disorder on a specific major life activity, as well as the degree of impact on the student. A link must be established between the requested accommodations and the functional limitations of the student that are pertinent to the anticipated academic and residential settings. Accommodations will be provided only when a clear and convincing rationale is made for the necessity of the accommodation. A diagnosis, in and of itself, does not automatically warrant approval of requested accommodations. For example, test anxiety alone is not a sufficient diagnosis to support requests for accommodations. Given that many students may perceive that they might benefit from extended time in testing situations, evaluators must provide specific rationales and justifications for the accommodation. A prior history of accommodations, without demonstration of current need, does not, in and of itself, warrant the provision of accommodations. If there is no prior history of accommodations, the evaluator and/or the student must include a detailed explanation of why accommodations were not needed in the past, and why they are now currently being requested. Psychoeducational, neuropsychological or behavioral assessments are often necessary to support the need for reasonable academic accommodations based on the potential for psychological disorders to interfere with cognitive performance.

#### Multiple Diagnoses

Multiple diagnoses may require a variety of accommodations beyond those typically associated with one diagnosis, and therefore the documentation must adhere to Quinnipiac University's policy for other diagnoses.

#### Confidentiality

Quinnipiac University has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent. Furthermore, to safeguard



the confidentiality of individuals with psychological disabilities, evaluators may withhold or redact any portion of the documentation that is not directly relevant to Quinnipiac University's criteria for establishing a rationale for requested reasonable accommodations.

### **2.03C3 Recommendations for Parents and Students - Psychological Disabilities**

1. For assistance in finding a qualified professional (See Section 2.03C2 (p. ) for definition of a qualified professional):

- contact the coordinator of learning services at Quinnipiac University for possible referral sources
- contact your primary care physician who may be able to refer you to a qualified professional with demonstrated expertise in psychological disorders

2. In selecting a qualified professional:

- ask what experience and training he/she has had diagnosing adolescents and adults
- ask whether he or she has training in differential diagnosis and the full range of psychological disorders. Clinicians typically qualified to diagnose psychiatric disabilities include: licensed clinical psychologists, licensed clinical social workers, psychiatrists, advanced practice registered nurses or clinical nurse specialists in psychiatry and other relevantly trained medical doctors
- ask if he/she has ever worked with the coordinator of learning services at Quinnipiac University
- ask whether you will receive a comprehensive written report

3. In working with the professional:

- take a copy of these guidelines to the professional
- be prepared to be candid, thorough, and honest in providing requested information

4. As follow-up to the assessment by the professional:

- schedule a meeting to discuss the results, recommendations, and possible treatment
- request additional resources, support group information, and publications if you need them
- maintain a personal file of your records and reports
- be aware that Quinnipiac University has a responsibility to maintain confidentiality

### **Assessing Adolescents and Adults with Psychological Disorders**

This subsection contains selected examples of tests and instruments that may be used to supplement the clinical interview and support the presence of functional limitations. All tests used should be current and have sufficient reliability, validity, and utility for the specific purposes for which they are being employed. All tests should also be normed on relevant populations, and the results should be reported in standard scores and/or percentile ranks. Tests that have built-in validity scales or indicators are preferred over those that do not.

#### **1. Neuropsychological and Psychoeducational Testing:**

Cognitive, achievement, and personality profiles may suggest attention or information-processing deficits, but no single test or subtest should be

used solely to substantiate a diagnosis. Acceptable instruments include, but are not limited to:

#### **Aptitude/Cognitive Ability**

- *Wechsler Adult Intelligence Scale-IV* (WAIS-IV)
- *Woodcock-Johnson Psychoeducational Battery-III - Tests of Cognitive Abilities*
- *Kaufman Adolescent and Adult Intelligence Test* (KAIT)
- *Stanford-Binet Intelligence Scales, Fifth Edition* (SB5)

#### **Academic Achievement**

- *Woodcock-Johnson Psychoeducational Battery-III - Tests of Achievement*
- *Wechsler Individual Achievement Test-III* (WIAT-III)
- *Stanford Test of Academic Skills* (TASK)
- *Scholastic Abilities Test for Adults* (SATA)
- or specific achievement tests, such as:
  - *Nelson-Denny Reading Test*
  - *Woodcock Reading Mastery Tests - Third Edition* (WRMT-III)
  - *Test of Written Language-4* (TOWL-4)
  - *Stanford Diagnostic Mathematics Test*

#### **Information Processing**

- Information from subtests on the *WAIS-IV* or
- *Woodcock-Johnson Psychoeducational Battery-III - Tests of Cognitive Abilities*
- *Detroit Tests of Learning Aptitude-4* (DTLA-Adult)
- *Wechsler Memory Scale IV*
- *Rey-Osterrieth Complex Figure Test*
- *Stroop Interference Test*
- *Trail Making Test*
- *Wisconsin Card Sorting Test*
- *Halstead-Reitan Neuropsychological Test Battery*
- *California Verbal Learning Test-II*
- *Continuous Performance Test*
- *Category Test*
- Other relevant instruments, may be useful

#### **2. Personality Tests**

Acceptable instruments may include, but are not limited to:

- *Minnesota Multiphasic Personality Inventory-Adolescent-2* (MMPI-2)
- *Thematic Apperception Test*
- *Millon Adolescent Personality Inventory*
- *Millon Clinical Multiaxial Personality Inventory-III*
- *NEO Personality Inventory-Revised*
- *Personality Assessment Inventory*
- *Sixteen Personality Factor Questionnaire*

#### **3. Rating Scales:**

Self-rater or interviewer-rated scales for categorizing and quantifying the nature of the impairment may be useful in conjunction with other



data, but no single test or subtest should be used solely to substantiate a diagnosis.

Acceptable instruments include, but are not limited to:

- *Beck Anxiety Inventory*
- *Beck Depression Inventory-II*
- *Brief Psychiatric Rating Scale*
- *Burns Anxiety Inventory*
- *Burns Depression Inventory*
- *Children's Depression Inventory*
- *Hamilton Anxiety Rating Scale*
- *Hamilton Depression Rating Scale*
- *Inventory to Diagnose Depression*
- *Multidimensional Anxiety Scale for Children*
- *Profile of Mood States*
- *State-Trait Anxiety Inventory*
- *Taylor Manifest Anxiety Scale*
- *Yale-Brown Obsessive-Compulsive Scale*

### 2.03D Acquired Brain Injury (ABI)/Traumatic Brain Injury (TBI)

Students requesting accommodation on the basis of an ABI/TBI must provide documentation (in most cases within three years, recent ABI/TBI within one year) from a professional who has undergone comprehensive training and has relevant experience in the assessment of ABI/TBI in adolescents and/or adults (e.g. neuropsychologists, clinical or educational psychologists). In addition to the requirements specified above, documentation for students requesting accommodations on the basis of an ABI/TBI must include but not be limited to:

- a. A neuropsychological evaluation containing assessments of intellectual, conceptual and cognitive competence; academic skills; personality status; motor facility of all extremities; sensory, perceptual and processing efficiency; visual, auditory and tactile facility; speech, language and communication ability; and evaluation of memory and attention.
- b. Utilization of particular evaluation techniques must be at the discretion of the evaluator. Measures, such as the following, will be expected to appear in the selected battery: *Bender-Gestalt*, *Halstead Reitan Battery* (or selected parts), selected parts of the *Illinois Test of Psycholinguistic Ability* (or other psycholinguistic tests); *Detroit Tests of Learning Aptitude-4* or *Detroit Tests of Learning Aptitude - Adult*; *Luria Nebraska Battery* (or selected parts); *Peabody Individual Achievement Test* (or other adult individual achievement tests); *Woodcock Reading Mastery Tests - III*; *Woodcock- Johnson Psychoeducational Battery-III*; and the *Spache Written Language Assessment*.
- c. An interview including a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
- d. An integrated summary which: indicates the substantial limitations to major life activities posed by the specified brain injury, describes the extent to which these limitations impact the academic context for which accommodations are being requested, suggests how the specific effects of the brain injury may be accommodated, and states how the effects of the brain injury are mediated by the recommended accommodations.

### 2.03E Sensory Conditions

#### 1. Blindness or Low Vision

In addition to the requirements specified above, documentation for students requesting accommodations on the basis of low vision or blindness must include:

- a. An ocular assessment or evaluation from an ophthalmologist
- b. A low-vision evaluation of residual visual function, when appropriate
- c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated
- d. Deaf/hard of hearing/hearing impaired

#### 2. Deaf/Hard of Hearing/Hearing Impaired

In addition to the requirements specified above, documentation for students requesting accommodations on the basis of being deaf or hard of hearing must include:

- a. An audiological evaluation and/or audiogram
- b. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate
- c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated

### 2.03F Organic Medical Conditions

In addition to the requirements specified above, documentation for students requesting accommodations on the basis of physical mobility, physical dexterity, or chronic health-related disabilities must include:

1. An identification of the disabling condition(s)
2. An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are being requested
3. Degree and range of functioning for a chronic or progressive condition
4. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects
5. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated

### 2.03G Other Disabilities Not Covered Above

In addition to the requirements specified above, students and professionals are advised to discuss the requirements of appropriate documentation for students requesting accommodations on the basis of other disabilities with the coordinator of learning services.

## Section 4 ADA/504 Grievance Procedure Quinnipiac University

### 4.01 Grievances

Students who believe they have been subjected to discrimination on the basis of disability or have been denied access to services or accommodations required by law, have the right to use this grievance procedure. In general, the grievance procedure is designed to address disputes concerning the following:

- a. Disagreements regarding a requested service, accommodation or modification of a university practice or requirement;
- b. Inaccessibility of a program or activity;
- c. Harassment or discrimination on the basis of disability;
- d. Violation of privacy in the context of disability

Undergraduate and graduate students (excepting students of the School of Law) with inquiries regarding relevant Quinnipiac University policies or procedures should be directed to the coordinator of learning services, (203-582-5390), whose office is located in the North wing of the Arnold Bernhard Library. Students of the Quinnipiac School of Law should direct inquiries to the associate dean for students, (203-582-3220), whose office is located in the School of Law and Education, 310K.

## 4.02 Informal Procedure

In the event an individual believes that he/she has received discriminatory treatment and has been unable to resolve the issue with the staff identified above, a student may follow an informal process to resolve the issue. Undergraduate and graduates working with the coordinator of learning services may contact the associate vice president of retention and academic success (203-582-5338). Students of the School of Law working with the associate dean of students (Law) should contact the dean of the School of Law. Contact with the appropriate person should be made within fifteen (15) days after the alleged discriminatory act or incident. Discretion may be exercised in the event contact is made after the fifteen (15) day period.

During this stage in the procedure, the complaining party is designated the “aggrieved individual” and the person(s) whom the aggrieved individual is complaining against should be designated the “alleged discriminating party.”

Neither the associate vice president of retention and academic success nor the dean of the School of Law will serve as an advocate for either the aggrieved individual or the alleged discriminating party, but merely process the allegation(s) and attempt to informally resolve the differences between the two parties within fifteen (15) days after being contacted by the aggrieved individual.

If the aggrieved individual is not satisfied with the outcome of the informal process, he/she may file a formal complaint within fifteen (15) days after the conclusion of the attempt to informally resolve the differences.

As outlined above, the informal process, theoretically, should not exceed forty-five (45) days.

## 4.03 Formal Procedure

### Initial Process

The aggrieved individual initiates the formal procedure by filing a formal complaint in writing to the vice president of academic affairs, whose office is located in the Center for Communications and Engineering LA 315. Once the complaint is filed, the status of the aggrieved individual changes to that of “complainant.” The vice president of academic affairs may assist the complainant in properly filing a complaint; however, it is important that the vice president of academic affairs not serve as an advocate for the complainant. The formal complaint may be a simple written statement, but should include the following:

1. The complainant’s name, address, email address and phone number;
2. A full description of the problem;
3. A statement of the remedy requested;

4. A statement setting forth the outcome of the informal procedure describe above.

### Investigation

Once the complaint has been properly filed, the vice president of academic innovation and effectiveness, who shall serve as grievance officer, shall promptly initiate an investigation. In undertaking the investigation, the vice president may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the vice president believes to have relevant information, including faculty, staff and students.

The complainant and the party against whom the grievance is directed shall have the right to have a representative. Each party shall indicate whether he or she is to be assisted by a representative and if, so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

Upon completion of the investigation, the vice president will prepare and transmit to the student, and to the party against whom the grievance is directed, a final report containing a summary of the investigation, written findings and a proposed disposition. This transmission will be expected within thirty (30) calendar days of the filing of the formal complaint. The deadline may be extended by the vice president for good cause. The final report shall also be provided, where appropriate, to any university officer whose authority will be needed to carry out the proposed disposition.

### Appeal

Within ten (10) calendar days of the issuance of the final report, the complainant or the party against whom the grievance is directed may appeal the vice president’s determination to the executive vice president and provost, located in the North wing of the Arnold Bernhard Library N117, fax number (203) 582-8968. The written request for review must specify the particular substantive and or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the proposed disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

A copy of the executive vice president and provost’s written decision will be expected within thirty (30) calendar days of the filing of the appeal and shall be sent to the parties, the grievance officer and, if appropriate, to the university officer whose authority will be needed to carry out the disposition. The deadline may be extended by the executive vice president and provost for good cause. The decision of the executive vice president and provost on the appeal is final.

This formal process does not preclude an individual’s right to file a formal complaint with the Office for Civil Rights of the United States Department of Education, or any other federal agency.

## Appendices

### Appendix 1 General Recommendations for Students with Disabilities and Parents

#### In finding a qualified professional:

- contact the coordinator of learning services at Quinnipiac University to discuss documentation needs and possible referral sources
- discuss your future plans with the coordinator and, if additional documentation is required, seek assistance in identifying a qualified professional

**In selecting a qualified professional:**

- ask what his or her credentials are
- ask what experience he or she has had working with adolescents and adults with disabilities
- ask if he or she has ever worked with the coordinator of learning services at Quinnipiac University
- ask whether you will receive a comprehensive written report

**In working with the professional:**

- take a copy of this document to the professional
- encourage him or her to clarify questions with the coordinator of learning services
- be prepared to be forthcoming, thorough and honest with requested information
- know that professionals must maintain confidentiality with respect to your records and testing information

**In following up the assessment by the professional:**

- request a written copy of the assessment report
- request the opportunity to discuss the results and recommendations
- request additional resources, support group information, and publications if you need them
- maintain a personal file of your records and reports
- be aware that Quinnipiac University has a responsibility to maintain confidentiality

**Appendix 2 Resources and Organizations****Anxiety Disorder Association of America (ADAA)**

11900 Parklawn Drive, Suite 100

Rockville, MD 20852

301-231-9350 voice

301-231-7392 fax

adaa.org (<http://www.adaa.org>)

The ADAA promotes the prevention and cure of anxiety disorders and works to improve the lives of those who have them.

**Association on Higher Education and Disability (AHEAD)**

107 Commerce Center Drive, Suite 204

Huntersville, NC 28078

704-947-7779 voice/TTY

704-948-7779 fax

ahead.org (<http://www.ahead.org>)

AHEAD sponsors numerous training programs, workshops, publications, and conferences for professionals in the field of higher education disability.

**Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)**

8181 Professional Place, Suite 150

Landover, MD 20785

1-800-233-4050 voice - toll free

301-306-7070 voice

301-306-7090 fax

chadd.org (<http://www.chadd.org>)

CHADD is a national organization with over 32,000 members and more than 500 chapters nationwide that provides support and information for parents of children with ADHD and adults with ADHD.

**The Council for Exceptional Children (CEC)**

1920 Association Drive

Reston, VA 22091-1589

703-620-3660 voice

703-264-9446 TTY

703-264-9494 fax

cec.sped.org (<http://www.cec.sped.org>)

The CEC is the largest international professional organization committed to improving educational outcomes for individuals with disabilities.

**Learning Disabilities Association of America (LDA)**

4156 Library Road

Pittsburgh, PA 15234-1349

412-341-1515 voice

412-344-0224 fax

ldanatl.org (<http://www.ldanatl.org>)

LDA is the largest nonprofit volunteer organization advocating for individuals with learning disabilities. LDA has more than 600 local chapters and affiliates in 50 states, Washington, D.C., and Puerto Rico. LDA seeks to educate individuals with learning disabilities and their parents about the nature of the disabilities and inform them of their rights.

**National Center for Learning Disabilities (NCLD)**

381 Park Avenue South, Suite 1401

New York, NY 10016

212-545-7510 voice

212-545-9665 fax

Toll-free Information and Referral Service: 1-888-575-7373

nclld.org (<http://www.nclld.org>)

NCLD provides the latest information on learning disabilities and resources available to parents, professionals, and adults with learning disabilities. Specific information about learning disabilities, as well as local referrals to schools, clinics, camps, colleges' parent support groups, and other sources of help are available.

**National Depressive and Manic-Depressive Association (NDMDA)**

730 North Franklin Street, Suite 501

Chicago, IL 60610-7204

1-800-826-3632 voice – toll free

312-642-0049 voice

312-642-7243 fax

ndmda.org (<http://www.ndmda.org>)

The NDMDA is a nonprofit organization aimed at helping people with depressive spectrum illnesses and their families.

### **Obsessive-Compulsive Foundation, Inc. (OCF)**

337 North Hill Road

North Branford, CT 06471

203-315-2190 voice

203-315-2196 fax

ocfoundation.org (<http://www.ocfoundation.org>)

The OCF is an international not-for-profit organization composed of people with OCD and related disorders, their families, friends, professionals, and other concerned individuals.

The Internet Mental Health webpage, [mentalhealth.com](http://www.mentalhealth.com) (<http://www.mentalhealth.com>), is another very good resource.

The material contained in the document *Criteria for Comprehensive Documentation of Disabilities in Adolescents and Adults at Quinnipiac University* was produced following guidelines developed by the Consortium on ADHD Documentation, the AHEAD Ad Hoc Committee on Learning Disabilities, Educational Testing Service's Task Force on Psychiatric Disabilities, and CT AHEAD Ad Hoc Committee.

The members of these committees are listed below.

#### **The Consortium on ADHD Documentation**

Loring Brinckerhoff, Chairperson, Educational Testing Service

Kim M. Dempsey, Law School Admission Council

Cyndi Jordan, University of Tennessee - Memphis

Shelby R. Keiser, National Board of Medical Examiners

Joan M. McGuire, University of Connecticut - Storrs

Nancy W. Pompian, Dartmouth College

Louise Russell, Harvard University

#### **AHEAD Ad Hoc Committee on Learning Disabilities**

Members consisted of those mentioned above and included Catherine Nelson, Educational Testing Services.

#### **ETS Office of Disability Policy**

Sheree Johnson-Gregory, Director and Loring C. Brinckerhoff, Disability Accommodations Specialist

Task Force on Psychiatric Disabilities

Arunas J. Kuncaitis, Co-chair, Collaborations in Clinical Care, Canton, Massachusetts

Stuart S. Segal, Co-chair, University of Michigan

Phyllis Brown-Richardson, Long Island University – Brooklyn Campus

Patricia Carlton, The Ohio State University

Cyndi Jordan, Hutchison School, University of Tennessee Center for Health Sciences

Nancy Pompian, Dartmouth College

Louise H. Russell, Harvard University

Deborah E. Taska, Arizona State University

#### **The Connecticut Association on Higher Education and Disability (CT AHEAD) Disability Documentation Guidelines Ad Hoc Committee**

Patricia Anderson, University of Connecticut-Storrs;

Evette Corujo-Aird, Naugatuck Valley Community College;

Maureen Crowley, University of Connecticut-Storrs;

Jane Currie, Farmington Public Schools;

Lauri DiGalbo, Bureau of Rehabilitation Services;

Linda Domenitz, Capital Community College;

Susan Duques, Connecticut College;

Cathy Felice, Tunxis Community College;

Gail Hammond, Manchester Community College;

Karen Halliday, Connecticut State Department of Education;

Joan M. McGuire, University of Connecticut-Storrs;

Louise Myers, Naugatuck Valley Community College;

Laurie Novi, Naugatuck Valley Community College;

Pamela Starr, Eastern Connecticut State University;

Angelo Vespe, Stratford School District;

Carol Young, Central Connecticut State University

## **Final Examination Policy**

Insofar as is practicable, a final examination is regarded as part of the regular work for undergraduate courses. In courses for which a final examination would serve no useful purpose, a term report, essay, or personal conference may be substituted; work on the substitute exercise may take place during the final examination period.

Final examinations may be given only during the final examination period at the end of each term. Examination schedules are prepared and distributed by the Registrar. Faculty members may exempt from the final examination students whose work is of high quality. Conditions governing exemptions are determined by the department of the School/College/Division concerned. No (final) examination may be held in the week immediately preceding the official examination period. This does not exclude the giving of written lessons, quizzes, or papers when such exercises form a regular part, week by week, of the work of the course.



Faculty members must provide an opportunity for students to review their examination.

Students are expected to take no more than two final exams in one day.

1. If a student has three regularly scheduled examinations in one day and one of these is a common or department exam, the department exam takes precedence.
2. Second preference is given to an examination scheduled in the 6 p.m. to 10:15 p.m. time block.
3. In the event that a student has three examinations scheduled in one day it is the responsibility of the instructor scheduled for the latest day examination time (between 8 a.m. and 5:30 p.m.) to provide the make-up examination.
4. In all cases the common or department examination will take precedence.

If any students require a make-up exam, it is the faculty member's responsibility to administer it. Arrangements may be made between the faculty and the student, or it may be administered during the make-up exam period.

(The final exam schedule, including the designated make-up period, for each semester is posted on MyQ.)

## Grievance Policy

The Quinnipiac University Grievance Policy is an umbrella policy to cover any type of grievance that is not considered under a separately defined policy. Redress for any grievances covered by the following policies must be pursued according to the procedures specified in those policies.

- Appeal of an academic suspension or academic dismissal (p. 49) from the university
- Appeal of an academic suspension or academic dismissal from an individual degree program (individual program requirements as stated in the University Catalog)
- Appeal of a final grade (p. 90)
- Appeal of an academic integrity sanction (Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>))
- FERPA complaints (Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>))
- Appeal of a student conduct sanction (Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>))
- Appeal of the decision to return after a mandatory medical leave of absence (Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>))
- Grievance procedure for issues regarding disabilities (Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>))
- Complaints of inappropriate noise (Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>))
- Title IX Discrimination and Harassment (Title IX Policy (p. 92))
- Financial aid appeal (financial aid website (<https://www.qu.edu/tuition-financial-aid/links.html>))

When a student has a complaint not covered by one of the above policies and procedures, he or she is encouraged to discuss the matter first with the parties involved. If the matter cannot be resolved informally at this level, then the student may file a written, formal complaint according to the following procedures.

A student grievance originating in any of the school or administrative units is handled by the chair or director responsible for the unit in which the grievance originates. Therefore, the written formal complaint should be submitted to the responsible chair or director within five business days of the failed attempt at an informal resolution. The chair or director should make a decision regarding the grievance within 10 business days of receiving the written complaint. A written appeal may be submitted within five business days either to the school dean exercising jurisdiction over that academic department or to the vice president/dean of students or designee for nonacademic matters. The dean will inform the student within 10 business days of his or her decision. The dean's decision is the final decision.

### Grievance Procedures for Students Enrolled in Distance Education under the State Authorization Reciprocity Agreement (SARA)

Pursuant to federal regulations, students enrolled in distance education (i.e., Quinnipiac's online classes or online programs) who are residents of states (other than Connecticut) that participate in SARA, may file a complaint to the Connecticut Office of Higher Education (OHE) after exhausting their options under Quinnipiac's grievance procedures. Note that issues regarding student life, such as discipline, grading, etc., fall solely within the purview of the Quinnipiac and are not generally investigated. Additionally, the Office of Higher Education does not investigate anonymous complaints or provide legal advice.

Information about how to file a complaint with the Office of Higher Education is available on this website: [ctohe.org/SARA/Default.shtml](https://www.ctohe.org/SARA/Default.shtml) (<https://www.ctohe.org/SARA/Default.shtml>)

All correspondence, including institutional applications and student complaints, should be sent via email to [ctsara@ctohe.org](mailto:ctsara@ctohe.org) or via post to the following address:

SARA Coordinator

Office of Higher Education

450 Columbus Boulevard, Suite 510

Hartford, CT 06103-1841

## Harassment and Discrimination Policy

Quinnipiac University values diversity, multiculturalism and respect for others. The university is committed to providing a safe and respectful educational experience and work environment free from discrimination and harassment on the basis of an individual's race, color, religion, gender, age, marital status, national origin, ancestry, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. This commitment is articulated and confirmed in Quinnipiac University's Strategic Plan for Inclusiveness, Multiculturalism and Globalism in Education (IMaGinE) (<https://myq.quinnipiac.edu/imagine/Pages/default.aspx>) and the Quinnipiac University Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (p. 92).

Students who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact the Dean of Students Office:

- Dean of Students Office (undergraduates and graduate students, with the exception of law and medicine) 203-582-8753
- School of Law, 203-582-3220
- Frank H. Netter MD School of Medicine, 203-582-7968

Faculty and staff members who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact Human Resources or the chief diversity officer:

- Human Resources, Employee Relations and Labor Relations Associate, 203-582-7768 or 203-582-8724
- Chief Diversity Officer, Department of Cultural and Global Engagement, 203-582-7987

Students, faculty or staff who believe they have experienced or witnessed an incident of gender-based discrimination and/or sexual misconduct should immediately contact:

- University Title IX (p. 92) Coordinator, 203-582-8731

Students, faculty or staff who are found to have violated a harassment and discrimination policy are subject to the appropriate disciplinary process. Any form of retaliation against anyone who has reported harassment or a discriminatory act is strictly prohibited.

## Inclement Weather Policy

Cancellation and closing information is carried by the following university-affiliated media and resources:

QU Mobile Wireless Emergency Text Message System  
WQUN AM 1220  
qu.edu  
MyQ  
Quinnipiac News Emails  
Facebook.com/QuinnipiacUniversity  
Twitter.com/QuinnipiacU  
Quinnipiac Weather Phone, 203-582-8989

It is Quinnipiac's policy to remain open under adverse weather conditions such as snowstorms, so that the university can meet its responsibilities to all of its students. Occasionally, weather conditions will prompt the university to delay, cancel or postpone classes. There are also times when the university shuts down because of weather conditions.

It is ultimately the responsibility of the individual to determine whether he or she can travel safely to and from the university. Staff members who are concerned for their safety or who have additional personal responsibilities resulting from a weather-related closing can use personal or vacation time when the university remains open. Staff members are required to notify their supervisors if they plan to use personal or vacation time.

Faculty members are expected to teach all classes when the university is open, and students are expected to attend them. If extreme conditions prevent a faculty member from meeting a scheduled class, he or she is asked to use email or Blackboard to communicate with students in a timely manner. Faculty members are also expected to notify their chairs and deans if a class is canceled.

Employees who are deemed essential staff are required to report to work regardless of whether the university is closed.

## Leaves of Absence

### General Policies and Conditions for All Leaves

Leaves of absence are defined as a temporary separation from the university. Leaves of absence cannot be granted retroactively.

At the conclusion of the leave of absence, the student receives automatic readmission to the university. The granting of a leave of absence guarantees readmission to the major in which the student is enrolled when applying for a leave and permits the student to graduate by complying with the degree program requirements in effect when the leave is taken, provided that the courses are still offered. If requirements for graduation are changed after a student is first admitted to Quinnipiac, the student can choose to follow either the former or the new requirements. During the leave of absence, Quinnipiac retains the student's deposit until completion or withdrawal.

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

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

## Academic Leaves of Absence

Academic (non-medical) leaves of absence may be arranged for one or two semesters subject to departmental and school approval. Students may request a leave using the university's electronic Leave of Absence form (<http://forms.quinnipiac.edu/LeaveOfAbsence/form.html>).

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

## Medical Leaves of Absence

Students who wish to withdraw from the university during an academic term for medical reasons (i.e., physical or mental health conditions that necessitate their absence), may request a medical leave of absence.

The student must provide supporting documentation of the medical condition from his or her treating physician to the director of health and wellness or designee, who will review the documentation with the appropriate university staff and with the university's consulting medical professional, if warranted. A medical leave of absence may be granted for one or two semesters. Students may request a leave

using the university's electronic Leave of Absence form (<http://forms.quinnipiac.edu/LeaveOfAbsence/form.html>).

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

Upon conclusion of the medical leave, the student must provide supporting documentation from his or her treating physician to the director of health and wellness or designee that confirms the student is fit to return. This documentation will be shared with the appropriate university staff, including the university's consulting medical professional, if warranted. The student will be advised of the outcome of this review and whether he or she is cleared to return, with or without a reasonable accommodation.

## Involuntary Medical Leaves of Absence

The university may place a student on an involuntary medical leave of absence in situations where it determines, after conducting an individualized and case-by-case assessment, that there is a significant risk that the student will harm himself/herself or another, and that the risk cannot be eliminated or reduced to an acceptable level through reasonable accommodations. The director of health and wellness will make this decision, and the director or the director's designee will promptly notify the student's parents, legal guardians or emergency contact accordingly. The director or the director's designee also will make arrangements to remove the student immediately from the university.

Once the leave begins, in the interim, pending an evaluation by a university consulting medical professional, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university and to continue to attend his or her classes while seeking treatment. The student must undergo an evaluation with one of the university's consulting medical professionals, which will be arranged and paid for by the university. The student must release all relevant medical information from his or her treating physician to the university's consulting medical professional prior to the evaluation. The results of the evaluation will be reviewed by the director of health and wellness or designee, and a decision will be made whether the student may return to the university immediately, with or without a reasonable accommodation, or whether the leave will be extended. If the leave is extended, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodations can be made to allow the student to participate in the educational programs at the university and to continue to attend his/her classes while continuing to seek treatment.

In the event the leave is extended, the student must undergo a second medical evaluation shortly before the expiration of the extended leave with the university's consulting medical professional, at the student's expense, before returning to the university. The student must release all relevant medical information from his or her treating physician to the university's consulting medical professional prior to the evaluation. The results of the evaluation will be reviewed by the director of health and wellness or designee, and a decision will be made whether the student may return to the university immediately, with or without a reasonable accommodation, or whether the leave will be extended. If the

leave is extended, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university and to continue to attend his/her classes while continuing to seek treatment. If the student is permitted to return, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university upon his or her return.

A student who has been placed on involuntary medical leave of absence is subject to the same policies as a student granted a voluntary leave of absence regarding financial aid and financial obligations as stated in the university's refund policy.

## Appeals

Students may appeal the decision to require an involuntary medical leave of absence or to return from one. The appeal must be submitted in writing to the vice president and dean of students. All information submitted, including the results of the evaluations, become part of the student's health record and will be considered confidential.

## Military Leaves

Students in the military reserves who are enrolled when they are called to active duty, can choose one of the following options:

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

Students needing to take a military leave should contact the director of veteran and military affairs at 203-582-8867.

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

## Policy Regarding Pregnant and Parenting Students

### Excused Absences

Absences due to pregnancy or childbirth must be excused for as long as is deemed medically necessary by the student's doctor. Students may make up work they missed while out due to pregnancy or any related conditions, including recovery from childbirth. If a professor awards "points" for class attendance, students must be given the opportunity to earn back the credit from classes missed because of pregnancy. Students need to request any adjustments. A school cannot provide any service, modification or reasonable adjustment when it does not know that one is required. It is the student's responsibility to make her needs known in advance. Title IX (p. 92) prohibits schools from assuming that pregnant students cannot attend school or participate in school activities. Students must apply for pregnancy adjustments in a timely

manner. The university cannot go back in time to make adjustments. Students should communicate with their professors and the Title IX coordinator. (terri.johnson@qu.edu)

## Class Attendance and Participation in Activities

Pregnant and/or parenting students may not be prevented from attending class on the basis of pregnancy. Pregnant or parenting students must be allowed to continue participating in activities and programs outside of class such as sporting, extracurricular activities, labs and career rotations.

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed based on their individual situation. It is the responsibility of students to communicate their needs to the Title IX coordinator (terri.johnson@qu.edu) as soon as possible for risk-reduction to begin when it can be most effective, and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification so appropriate steps can be taken to ensure the health of both parent and child.

## Scholarships

Schools cannot terminate or reduce athletic, merit or need-based scholarships because of pregnancy.

## Parenting Students

Pregnant and parenting students are often discussed as a single group under Title IX (p. 92) of the Education Act of 1972. While Title IX (p. 92) does not legally mandate that parents be excused for taking their children to medical appointments or caring for a sick child, documentation may be provided to the Title IX coordinator (terri.johnson@qu.edu) when seeking information regarding any options for parenting students to make up work and not fall behind.

Quinnipiac University is committed to creating an accessible and inclusive environment for pregnant and parenting students. The U.S. Education Department's Office for Civil Rights addressed guidelines, strategies and best practices in the June 2013 Dear Colleague Letter.

## Procedure to Appeal a Final Grade

This procedure is predicated on the assumption that faculty members are always the most appropriate judges of how students perform academically. Therefore, this appeal process applies only in cases in which a student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner. Only final grades may be appealed.

In such a situation, the student must first try to resolve the matter with the faculty member who assigned the grade. Specifically, the student must initiate an appeal by submitting a written grade appeal request to the faculty member within five business days of the date when final grades are due for the given semester (see the Academic Calendar (p. 10) in this Catalog to confirm the date). This written grade appeal request must include a description of why the student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, and all relevant evidence (e.g., course syllabus, exams, projects, etc.). The faculty

member will provide the student with a response within five business days.

If the matter cannot be resolved, the student may submit his/her written grade appeal request to the chair of the department offering the course (or his/her designee) within two business days of receiving the faculty member's response. The chairperson then has five business days in which to consult with the student and faculty member. If the chairperson is unable to mediate a mutually agreeable resolution, the student may then submit his/her written grade appeal request to the associate dean of the school/college offering the course (or his/her designee) within two business days. The associate dean will consult with the student and faculty member within five business days. If the associate dean is unable to mediate a mutually agreeable resolution, the student then has an additional two business days in which to submit to the associate dean (or his/her designee) a written request for the formation of an appeal committee.

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

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

If the grade appeal process results in a recalculated grade, and the recalculated grade removes an academic deficiency that was preventing the student from progressing in his/her program or to the next sequential course, the student may continue to progress in the program/to the next course.

**Special Circumstances:** If the chairperson is the faculty member who assigned the grade, the student will contact the associate dean after failing to resolve the matter with the faculty member. If the associate dean is the faculty member who assigned the grade, the student will contact the chairperson after failing to resolve the matter with the faculty member. If the chairperson is unable to mediate a mutually agreeable resolution, within two business days of receiving the chairperson's response the student may submit his/her written grade appeal request to the dean of the school/college offering the course (or his/her designee). If the faculty member who assigned the final grade is unavailable because he/she is no longer a Quinnipiac University employee, the above process begins with the chairperson.



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

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

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

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

## Student Records Policy

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

1. The right to inspect and review the student's educational records within 45 days of the day Quinnipiac University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. A Quinnipiac official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Quinnipiac official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that he or she believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the university to amend a record should write to the Quinnipiac official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Quinnipiac decides not to amend the record as requested by the student, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.
3. The right to provide written consent before Quinnipiac discloses personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.  
One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Quinnipiac University in an administrative, supervisory, academic, research or support staff position (including but not limited to law enforcement unit personnel, health staff, and athletic staff and coaches); a person or company with whom Quinnipiac has contracted (such as an attorney, auditor

or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

### **Public Notice Designating Directory Information**

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

- Name
- Address
- Telephone number
- Email address
- Date and place of birth
- Secondary school
- Hometown or city at the time
- School or college
- Major field of study
- Degree sought
- Weight and height of athletic team members
- Expected date of completion of degree requirements and graduation
- Degrees and awards received
- Honor societies
- Dates of attendance
- Full- or part-time enrollment status
- Previous educational agency application for admission filed or institution attended
- Participation in officially recognized activities and sports
- Name and address of parent or guardian
- Photo images from ID cards

A student may refuse to permit the designation as "Directory Information" of any or all of the personally identifiable information listed above, except to school officials with legitimate educational interests and others as indicated. To do so, a student must make the request in writing to the Office of the Registrar (Registrar@quinnipiac.edu) by 5 p.m. on Friday of the first week of classes of the semester. Once filed, this request becomes a permanent part of the student's record until the student instructs Quinnipiac University, in writing, to have the request removed.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Quinnipiac University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

While students have the right to inspect and review their educational records, Quinnipiac does not release copies of educational records to



students or their representatives, including attorneys, even with consent of the student, unless the student would otherwise be unable to obtain access to review his or her records.

## Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

Revised January 2018

Quinnipiac University is committed to providing an environment free from gender-based discrimination and harassment. Consistent with its commitment to addressing gender-based misconduct, the university complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. As such, Quinnipiac University is dedicated to fostering a healthy and safe environment in which members of the community can realize their full potential in an educational, working and living environment free from all forms of gender or sex discrimination and sexual misconduct.

Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex. This includes all university activities, including, without limitation, academic, athletic, campus life, residential life programs and all aspects of employment. Students, faculty or staff who believe they have been subjected to or witnessed gender-based misconduct are encouraged to report these incidents. As discussed below, faculty, administration, athletic, human resources, public safety and student affairs staff are considered responsible employees under Title IX and are required to immediately report any incidents of sexual violence they observe. Upon receiving a report, the university will respond promptly, equitably and thoroughly. In addition, the university will take steps to prevent the recurrence of the misconduct and correct its effects, if appropriate.

Specifically with respect to athletics, the university is committed to the equitable treatment of male and female student-athletes. This includes, but is not limited to, equitable allocation of athletic participation opportunities, scholarships and benefits. The contact person in Athletics for Title IX inquiries is Tami Reilly, associate athletic director for fitness and wellness.

Prohibitions against discrimination and harassment do not extend to statements and written materials that are germane to the classroom or academic course of study.

When a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated and steps will be taken to correct any discriminatory effects to the extent possible. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated.

This policy is lengthy and detailed because the university takes these issues and its legal obligations very seriously. Any Quinnipiac community member who has questions about the policy or the grievance procedures should seek clarification from the university's Title IX coordinator.

- Pregnant and Parenting Student Modifications (p. 89)

## Notice of the Title IX Coordinator

Terri Johnson, associate vice president for student operations, serves as the university Title IX coordinator and manages the university's compliance with Title IX. The Title IX coordinator is the resource available to anyone seeking additional information or wishing to file a complaint. When a student, faculty or staff member, or other participant in the university's programs and activities feels that she or he has been subjected to discrimination on the basis of sex in any university program or activity, including without limitation being subjected to sexual harassment and sexual assault, she or he may contact the Title IX coordinator or utilize the Title IX grievance procedures to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

The Title IX Discrimination and Harassment Policy is intended to define university standards and to outline the investigation and grievance processes when those standards are violated.

The University Title IX coordinator is:

Terri Johnson  
Associate Vice President for Operations AB-EVP  
terri.johnson@qu.edu  
203-582-8731

Deputy Title IX coordinators are designated and trained to address Title IX concerns and investigations.

Deputy Title IX coordinator for faculty, staff and vendors:

Stephanie Mathews  
Employee Relations and Labor Relations Associate  
554 Mount Carmel Avenue, MC-7, OF-HMN  
stephanie.mathews@qu.edu ( stephanie.mathews@qu.edu)  
203-582-7768

Deputy Title IX coordinator for athletics:

Tami Reilly  
Associate Athletic Director of Fitness & Wellness RT-STC  
tami.reilly@qu.edu  
203-230-8460

## Confidential Resources

On-campus resources are available that can provide confidentiality, sharing options and advice without any obligation to inform other university staff members unless requested. Such on-campus confidential resources include Counseling Services, Student Health Services and/or Religious Life and other designated resources. Additionally, community members can seek out assistance from an off-campus crisis center, which can maintain confidentiality. Faculty members and other university staff are *not* confidential resources and are required to contact the university Title IX coordinator or a deputy coordinator.

### Quinnipiac Confidential Resources

- Counseling Services — 203-582-8680
- Student Health Services — 203-582-8742
- Rabbi — 203-582-8206
- Protestant Chaplain — 203-582-6477
- Religious Life — 203-582-8257

## Off-Campus Confidential Resources

- Connecticut Sexual Assault Crisis Services 24-hour confidential hotline — 1-888-999-5545
- Women and Families Center/Meriden — 203-235-9297
- Women and Families Center/New Haven — 203-389-5010
- Rape Crisis Center of Milford — 203-878-1212
- Rape, Abuse and Incest National Network crisis hotline — 1-800-656-HOPE
- Rape, Abuse and Incest National Network online hotline — ohi.rainn.org/online

Reports that are made anonymously or by third parties may not initiate grievance procedures as such. However, Title IX requires the university to investigate all incidents about which the university knows or has reason to know to protect the health and safety of the university community and the university will investigate issues raised anonymously or by third parties.

Similarly, the university will undertake an investigation where appropriate even in cases where the alleged victim and/or complainant choose not to cooperate or participate. When weighing a complainant's request for confidentiality, to end an investigation and/or to not seek disciplinary action, the university will consider factors which may include circumstances that suggest: there is an increased risk of the alleged perpetrator committing additional acts of sexual violence; an increased risk of future acts of sexual violence under similar circumstances; whether the sexual violence was perpetrated with a weapon; the age of the student subjected to the sexual violence; and whether the university possesses other means to obtain relevant evidence.

The university has a duty to report data about various forms of sexual misconduct in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). No personally identifiable information is disclosed, but statistical information is disclosed as part of the university's annual Campus Security Policy & Campus Crime Statistics Report. The information to be shared includes the date, location (residence hall, public property, off campus, etc.) and specific crime category.

Whether the incident occurred on or off campus, community members are encouraged to report sexual assault and other incidents of harassment to local police. Quinnipiac Public Safety can assist community members who wish to make a report to police. Electing not to report an incident to the police will not impact the university's investigation or Title IX grievance process. If a complainant is a minor, according to Connecticut state law, the university will make a report to the appropriate law enforcement agency.

To contact a local police department, contact Public Safety for assistance, or call:

- Hamden Police Department — 203-230-4000
- North Haven Police Department — 203-239-5321 ext. 224
- New Haven Police Department — 203-781-8200
- Connecticut State Police, Troop I — 800-956-8818 or 203-393-4200

If a community member decides not to file a complaint with the university, the university encourages the community member to seek out the available medical and mental health resources listed above. Community members who wish to make a complaint at a later date may contact any of the staff mentioned above at any time. Please note that a delay in reporting could affect the university's ability to gather

information that could be needed to determine whether a person is responsible for sexual misconduct or gender-based discrimination.

Members of the university community may be reluctant to report incidents because of concerns that their own behavior may be a violation of university policies. *Although policy violations cannot be overlooked, the university will consider the positive impact of reporting an incident when determining the appropriate response for policy violations. Community members are encouraged to consider the possible negative consequences of not reporting an incident when considering any possible personal consequences of making a report.*

## Responsible Employees and Reporting

Quinnipiac encourages all employees to promptly report any incidents of sex discrimination or sexual misconduct they may witness or become aware of. Responsible employees are **required** to report such incidents. Quinnipiac defines all faculty, administration, athletic, human resources, public safety, student affairs and student paraprofessional staff (resident assistants & orientation leaders under contract) as responsible employees of the university. A responsible employee is expected to report any incidents of sexual violence, harassment or discrimination involving a student promptly to the university Title IX coordinator or deputy coordinator. Prompt reporting of such incidents makes investigation of the incident more effective and enhances the ability of the university to take action on a complaint.

When reporting sexual harassment or discrimination or sexual assault, the Title IX coordinator or deputy coordinator will guide you with regard to how much detail is needed in an initial report.

Subsequent to an initial report, campus officials may need additional information to fulfill the university's obligations under Title IX. In taking these subsequent actions, the university will always be guided by the goals of empowering the victim and allowing the victim to retain as much control over the process as possible, but no employee (other than counselors, health care providers and clergy) can or should promise complete confidentiality.

## Privacy and Confidentiality

Reported issues will be investigated and may be resolved through the appropriate grievance procedures and investigation and procedures will be conducted with due regard for the privacy of those involved. Only people who have a need to know about the issue will be informed, and materials and information prepared or acquired under Title IX procedures will be shared only as necessary with investigators, witnesses and other relevant parties. Disclosure of such information also may be made if the university Title IX coordinator determines that such disclosure is necessary to protect the health, safety or well-being of the community. While the university Title IX coordinator will take into account any requests made by a grievant for confidentiality or that a Title IX matter not be investigated, the university Title IX coordinator will take appropriate steps to respond to the matter consistent with requirements of Title IX and the university's obligation to the greater Quinnipiac community.

## Retaliation

Retaliation against any person in the university community for alleging a violation of Title IX or for cooperating in any investigation, proceeding or hearing relating to an alleged violation of Title IX is strictly prohibited and may result in disciplinary action, including additional interim or permanent measures. Any concerns regarding retaliation should be

addressed immediately with the university Title IX coordinator or deputy coordinator.

## Statement Regarding Complaint and Grievance Procedures

The complaint and grievance procedures contained herein have been developed to enable the university to receive, investigate and resolve complaints of discrimination on the basis of sex. These procedures are designed to provide a supportive process for individuals who report discrimination and to ensure a fair process for individuals who are accused of discriminatory conduct. Any Quinnipiac students, faculty or staff members who believe that they have been subjected to discrimination based upon sex in any university program or activity, that the university has failed to meet its Title IX obligations regarding equity in athletics, or that they have been subjected to sexual misconduct may bring such concerns to the attention of the university's Title IX coordinator to obtain a prompt and equitable resolution.

The U.S. Department of Education, Office for Civil Rights (OCR) is the federal agency charged with enforcing compliance with Title IX. Anyone has the right to contact them directly.

Information regarding OCR can be found at:

Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100

Customer Service Hotline: 800-421-3481 • Facsimile: 202-453-6012

• TDD: 877-521-2172

Email: [ocr@ed.gov](mailto:ocr@ed.gov) • Website: [ed.gov/ocr](http://ed.gov/ocr)

## Informal Complaints

Students, faculty and staff may bring concerns to the university Title IX coordinator or deputy coordinator on an informal basis. Where appropriate, the Title IX coordinator/deputy coordinator will provide counseling and advice and may attempt to facilitate an informal resolution. The university Title IX coordinator/deputy coordinator also is available to receive and address such allegations through the formal grievance procedures described below.

Complainants who are considering bringing a formal grievance may at any time meet with the university Title IX coordinator/deputy coordinator, who will discuss the matter and describe the formal grievance process. Where appropriate and with prior notice where applicable, these grievance procedures may be modified or amended by the university Title IX coordinator.

The university Title IX coordinator has the authority to investigate allegations of discrimination prohibited by Title IX even absent the filing of a formal grievance, or after its subsequent withdrawal. The university has an obligation to the entire Quinnipiac community to take appropriate steps to prevent community members from being subjected to discrimination and sexual misconduct. As a result, there may be circumstances that will require the university Title IX coordinator to proceed with investigating a formal or informal grievance even if a complainant specifically requests that the matter not be pursued.

## Informal Resolution

In instances where it is deemed possible and safe, the university may choose to resolve reports through informal means. If it is determined that

an informal resolution may be appropriate, the Title IX coordinator, deputy Title IX coordinator or designee will speak with the complainant about this option. If the complainant agrees, the Title IX coordinator or deputy coordinator will speak with the person alleged to have engaged in the misconduct. If a satisfactory resolution is reached through this informal process, the matter will be considered completed. If these efforts are unsuccessful, the formal investigation process will commence. The informal resolution process will not be used in cases of sexual assault.

## Complaints Regarding Sex Discrimination in a University Program or Activity, Including Equity in Athletics

NOTE: Claims of sexual misconduct are addressed separately. A separate grievance procedure is set forth for claims of sexual misconduct and other related misconduct. See section on sexual misconduct and harassment. (p. 95)

### Grievance Procedures for Formal (i.e., Written) Grievances

A formal grievance process is initiated when a complainant submits a written statement to the university Title IX coordinator alleging discrimination on the basis of sex in any university program or activity, including, without limitation, academic programs, athletics, campus life, residential life and all aspects of employment. In the statement, the complainant is encouraged to request any relief sought from the university. Prompt submission of formal grievances is encouraged.

Complaints relating to athletics will be handled by the deputy Title IX coordinator for athletics:

Tami Reilly  
Associate Athletic Director of Fitness & Wellness  
RT-STC  
[tami.reilly@qu.edu](mailto:tami.reilly@qu.edu)  
203-230-8460

Complaints relating to other university programs and activities will be handled by the Title IX coordinator:

Terri Johnson  
Associate Vice President for Operations  
AB-ACA N116  
[terri.johnson@qu.edu](mailto:terri.johnson@qu.edu)  
203-582-8731

The deputy Title IX coordinator will consider the written grievance and may dismiss the grievance without further process or review if it is determined that the allegations, even if true, would not constitute a violation of this policy.

If the grievance is not dismissed, the deputy coordinator will interview the individual who submitted the written statement. Depending on the circumstances, the deputy coordinator also may interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the grievance.

The deputy coordinator will determine whether there has been a Title IX violation using a preponderance of the evidence standard and will consult with other university offices as necessary in reaching a decision regarding the written grievance. The deputy coordinator will prepare a written report setting forth findings, conclusions and recommended

actions to be taken, if applicable. The university Title IX coordinator and the complainant will receive a copy of the report.

In the event the deputy coordinator determines that there has been a violation, a report will be presented to Mark Thompson, executive vice president and provost of Quinnipiac University, or his designee. Upon notification of a violation, Thompson, or his designee, will take appropriate action to ensure that the violation is remedied, prevent its recurrence and correct any discriminatory effects on the complainant to the extent possible.

While the time it may take to investigate and resolve a Title IX grievance will depend on a variety of factors, including the nature and scope of the allegations, the university will seek to resolve the grievance promptly.

## Appeals for Equity Grievances

If the deputy Title IX coordinator finds there was no violation of Title IX, the complaining party may notify the university Title IX coordinator of an intent to appeal the decision within five business days of learning of the determination. Upon notification of intent to appeal, the complaining party must submit an appeal letter specifying the grounds upon which the appeal is based and any supporting materials within five business days. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal and to solicit any materials deemed necessary to allow all parties to respond to all issues.

Once the appeal materials are submitted, any relevant parties will be notified of the appeal and may respond to the appeal. The university Title IX coordinator may decide to:

- Affirm the deputy coordinator's decision. In this case, the initial decision is final.
- Modify the deputy coordinator's decision and present a report with findings and recommendations to Thompson or his designee. Upon receipt of the university Title IX coordinator's report and recommendations, Thompson, or his designee, will take appropriate action to ensure that any violation is remedied.

Members of the university community, guests and visitors have a right to be free from sexual harassment, violence and gender-based harassment. When an allegation of misconduct is investigated, and a responding community member is found to have violated this policy, serious sanctions may be used in an effort to ensure that such actions are not repeated.

Any attempts to violate this policy are considered sufficient for having committed the violation itself. The use of alcohol or other drugs will not be accepted as a defense or mitigating factor to a violation of this policy. These policies apply regardless of the complainant's or respondent's sexual orientation, sex, gender identity, age, race, nationality, religion or ability. Harassment or discrimination based upon an individual's sexual orientation may be considered gender-based and be subject to this policy. Reasonable accommodations will be provided, as needed, to permit students with disabilities to utilize the procedures set forth herein.

## Definitions and Scope of Sexual Misconduct

Quinnipiac prohibits any form of sexual misconduct, including but not limited to acts of sexual harassment, nonconsensual sexual contact or intercourse, and other forms of sexual exploitation.

**Sexual harassment** is defined as unwelcome gender-based verbal or physical conduct that is:

- sufficiently severe, persistent or pervasive that it has the effect of unreasonably interfering with, limiting or depriving someone of the ability to participate in or benefit from the university's educational program, activities and/or employment, and is;
- based on power (quid pro quo), the creation of a hostile environment, or retaliation;

Examples of sexual harassment include, but are not limited to:

- subtle or persistent pressure for sexual activity;
- unnecessary touching, pinching or brushing against a person;
- requesting or demanding sexual favors concerning employment, academic activities or other university activities;
- unwelcome communications (verbal, written, electronic, etc.) of a sexual nature;
- unwelcome conduct based on a person's perceived sexual orientation, gender identity or expression or gender based stereotypes
- failure to accept the termination of a consensual relationship with repeated and persistent requests and behavior.

**Nonconsensual sexual contact** includes any intentional touching, however slight, whether clothed or unclothed, with any object or body part by a person against another person that is without consent and/or by force.

Examples of nonconsensual sexual contact include, but are not limited to:

- intentional contact with the breasts, buttocks, groin or genitals;
- intentional touching of another with breasts, buttocks, groin or genitals;
- making another person touch someone or themselves in a sexual manner;
- any intentional bodily contact in a sexual manner.

**Nonconsensual sexual intercourse** includes any sexual intercourse, however slight, with any object or body part by a person against other person that is without consent and/or by force.

Examples of nonconsensual sexual intercourse include, but are not limited to:

- vaginal penetration by a penis, object, tongue or finger;
- anal penetration by a penis, object, tongue or finger;
- oral copulation (mouth to genital contact or genital to mouth contact).

**Sexual exploitation** includes but is not limited to:

- invasion of sexual privacy and voyeurism (in-person or through audio or video recording);
- knowingly transmitting a sexually transmitted infection;
- exposing of a person's body or genitals;
- prostituting or soliciting another community member.

**Consent** is an active, knowing and voluntary exchange of affirmative words and/or actions, which indicate a willingness to participate in a particular sexual activity. Consent must be freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses



at each stage of sexual involvement. The lack of a negative response is not consent. A person who is incapacitated by alcohol and/or drugs, whether voluntarily or involuntarily consumed, may not give consent. Neither consent to one form of sexual activity nor past relationships imply consent to future sexual activity.

**Incapacitation** is a state where someone cannot make rational, reasonable decisions due to a lack of capacity to give knowing consent (e.g., to understand the “who, what, when, where, why and how” of the sexual interaction).

- Sexual activity with someone who is, or based on circumstances should reasonably have known to be, mentally or physically incapacitated (i.e., by alcohol or other drug use, unconsciousness or blackout) constitutes a violation of this policy.
- A person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the consumption (voluntary or otherwise) of incapacitating drugs cannot give consent.
- To give consent, a person must be of the legal age of consent. Under most circumstances, the age of consent in the state of Connecticut is sixteen. See Connecticut General Statutes § 46b-120, § 46b-127, § 46b-133d, § 53a-70, § 53a-71, and § 54-76b.
- Alcohol-related incapacity results from a level of alcohol ingestion that is more severe than impairment, being under the influence, drunkenness or intoxication.

Evidence of incapacity may be detected by physical cues, e.g., slurred speech, bloodshot eyes, the odor of alcohol on a person’s breath or clothing, inability to maintain balance, vomiting, unusual or irrational behavior and unconsciousness. Context is important in helping to determine incapacitation. Any of these particular cues alone do not necessarily indicate incapacity.

**Force** is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation and coercion that overcomes resistance or produces consent.

**Coercion** is unreasonable pressure for sexual activity. Coercion is the use of emotional manipulation to persuade someone to do something they may not want to do, such as being sexual or performing certain sexual acts. Being coerced into having sex or performing sexual acts is not consenting sex and is considered sexual misconduct.

## Intimate Partner Violence

**Relationship violence** is a pattern of behavior in an intimate relationship that is used to establish power and control over another person through fear and intimidation. A pattern of behavior is typically determined based on the repeated use of words and/or actions and inaction to demean, intimidate and/or control another person. This behavior can be verbal, emotional and/or physical. Examples include, but are not limited to: striking another person (slapping, punching, etc.), property damage, reckless behavior, name calling and insults, public humiliation, harassment directed toward friends and acquaintances, and verbal and/or physical threats.

**Stalking** involves any behaviors or activities occurring on more than one occasion that collectively instill fear and/or threaten a person’s safety, mental health, and/or physical health. Such behaviors or activities may include, but are not limited to nonconsensual communications (i.e., face-to-face, telephone, email, social media), threatening or obscene gestures, surveillance, or showing up outside the targeted individual’s classroom, residence or workplace.

## Other Forms of Misconduct

Other forms of misconduct, when gender-based, will fall under this policy. These include, but are not limited to:

- conduct that interferes with the rights of others and/or demonstrates disregard for the university community;
- assisting another person in committing a violation of this policy;
- personal harassment and/or verbal abuse;
- the threat of physical harm, physical abuse, mental distress or injury;
- actions that inflict physical harm, physical abuse, mental distress or injury;
- slanderous, false or malicious statement(s) about a person or defamation of character;
- endangerment of the health and safety of others;
- hazing;
- damage and/or vandalism to another’s property.

## Jurisdiction

This policy shall apply to conduct that occurs on university-owned or leased property, at university-sponsored events, as well as off campus. Students shall be responsible for their conduct from the time of application for admission through the awarding of a degree at Commencement, as well as during periods between terms of actual enrollment, study abroad and leaves of absence or suspension. The Title IX grievance committee maintains the authority to adjudicate alleged violations of the Student Code of Conduct that are related to the same incident under review, though may not be directly related to gender-based conduct. While complaints received by responsible employees will be investigated in accordance with this policy, complaints against students who have already withdrawn or graduated from Quinnipiac will not be subject to Title IX grievance procedures.

## Complaint Procedures for Sexual Misconduct

Any community members who believe they have been subject to sexual assault, sexual harassment or other sexual misconduct or has witnessed or learned of such an incident is encouraged to contact the university Title IX coordinator or a deputy coordinator directly. The Title IX coordinator ensures that complaints are handled by the appropriate deputy coordinator or designee for investigation, possible interim measures, resolution, and thereby ensures complainants have access to medical, mental health, law enforcement and other resources that may be required.

## Preservation of Physical Evidence

The university encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual misconduct. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response. The university will assist any community member to get to a safe place and will provide medical assistance, coordination with law enforcement, and information about the university’s resources and complaint processes.

## Handling of Complaints

Complaints against **students, visitors and individuals not affiliated with Quinnipiac** are handled by the Title IX coordinator:

**Terri Johnson, Associate Vice President of Operations**

Office of the Executive Vice President and Provost, AB-EVP  
 terri.johnson@qu.edu  
 203-582-8731

Complaints against **faculty, staff and vendors** are handled by the deputy Title IX coordinator for faculty and staff. The deputy coordinator for faculty and programs is:

**Stephanie Mathews, Employee Relations and Labor Relations Associate**  
 554 Mount Carmel Avenue, MC-7, OF-HMN  
 stephanie.mathews@qu.edu ( stephanie.mathews@qu.edu)  
 203-582-7768

In situations in which a complaint is filed against a community member who embodies more than one status at the university (i.e., community member is a student and an employee), the university Title IX coordinator has the authority to appoint investigators (possibly from different areas of the institution) and determine the grievance process for the reported incident (student, faculty or nonfaculty employee). The selected grievance process shall have the authority to make final determinations affecting all individual statuses at the university.

## Protective Orders

Students should bring any protective orders to the Department of Public Safety. The university will assist in making any necessary accommodations.

## Sexual Misconduct Grievance Procedures for Students

### Student Rights – Rights of the Complainant

- The right to an investigation and appropriate resolution of all credible complaints of sexual misconduct, gender-based discrimination and/or harassment made in good faith to the university;
- The right to be treated with respect by university staff throughout the process;
- The right to be notified of available counseling, mental and physical health services for victims of sexual misconduct, gender-based discrimination and/or harassment on campus and off campus;
- The right to identify witnesses and other parties, and to request the Title IX coordinator or designee contact those individuals as part of the investigation;
- The right to have an adviser of your choice present in a support or advisory role during the investigation and Title IX Grievance Committee (committee) hearing;
- The right to report the incident to off-campus authorities and/or law enforcement and to be assisted by university staff in doing so;
- The right to have a committee of mixed genders, to know the members of the committee ahead of time, and to address concerns of bias and/or conflict of interest in regard to committee members;
- The right to review all documents and reports produced by the investigation, subject to limitations provided by law, as well as the names of all witnesses who may be called to provide statements to the committee, at least 24 hours prior to the hearing;
- The right to know which provisions of the Student Code of Conduct the accused student is charged with violating;
- The right to challenge information and documents prior to the hearing;

- The right to have the university request attendance and accommodate individuals called as witnesses for a hearing;
- The right to have a copy of the committee hearing script at least 48 hours prior to the hearing;
- The right to be present and participate in the committee hearing;
- The right to make an impact statement to the committee, should the committee find the accused student responsible for violating this policy;
- The right to participate in committee hearings by means other than being in the same room with the accused student;
- The right to be informed of the outcome and sanction of any committee hearing within one business day of a decision being rendered, and to receive that decision in writing;
- The right to appeal the finding and sanction of the committee, in accordance with the appeal guidelines established in this policy;
- The right to privacy, and the assurance that information regarding the complaint will be shared only with those necessary.

### Student Rights – Rights of the Accused Student

- The right to an investigation and appropriate resolution of all credible complaints of sexual misconduct, gender-based discrimination and/or harassment made in good faith to the university;
- The right to be treated with respect by university staff throughout the process;
- The right to be notified of available counseling, mental and physical health services, on and off campus;
- The right to identify witnesses and other parties, and to request the Title IX coordinator or designee contact those individuals as part of the investigation;
- The right to have an adviser of your choice present in a support or advisory role during the investigation and committee hearing;
- The right to have the Title IX grievance process fully explained, and to receive written notice of all Student Conduct Code charges at least 48 hours before a committee hearing;
- The right to be notified of possible sanctions that may result if found responsible of violating this policy and the student code of conduct;
- The right to have a committee of mixed genders, to know the members of the committee ahead of time, and to address concerns of bias and/or conflict of interest in regard to committee members;
- The right to review all documents and reports produced by the investigation subject to limitations provided by law, as well as the names of all witnesses who may be called to provide statements to the committee, at least 24 hours prior to the hearing;
- The right to challenge information and documents prior to the hearing;
- The right to have the university request attendance and accommodate individuals called as witnesses for a hearing;
- The right to have a copy of the committee hearing script at least 48 hours prior to the hearing;
- The right to be present and participate in the committee hearing;
- The right to make an impact statement to the committee, should the committee find the accused student responsible for violating this policy;
- The right to be informed of the outcome and sanction of any committee hearing within one business day of a decision being rendered, and to receive that decision in writing;

- The right to a hearing outcome based on information presented during the hearing which the committee finds credible, relevant and convincing;
- The right to appeal the finding and sanction of the committee, in accordance with the appeal guidelines established in this policy;
- The right to privacy, and the assurance that information regarding the complaint will be shared only with those necessary.

## Complaints of Sexual Misconduct Against Students

### Investigation

The Title IX coordinator or designee will formally investigate student grievances, address inquiries and coordinate the university's compliance efforts regarding student complaints and grievances. Notice of a formal complaint can be made in writing or orally to an appropriate staff member (Residential Life, Public Safety, Student Affairs, etc.), though the university encourages students to submit grievances in writing (electronically or by hard copy) to the Title IX coordinator or other appropriate staff member. The Title IX coordinator or designee also reserves the right to investigate any incident referred to the dean of students office that may relate to this policy, and, if necessary, refer that incident to the Title IX grievance process.

The complaint should clearly describe the alleged incident, when and where it occurred, and the desired remedy, if known. Additionally, the initiator of a formal complaint should submit any supporting materials in writing as quickly as possible.

Quinnipiac University strives for completion of the investigation and grievance procedures within 60 days of the receipt of the complaint. Should this process last longer than 60 days, the Title IX coordinator will communicate the reasons and expected timeline to all parties. Reasons for extending beyond 60 days could include, but are not limited to: multi-party investigations, the availability of witnesses, disability accommodations approved by the Office of Student Accessibility and periods of university closure and breaks.

### Interim Remedial Action

After reviewing the complaint, the Title IX coordinator or designee may enact interim remedial actions in order to stop the alleged harassment or discrimination, and/or to protect the safety and well-being of the individuals and university community. Interim remedial action is preliminary, and only in effect until the process is complete and a decision is rendered. Interim remedial actions include, but are not limited to, no contact orders, changes in university housing accommodations, changes in academic schedule and accommodations, university housing suspensions, campus restrictions and university suspensions. These actions may be instituted or removed at any point during the investigation process.

### Preliminary Review

After reviewing the complaint, the Title IX coordinator or designee will:

- determine the identity and contact information of the complainant;
- identify what policies, if any, were allegedly violated;
- meet the complainant to discuss the complaint if necessary;
- conduct an immediate review to determine if there is cause to proceed with further investigation.

If there is insufficient evidence to support a reasonable cause for the complaint, or if the behavior described in the complaint does not violate this policy, the grievance will be closed with no further action.

### Formal Investigation

If the Title IX coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. During the formal investigation, the Title IX coordinator or designee will:

- identify two trained investigators to conduct the investigation. The Title IX coordinator may serve as an investigator if necessary.
- commence a thorough and impartial investigation by developing a strategic investigation plan, including a witness list, information list, intended investigation timeframe, and order of interviews for all witnesses and the accused individual;
- give the accused individual proper notice of the investigation and provide an opportunity for the accused individual to provide information;
- complete the investigation in a timely manner, without unnecessary deviation from the intended timeline;
- maintain communication with the complainant and the accused individual on the status of the investigation and overall process.

An investigation may be conducted by a single investigator if appropriate and upon approval by the Title IX coordinator.

At the conclusion of the investigation, the investigator will meet with the complainant and the accused student separately to present the findings. If supported by the investigation findings, the investigator will present the accused student with a notice of alleged violations of the Student Code of Conduct.

### Resolution Agreement Option

If the accused student accepts responsibility for the alleged Student Code of Conduct violations presented in investigator's report, the investigator will present proposed sanctions to the accused student. If the accused student accepts the sanctions, then those sanctions will be presented in a written decision letter. After acceptance of responsibility and sanctions, the accused student has three business days to reconsider that acceptance and request a hearing. Accused students who do not accept responsibility or the investigator's proposed sanctions will have their matter heard by the Title IX Grievance Committee.

Students who accept responsibility and the sanction recommendation of the investigator cannot appeal the decision.

### Title IX Grievance Committee

The Title IX coordinator or designee will convene the Title IX Grievance Committee (committee) to conduct a hearing once charges have been assigned following an investigation, and the accused student has not accepted responsibility or has not accepted the investigator's proposed sanction. The committee is responsible for determining whether it is more likely than not that the accused individual violated the Student Code of Conduct. If the accused student is found responsible, the committee shall assign appropriate sanctions in accordance with this policy and the Student Code of Conduct process. The goal of the hearing is to provide a resolution through an equitable process, respecting the rights of all participants.

### Composition

The Title IX Grievance Committee shall be composed of university staff members who are trained annually on Title IX issues, investigations

and hearing practices. In each hearing, the committee shall consist of three members, with one designated as the chair, who is charged with conducting the hearing.

### **Jurisdiction**

This policy shall apply to conduct that occurs on university-owned or leased property, at university-sponsored events, as well as off campus. Students shall be responsible for their conduct from the time of application for admission through the awarding of a degree, as well as during periods between terms of actual enrollment, study abroad and leaves of absence or suspension. The committee maintains the authority to adjudicate alleged violations of the Student Code of Conduct that are related to the same incident under review, though may not be directly related to gender-based conduct.

### **Advisers**

Advisers serve as a moral and emotional support for students during committee hearings, and can assist with meeting preparation. Advisers are not permitted to advocate for a student or speak on their behalf during a committee hearing. Students who are witnesses to the incident or are otherwise involved in the matter before the committee cannot serve as advisers.

### **Hearing Process**

The investigator(s) will meet with both the complainant and the accused student prior to the hearing to outline the hearing process and answer questions. Prior to the hearing, the Title IX coordinator or designee will:

- be available to both the complainant and accused student to answer questions and address concerns with the process;
- schedule the committee hearing, and select committee members from the pool of eligible members based solely on availability and maintaining a committee of mixed genders;
- select the committee chair from among the three selected committee members;
- contact witnesses and work to ensure their availability for the committee hearing;
- arrange accommodations intended to limit contact between hearing participants (i.e. arranging accommodations in different rooms, setting up physical barriers in the hearing room);
- prepare copies of all reports and documentary information to be disseminated to the committee, complainant and accused student before the hearing.

At the hearing, the following individuals may be present:

- three committee members
- complainant(s)
- adviser for complainant(s) (optional)
- accused student(s)
- adviser for accused student(s) (optional)
- investigator(s)
- witnesses (only one at any one time)
- Title IX coordinator (if not an investigator)
- university counsel

The chair will conduct the hearing in accordance with the hearing script. The script ensures that the investigation report is presented, and that the committee has the opportunity to ask questions of all parties and witnesses, if necessary.

Students needing accommodations may make requests through the Office of Student Accessibility. Audio or video recording devices are not permitted at committee hearings.

Additionally, the hearing script ensures:

- all parties are introduced;
- all conduct code charges are read;
- the accused student is provided an opportunity to plead “responsible,” “not responsible,” or decline to make a plea, for each conduct code charge;
- the investigator(s) will present the results and findings of the investigation;
- the committee can ask questions of the investigator, parties and witnesses.

If any individual should become disruptive during the hearing, including witnesses and advisers, the chair maintains the discretion to remove that individual from the hearing.

At the conclusion of the investigation presentation and questioning, the committee will deliberate privately to determine the accused student’s responsibility for the charged conduct code violations. All decisions require a majority vote of the committee.

After the committee makes a decision, the committee will reconvene with the parties and the investigator(s), and the committee chair will announce the committee’s decision. If the accused student is found responsible for any conduct code violations, the committee will commence the sanction phase of the hearing. If the accused student is found not responsible for all conduct code violations, the hearing ends.

During the sanction phase of the hearing, the hearing script will direct the committee to:

- accept optional impact statements from both parties, verbally and/or in writing;
- ask the Title IX coordinator or designee to disclose the accused student’s past student conduct code violations, if any;
- ask the Title IX coordinator or designee for sanction parameters, as defined by this policy for the applicable code of conduct violations.

At the conclusion of the sanction phase, the committee will deliberate privately. All sanction decisions require a majority vote. After a sanction decision is made, the committee will reconvene with the parties and the investigator(s) to announce the sanction decision and close the hearing.

After the conclusion of the hearing, the investigator(s) will meet with both parties and answer and questions about the sanctions and any post-hearing requirements. The committee has one business day from the close of the hearing to produce a written decision letter to both parties. Responsibility for the decision letter falls to the chair. Once completed, the decision letter is delivered to the investigator(s) for simultaneous delivery to both parties.

### **Sanctions-only Hearing**

Should the accused student accept responsibility for all charged violations of the code of conduct, but disagree with the investigator’s proposed sanction, a sanctions-only hearing will be conducted. This hearing, after the presentation of the investigation findings and the opportunity for questioning, moves directly to the sanction phase described above.



## Sanctions

The following are possible sanctions for incidents reviewed under this policy:

- Students found responsible for violating this policy in regard to nonconsensual sexual contact or intimate partner violence will likely receive a sanction ranging from probation to expulsion, depending upon the severity of the incident and any previous violations of the Student Code of conduct.
- Students found responsible for violating this policy in regard to nonconsensual or forced sexual intercourse will likely receive a sanction of suspension, dismissal or expulsion.
- Students found responsible for violating this policy in regard to sexual harassment, sexual exploitation, or other gender-based misconduct will likely receive a sanction ranging from an official reprimand to expulsion, depending upon the severity of the incident and any previous violations of the Student Code of Conduct.
- The committee will sanction students found responsible for violations of the Student Code of Conduct not related to this policy in accordance with sanctions used in the general Student Conduct Process.

The committee reserves the right to increase or decrease the recommended sanction guidelines listed above in the case of significant mitigating or aggravating factors. Neither the committee nor the appeal officer will deviate from the guidelines listed above unless significant mitigating or aggravating factors exist. The committee also reserves the rights to include additional sanctions, educational or otherwise, in accordance with the general student conduct process.

## Parental Notification

Quinnipiac reserves the right to communicate with a parent or guardian of the accused student on any student conduct action taken by the university, in accordance with the Family Educational Rights and Privacy Act (FERPA).

## Appeals

After receiving notification of the committee's decision, both the complainant and the accused student have five business days to notify the Title IX coordinator of their intent to appeal the decision. An appeal form may be obtained from the Title IX coordinator or designee and a formal letter of appeal specifying the grounds upon which the appeal is based and supporting information must be submitted within five business days of the receipt of the appeal form. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal.

Sanction(s) imposed by the committee will remain in effect while the appeal is pending. The letter of appeal specifies the grounds upon which the appeal is based, and how those grounds materially affected the outcome (responsibility or sanctions) of the original meeting.

The letter of appeal must be completed and signed by the student or submitted directly from the student's Quinnipiac University email account.

Once the appeal materials are submitted, the other party and the investigator(s) may submit materials in response to the appeal. Other parties will be assigned an appropriate deadline for submission of materials by the Title IX coordinator or designee. Complainants or

accused students who fail to attend the committee hearing forfeit the right to request an appeal.

The accepted grounds for an appeal are:

- additional and/or new relevant information was not available at the time of the committee hearing.
- an error in the process or an abridgement of rights, as outlined by this policy, which materially impacted the outcome of the hearing.
- the sanction(s) assigned by the committee did not adhere to the sanction guidelines stated in this policy.

The university Title IX coordinator reviews requests for appeals or designates a trained senior university staff member to serve as the appeal officer. If the appeal letter(s) does not bring forward sufficient grounds for appeal, the appeal will be denied and the matter will be closed.

If the Title IX coordinator, or designee, determines that the appeal should be considered, the Title IX coordinator, or designee, may convene a formal appeal panel, which can:

- affirm the decision of the committee. In this case, the initial decision is final.
- remand the matter back to the committee to make a decision in light of the appeal officer or panel's findings.
- initiate a new Title IX Grievance Committee hearing.

## Compliance with Sanctions and Accommodations

At the conclusion of the Title IX Grievance Committee process, the Title IX coordinator will be responsible for ensuring compliance with all assigned sanctions, and to make any accommodations with the goal of preventing the recurrence of sexual and/or gender-based harassment.

## Complaints of Sexual Misconduct Against a Faculty Member, Staff Member, Administrator or Third Party

Reports of gender-based misconduct by a faculty member, staff member, administrator or third-party affiliated with the university should be filed with the university Title IX coordinator or deputy coordinator for faculty, staff and vendors.

## Investigation

The deputy Title IX coordinators in coordination with the university Title IX coordinator, are designated to formally investigate grievances, address inquiries and coordinate the university's compliance efforts regarding complaints and grievances against faculty members, staff, administrators and third parties. Notice of a formal complaint can be made in writing or orally to an appropriate staff member (Residential Life, Public Safety, Student Affairs, Human Resources, etc.), though the university encourages community members to submit grievances in writing (electronically or by hard copy) to the deputy coordinator, the university Title IX coordinator or other appropriate staff member.

The complaint should clearly describe the alleged incident, when and where it occurred, and the desired remedy, if known. Additionally, the initiator of a formal complaint should submit any supporting materials in writing as quickly as possible.

Completion of the investigation and grievance procedures should be complete within 60 days of the receipt of the complaint, oftentimes

sooner. If this process lasts longer than 60 days, the deputy coordinator will communicate the reasons and expected timeline to all parties.

## Interim Remedial Action

After reviewing the complaint, the deputy coordinator, or the lead investigator in consultation with the deputy coordinator, may enact interim remedial actions in order to stop the alleged harassment or discrimination, and/or to protect the safety and well-being of the individuals and university community. Interim remedial action is preliminary, and only in effect until the process is complete and a decision is rendered. Interim remedial actions include, but are not limited to, no contact orders, changes in academic schedule and accommodations, campus restrictions and university suspensions. These actions may be instituted at any point during the investigation process.

## Preliminary Investigation

After reviewing the complaint, the deputy coordinator will:

- determine the identity and contact information of the complainant;
- identify which policies, if any, were allegedly violated;
- meet the complainant to inquire about and finalize complaint;
- conduct an immediate initial investigation to determine if there is cause to proceed with further investigation.

If there is insufficient evidence to support a reasonable cause for the complaint, the grievance will be closed with no further action.

## Formal Investigation

If the deputy coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. During the formal investigation, the deputy coordinator, or a trained lead investigator identified by the deputy coordinator, will:

- identify and select a second trained investigator to assist with the formal investigation. The deputy coordinator may appoint additional investigators as necessary.
- commence a thorough and impartial investigation by developing a strategic investigation plan, including a witness list, information list, intended investigation timeframe, and order of interviews for all witnesses and the accused individual;
- give the accused individual proper notice of the investigation and provide an opportunity for the accused individual to provide information;
- complete the investigation in a timely manner, without unnecessary deviation from the intended timeline;
- maintain communication with the complainant and the accused individual on the status of the investigation and overall process.

At the conclusion of the investigation, the deputy Title IX coordinator will determine whether there has been a Title IX violation using a preponderance of the evidence standard and will consult with other university offices as necessary in reaching a decision regarding the written grievance. The deputy coordinator will prepare a written report setting forth findings, conclusions and recommended actions to be taken, if applicable.

In the event the deputy coordinator determines that there has been a violation, a report will be presented to Mark Thompson, executive vice president and provost of Quinnipiac University, or his designee. Upon notification of a violation, Thompson, or his designee, will take appropriate action to ensure that the violation is remedied, that it will

not recur and that the discriminatory effects upon the complainant are corrected to the extent possible.

While the time it may take to investigate and resolve a Title IX grievance will depend on a variety of factors, including the nature and scope of the allegations, the university will seek to resolve the grievance promptly.

## Informal Resolution

In instances where it is deemed possible and safe, the university may choose to resolve reports through informal means. If it is determined that an informal resolution may be appropriate, the Title IX coordinator or deputy coordinator will speak with the complainant about this option. If the complainant agrees, the Title IX coordinator or deputy coordinator will speak with the person alleged to have engaged in the misconduct. If a satisfactory resolution is reached through this informal process, the matter will be considered completed. If these efforts are unsuccessful, the formal investigation process will commence. The informal resolution process will not be used in cases involving allegations of sexual assault.

## Appeals

The complainant or the accused may notify the university Title IX coordinator of an intent to appeal the decision within five business days of learning of the determination. Upon notification of intent to appeal, the complaining party must submit an appeal letter specifying the grounds upon which the appeal is based and any supporting materials within five business days. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal. The only accepted grounds for appeal are:

- additional and/or new relevant information was not available at the time of the investigation; or
- the investigator did not consider evidence that would have materially impacted the outcome of the investigation.

Once the appeal materials are submitted, the other party and the investigator will be notified of the appeal and given an opportunity to submit materials in response to the appeal.

The university Title IX coordinator may decide to:

- affirm the deputy coordinator's decision. In this case, the initial decision is final.
- modify the deputy coordinator's decision and present a report with findings and recommendations to Thompson or his designee. Upon receipt of the university Title IX coordinator's report and recommendations, Thompson, or his designee, will take appropriate action to ensure that any violation is remedied.

## Transfer of Credit Policy

Graduate course credit completed with a grade of B or better at other regionally accredited institutions prior to matriculation at Quinnipiac *may* be transferred into a graduate program at Quinnipiac. Consistent with State Department of Education policies, upon individual review the MAT program may accept up to 6 transfer credits completed with a grade of B- or higher.

The normal transfer credit limit for each graduate program is indicated below, although additional transfer credits may be considered on an individual basis. Requests for transfer of credit must be submitted to the appropriate graduate program director along with official transcripts from the institution(s) where the credits were earned. Ordinarily, transfer of credit is granted for courses demonstrated to be similar in content,

level of instruction and objectives to courses within a student's graduate curriculum at Quinnipiac. Additional program-specific requirements are indicated below.

**Graduate programs that do not accept transfer credits:**

- MHS in Advanced Medical Imaging and Leadership
- MMSc in Anesthesiologist Assistant
- MHS in Cardiovascular Perfusion
- Master of Occupational Therapy
- Doctor of Physical Therapy
- MHS in Physician Assistant
- MHS in Pathologists' Assistant
- MHS in Radiologist Assistant
- MD program
- Health Care Compliance Certificate
- Long-Term Care Administration Certificate
- Social Media Certificate
- User Experience Design Certificate

**Graduate programs that may accept up to 3 transfer credits**

- MS in Accounting
- MS in Business Analytics
- Occupational Therapy Doctorate
- Occupational Therapy Certificate
- Online Course Design Certificate
- MS in Organizational Leadership

**Graduate programs that may accept up to 6 transfer credits:**

- MAT Elementary Education
- MAT Secondary Education
- MS in Cyber Security
- MS in Instructional Design
- Master of Social Work
- MS in Special Education
- Special Education Certificate

**Graduate programs that may accept up to 9 transfer credits:**

- MHS in Biomedical Sciences
- Master of Business Administration
- MS in Molecular and Cell Biology,
- Master of Science in Nursing
- Doctor of Nursing Practice
- MS in Teacher Leadership
- Educational Leadership Certificate
- MS in Interactive Media and Design
- MS in Journalism
- MS in Sports Journalism
- MS in Public Relations

All MSN and DNP nursing programs will only consider transfer of course credit taken within the last five years. In addition, the Nurse Anesthesia program will only consider transfer credits of the nursing core essentials, not sciences or anesthesia courses. For the JD program, the maximum number of credits a student can transfer from another law school is 30.

Graduate level courses taken to complete a degree program at Quinnipiac may be applied to a second graduate degree. These courses must be part of the approved curriculum of the second degree. Further, a minimum

of 15 credits of additional course work must be completed before the conferral of a second degree. Students in dual degree programs (combined undergraduate and graduate) may not transfer graduate course credit from another institution.

## Transfer Credit from Other Institutions Policy

Quinnipiac University is committed to having its students take courses that best fit their required curricula at the appropriate academic level. Once undergraduate students have matriculated at Quinnipiac, they normally are not allowed to take courses for credit elsewhere. If there is a compelling reason, the university will accept up to two courses for transfer credit from an accredited institution, assuming grades of "C" or better. To receive credit, the course(s) must be preapproved by the appropriate dean based on an official course description provided by the student. Ordinarily, permission to take a summer or intersession course elsewhere is *NOT* given if:

1. the course is offered during the same period by QU Online, or
2. the course is offered during the same period on the Quinnipiac campus and the student is residing in the state of Connecticut.

If either of these two requirements is inappropriate for an individual student, he/she may petition for an exception from the dean through the university's Variant Procedure (p. 103) process. Once a student has completed (or transferred) a total of 48 credits, he/she will not be permitted to take a course at a junior or community college offering two-year terminal degrees. Students must take their final 45 credits at Quinnipiac. Students who study abroad during the summer or winter intercession are exempt from the two-course limit.

Quinnipiac University has different policies that apply to courses taken elsewhere through its approved Study Abroad (<http://catalog.qu.edu/general-information/study-abroad>) and Washington, D.C., Semester (<http://catalog.qu.edu/general-information/study-abroad/#washingtondcsemesterprogramtext>) programs.

## Tutorial Study

Quinnipiac University makes every effort to schedule courses so students can complete their curriculum in a convenient period of time. Occasionally, a student may need to take a course not scheduled during a particular semester to complete a program or meet a professional requirement. In such cases, students may request to take a course on an individual, tutorial basis. Courses taught on a tutorial basis may not have regularly scheduled class times. However, tutorial courses have the same academic standards and performance requirements of regularly scheduled courses. Applications for tutorial courses ("Individual Study Form") can be obtained from the program director, who will refer the student to the proper faculty member. The application with the instructor's signature must be filed before the first day of classes together with a registration form.

## Use of Graduate Course Credits by Undergraduate Students

Advanced undergraduate students who lack a bachelor's degree may take graduate courses in some programs. Graduate courses are taught at an advanced level and no special consideration is made for undergraduate students who have enrolled in graduate classes on a

space-available basis. With the permission of the dean's office of the school/college, up to three courses (9-12 graduate credits) may be used to fulfill undergraduate degree requirements. These credits may be applied to meet the requirements of a subsequent graduate degree program if they are a part of the approved curriculum of the graduate program. However, a minimum of 24 graduate credits must be taken after the conferral of the undergraduate degree, to earn a graduate degree. Students also must meet all of the curriculum and graduation requirements of their individual graduate degree program.

## Variant Procedure Policy

All Quinnipiac University academic policies and requirements are designed to maintain the standards of academic quality and to promote student learning. Students and faculty are bound by the policies and requirements outlined in this catalog. However, individual circumstances may warrant a student to petition to be exempted or granted a variance from a particular policy or requirement. This petition should be stated briefly on a Variant Procedure Form by the student. It is strongly recommended that the variant form be accompanied by a letter of explanation and supportive documentation.

Variant Procedure Form must be examined and signed in turn by the department chair or program director, academic dean of the student's home school/college (or designee) and the vice president for academic innovation and effectiveness.

## Withdrawal from a Course

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

## Withdrawal from the University

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

Honorable release is granted when all financial obligations to Quinnipiac University have been met. The refund policy is available in the Bursar's Office.

A student receiving aid for education for the Veterans Administration must consult with the registrar and comply with Veterans Administration regulations. A student holding a Stafford Loan or Nursing Student Loan must have an interview in the financial aid office to ensure a clear understanding of repayment obligations. For details, see the Bursar's Office webpage (<https://parents.qu.edu/parents-resources/bursar>).

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

## Administrative Withdrawal

Students are administratively withdrawn by the university if they have not registered for classes by the end of the drop/add period of any semester,

if they have not returned to the university when the approved period of leave of absence has expired, or if they have not returned at the time specified after academic or disciplinary suspension and the period of suspension has not been extended.

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

## Readmission

Students who are not on an official leave of absence and who wish to return to Quinnipiac University must apply for readmission through the Admissions Office. Any student who has been away from the university for two full semesters must reapply for admission. Official transcripts of any colleges attended while the student has been away from Quinnipiac must be provided. The Office of Admissions, the Office of Academic Innovation & Effectiveness and the Dean of Students Office will determine the student's eligibility for readmission.

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



# COLLEGE OF ARTS AND SCIENCES

## Robert W. Evans College of Arts and Sciences Center

203-582-8730 (Central Office)

### Administrative Offices

Title	Name	Phone	Email
Dean	Robert Smart	203-582-8730	Robert.Smart@qu.edu
Associate Dean	Mary Paddock	203-582-8951	Mary.Paddock@qu.edu
Associate Dean	Diane Stock	203-582-6423	Diane.Stock@qu.edu
Associate Dean	Wesley Renfro	203-582-7372	Wesley.Renfro@qu.edu
Director of Student Advising	Jonathan Lee	203-582-7376	Jonathan.Lee@qu.edu
Director of Career Development	Rick DelVecchio	203-582-3998	Rick.Delvecchio@qu.edu

### Departments/Programs

Department	Chairperson	Phone	Email
Biological Sciences	Lise Thomas	203-582-8497	Lise.Thomas@qu.edu
Chemistry and Physical Sciences	Carol Fenn	203-582-8254	Carol.Fenn@qu.edu
Economics	Donn Johnson	203-582-8205	Donn.Johnson@qu.edu
English	Patricia Comitini	203-582-8253	Patricia.Comitini@qu.edu
History	David Valone	203-582-5269	David.Valone@qu.edu
Independent Major	Mary Paddock	203-582-8951	Mary.Paddock@qu.edu
Interdisciplinary Studies	Mary Paddock	203-582-8951	Mary.Paddock@qu.edu
Legal Studies	Jill E. Martin	203-582-8712	Jill.Martin@qu.edu
Mathematics	Cornelius Nelan	203-582-8003	Cornelius.Nelan@qu.edu
Modern Languages, Literatures and Cultures	Luis Arata	203-582-8658	Luis.Arata@qu.edu
Philosophy and Political Science	Scott McLean	203-582-8686	Scott.McLean@qu.edu
Psychology	Anne Eisbach	203-582-8455	Anne.Eisbach@qu.edu
Behavioral Neuroscience	Adrienne Betz	203-582-5259	Adrienne.Betz@qu.edu
Sociology, Criminal Justice and Anthropology	Catherine Richards Solomon	203-582-5264	Catherine.Solomon@qu.edu
Criminal Justice	Alan S. Bruce	203-582-8458	Alan.Bruce@qu.edu
Gerontology	Catherine Richards Solomon	203-582-5264	Catherine.Solomon@qu.edu
Visual and Performing Arts	George Sprengelmeyer	203-582-6426	George.Sprengelmeyer@qu.edu
Game Design and Development	Greg Garvey	203-582-8389	Greg.Garvey@qu.edu
Theater	Kevin Daly	203-582-3500	Kevin.Daly@qu.edu

### Minors and Other Programs

Program	Name	Phone	Email
Anthropology	Hillary Haldane	203-582-3822	Hillary.Haldane@qu.edu
Applied Statistics and Data Science	Jill Shahverdian	203-582-3663	Jill.Shahverdian@qu.edu
Asian Studies	Nita Prasad	203-582-3729	Nita.Prasad@qu.edu
Biology	Lisa Kaplan	203-582-3588	Lisa.Kaplan@qu.edu
Dispute Resolution	Jill E. Martin	203-582-8712	Jill.Martin@qu.edu
Fine Arts	Stephen Henderson	203-582-3751	Stephen.Henderson@qu.edu
Global Public Health	David Hill	203-582-3944	David.Hill@qu.edu
History and Philosophy of Science	Rebecca Bamford	203-582-3722	Rebecca.Bamford@qu.edu
International Studies	Sean Duffy	203-582-8324	Sean.Duffy@qu.edu
Irish Studies	Christine Kinealy	203-582-4564	Christine.Kinealy@qu.edu
Middle Eastern Studies	Nita Prasad	203-582-3729	Nita.Prasad@qu.edu
Music	George Sprengelmeyer	203-582-6426	George.Sprengelmeyer@qu.edu
Prehealth Advising	Anna Gilmore	203-582-8874	Anna.Gilmore@qu.edu
Prelaw Advising	Lisa Bartone	203-582-7207	Lisa.Bartone@qu.edu
Psychology	Paul LoCasto	203-582-3725	Paul.LoCasto@qu.edu
Sports Studies	Michael Sheehan	203-582-6439	Michael.Sheehan@qu.edu
Women's and Gender Studies	Jennifer Sacco	203-582-8972	Jennifer.Sacco@qu.edu

For a complete list of minors, please see Minors (p. 106).

### Graduate Programs

Program	Name	Phone	Email
MS in Molecular and Cell Biology	Lise Thomas	203-582-8497	Lise.Thomas@qu.edu

### Dual-Degree Programs

Program	Name	Phone	Email
Accelerated Dual-Degree Bachelor's/JD (3+3)	Lisa Bartone	203-582-7207	Lisa.Bartone@qu.edu
Accelerated Dual-Degree Bachelor's/MSW (3+2)	Catherine Solomon	203-582-5264	Catherine.Solomon@qu.edu
Accelerated Dual-Degree BA in Theater/MBA (3+1)	Kevin Daly	203-582-3500	Kevin.Daly@qu.edu
Dual-Degree BA/ MBA (4+1)	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu
Dual-Degree BA/ MAT or BS/MAT in Elementary Education (4+1)	Christina Pavlak	203-582-3192	Christina.Pavlak@qu.edu
Dual-Degree BA/ MAT or BS/MAT in Secondary Education (4+1)	Christina Pavlak	203-582-3192	Christina.Pavlak@qu.edu

Dual-Degree BS/ Lise Thomas 203-582-8497 Lise.Thomas@qu.edu  
MS in Molecular  
and Cell Biology

## General Requirements

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

Of the 120 credits required for the bachelor's degree, only 6 credits of workshop courses and/or physical education courses may be applied. Primary responsibility for knowing and completing all course requirements rests with the student.

## College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. Students earning either degree must complete one foreign language through the 102-level, and all students are encouraged to pursue a balanced program of study.

In addition, students earning a bachelor of arts degree must fulfill separate requirements for breadth and depth of study. For the breadth requirement, students must complete at least 3 credits in each of the four CAS disciplinary areas other than the area of the student's major. These areas are fine arts, humanities, natural sciences and social sciences. For the depth requirement, students must complete at least 9 credits within a single subject area other than that of the major. (A "subject area" is here identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) A course taken to fulfill the CAS breadth requirement may not also fulfill any UC requirement.

A student enrolled in the Dual-Degree BA or BS/JD (3+3) program is exempt from these College of Arts and Sciences requirements, with the exception of the foreign language requirement. A student pursuing a double major is likewise exempt from these College of Arts and Sciences requirements, with the exception of the foreign language requirement.

## Academic Advising

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

Students who enter the College of Arts and Sciences with a declared major are matched with a faculty adviser in that department. Each undeclared student works individually with an academic adviser to design a plan that is uniquely tailored to his or her needs and interests. During the preregistration period each semester, all students in arts

and sciences meet with their academic advisers before selecting and registering for courses.

## Career Development

In the College of Arts and Sciences, the career development office works with students to create and navigate a personalized career development program including major choice, personal branding, resume and LinkedIn development, networking, job search, professional development opportunities and graduate school advisement. Students can gain valuable work experience and explore career options through participation in credit-bearing experiential learning opportunities, including internships, research projects, shadowing, community service and part-time and summer employment.

## Degrees in Arts and Sciences

### Bachelor's Degrees

The College of Arts and Sciences offers bachelor of arts (p. 106) and bachelor of science degrees (p. 106).

### Collaborative for Interdisciplinary/Integrative Studies

The Collaborative for Interdisciplinary/Integrative Studies affords students opportunities through advising, course work and fieldwork to put into practice the relevance and value of the arts and sciences for their everyday lives.

### Independent Majors

The College of Arts and Sciences offers independent majors. A student may design a unique major program to fit his or her individual goals. The responsibility for the planning of such a program rests with the student proposing it, a proposal for an independent major must contain suitable justification and a coherent curricular plan. The proposal must be submitted to the dean for approval and also must have the approval of a three-member faculty committee, chosen by the student, which will work with the student to plan the program. Independent major proposals should be submitted no later than the first semester of the junior year. Independent majors must include at least 24 credits of course work at the 300 level or above, as well as a capstone project or final evaluation project.

## Graduate Degrees

### Master's Degree in Molecular and Cell Biology

The Master's Degree in Molecular and Cell Biology is a two-year program for students who have already earned their bachelor's degree in a biological, medical or scientific field. The mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs.

## Dual Degrees

The College of Arts and Sciences offers several dual-degree programs (p. ) allowing highly motivated students to connect undergraduate studies directly to graduate degrees and professional preparation.

## Minors

In addition to major programs, a student may apply to have a minor recorded on his or her transcript. The College of Arts and Sciences offers minors in most of the subjects offering a major as well as a variety of interdisciplinary minors. Arts and sciences students may complete a minor in one of the other schools to explore areas of interest in a preprofessional field while still obtaining the benefits of a flexible arts

and sciences education. Students interested in a minor may consult the department chairperson or the faculty member listed for information/advising.

For a complete list of minors, please see Minors (p. 106).

## Mission Statement

The faculty and students of the College of Arts and Sciences share a belief in the value of a comprehensive college education—an education that requires foundational study in the natural sciences, social sciences, humanities and fine arts, as well as a concentration in one of 20 majors. A degree in arts and sciences helps students build fulfilling and meaningful lives and is a strong basis for a preprofessional education. Careers in the 21st century require great creativity, critical thinking and fine writing. The ability to think is more important than any narrow job preparation. The arts and sciences curricula require demanding study while providing extensive faculty support in small classes and laboratories.

Whether a student is pursuing a bachelor of science or bachelor of arts degree, he or she is part of a learning community in which students and faculty are makers of knowledge, not simply receivers and dispensers. Faculty and students study and experience a society increasingly defined by global, scientific and cultural awareness and a diversity of populations. The course of study provides ample opportunity for students to participate in internships that help to bridge their education and its application. The college also offers several combined programs that connect undergraduate studies directly to graduate degrees and professional preparation. Most importantly, students in the arts and sciences engage in an exciting, well-rounded program of study that is both fulfilling and rewarding.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Transfer Requirements

Transfer students should apply for admission by mid-November for the Spring (January) semester, or by April 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. Most programs look for a minimum grade point average of 2.5 (some higher) for consideration.

Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution.

## Bachelor of Arts

- Bachelor of Arts in Criminal Justice (p. 142)
- Bachelor of Arts in English (p. 119)
- Bachelor of Arts in Game Design and Development (p. 147)

- Bachelor of Arts in Gerontology (p. 143)
- Bachelor of Arts in History (p. 122)
- Bachelor of Arts in Law in Society (p. 124)
- Bachelor of Arts in Mathematics (p. 127)
- Bachelor of Arts in Philosophy (p. 131)
- Bachelor of Arts in Political Science (p. 132)
- Bachelor of Arts in Sociology (p. 144)
- Bachelor of Arts in Spanish Language and Literature (p. 129)
- Bachelor of Arts in Theater (p. 149)
- Independent Major - Bachelor of Arts (p. 104)

## Bachelor of Science

- Bachelor of Science in Behavioral Neuroscience (p. 137)
  - Pre-Medical Studies
- Bachelor of Science in Biochemistry (p. 115)
- Bachelor of Science in Biology (p. 108)
  - Pre-Medical Studies
- Bachelor of Science in Chemistry (p. 116)
- Bachelor of Science in Economics (p. 117)
- Bachelor of Science in Psychology (p. 139)

## Dual-Degrees

Accelerated Dual-Degree (p. 37) Bachelor's/JD (p. 37) (3+3) (p. 37)

Accelerated Dual-Degree (p. 272) Bachelor's/MSW (p. 272) (3+2) (p. 272)

Accelerated Dual-Degree (p. 150) BA/MBA in Theater (p. 150) (3+1) (p. 150)

Dual-Degree (p. 274) BA/MAT (p. 274) or BS/MAT in Elementary Education (4+1) (p. 274)

Dual-Degree (p. 276) BA/MAT (p. 276) or BS/MAT in Secondary Education (4+1) (p. 276)

Dual-Degree (p. 278) BA/MBA (p. 278) (4+1) (p. 278)

Accelerated Dual-Degree (p. 111) BS/MS in Molecular and Cell Biology (p. 111) (3+1) (p. 111)

Dual-Degree (p. 112) BS/MS in Molecular and Cell Biology (p. 112) (4+1) (p. 112)

## Minors

- Minor in Anthropology (p. 145)
- Minor in Applied Statistics and Data Science (p. 128)
- Minor in Asian Studies (p. 153)
- Minor in Biology (p. 110)
- Minor in Chemistry (p. 117)
- Minor in Criminal Justice (p. 145)
- Minor in Dispute Resolution (p. 125)
- Minor in Economics (p. 118)
- Minor in English (p. 121)
- Minor in Fine Arts (p. 151)
- Minor in French (p. 130)
- Minor in Game Design and Development (p. 152)

- Minor in Gerontology (p. 146)
- Minor in Global Public Health (p. 154)
- Minor in History (p. 122)
- Minor in History and Philosophy of Science (p. 154)
- Minor in International Studies (p. 155)
- Minor in Irish Studies (p. 155)
- Minor in Italian (p. 130)
- Minor in Law in Society (p. 126)
- Minor in Legal Studies (p. 126)
- Minor in Mathematics (p. 129)
- Minor in Middle Eastern Studies (p. 156)
- Minor in Music (p. 152)
- Minor in Philosophy (p. 135)
- Minor in Political Science (p. 135)
- Minor in Psychology (p. 140)
- Minor in Sociology (p. 146)
- Minor in Spanish (p. 131)
- Minor in Sports Studies (p. 156)
- Minor in Theater (p. 153)
- Minor in Women's and Gender Studies (p. 157)

## Master's Degree

Master of Science in Molecular and Cell Biology (p. 113)

## Dual-Degrees

Accelerated Dual-Degree (p. 37) Bachelor's/JD (p. 37) (3+3) (p. 37)

Accelerated Dual-Degree (p. 272) Bachelor's/MSW (p. 272) (3+2) (p. 272)

Accelerated Dual-Degree (p. 150) BA/MBA in Theater (p. 150) (3+1) (p. 150)

Dual-Degree (p. 274) BA/MAT (p. 274) or BS/MAT in Elementary Education (4+1) (p. 274)

Dual-Degree (p. 276) BA/MAT (p. 276) or BS/MAT in Secondary Education (4+1) (p. 276)

Dual-Degree (p. 278) BA/MBA (p. 278) (4+1) (p. 278)

Accelerated Dual-Degree (p. 111) BS/MS in Molecular and Cell Biology (p. 111) (3+1) (p. 111)

Dual-Degree (p. 112) BS/MS in Molecular and Cell Biology (p. 112) (4+1) (p. 112)

## Collaborative for Interdisciplinary/Integrative Studies

The Collaborative for Interdisciplinary/Integrative Studies provides students with opportunities—through advising, course work and fieldwork—to put into practice the relevance and value of the arts and sciences for their everyday lives. The Collaborative houses the Interdisciplinary Studies major, the Independent Major, and eight interdisciplinary minors (Asian Studies, Global Public Health, History and Philosophy of Science, International Studies, Irish Studies, Middle Eastern Studies, Sports Studies and Women's and Gender Studies). In addition, the Collaborative

sponsors interdisciplinary initiatives, as well as programs and events that are open to and benefit the entire university community.

## Bachelor of Arts in Interdisciplinary Studies

The Interdisciplinary Studies major exposes students to a number of disciplines and academic areas, and emphasizes critique, analysis, evaluation and the development and iterative application of skills in critical thinking, writing, public speaking, data gathering, evaluation and presentation. This type of academic foundation prepares students for virtually any academic path or career of their choosing.

## BA in Interdisciplinary Studies/Concentration in Education Studies

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in Interdisciplinary Studies/Concentration in Education Studies must meet the following requirements for graduation:

Code	Title	Credits
<b>Interdisciplinary Studies Core Courses</b>		
IDS 200	Rise of Disciplinary	3
IDS 400	Transdisciplinary Project	3
<b>Concentration Requirements</b>		
ED 220	Introduction to Education Studies	3
ED 380	Research Methods in Education Studies	3
<b>Cross-Disciplinary Study</b>		12
One course (3 cr.) each in English, history, math and science		
<b>Interdisciplinary Study</b>		12
One upper-level course (3 cr.) in each of the following disciplines: English, history, math and science <sup>1</sup>		
Total Credits		36

<sup>1</sup> Course level 200 and above.

## Learning Objectives

Upon graduation, all Interdisciplinary Studies majors will be able to

- understand the issues relevant to and methodologies appropriate for conducting research and engaging with core issues in their field of concentration
- critique and apply appropriate methodology or methodologies in research of a given topic
- identify, evaluate and interpret sources of information
- analyze data
- construct an interpretive argument
- present facts, analysis and arguments effectively

## Department of Biological Sciences

Programs in the Department of Biological Sciences provide scientific training as part of an arts and sciences education and develop an understanding of the nature of biological systems. Courses furnish a



broad scientific background for advanced study in various biological and medical areas. Students may be admitted to advanced standing by obtaining satisfactory grades in the Advanced Placement Tests or the College Level Examination Program of the College Entrance Examination Board. Majors in the Department of Biological Sciences must achieve a science GPA of 2.25 (a minimum grade of “C-” is required in all courses with a “BIO” designation used to satisfy Biological Science Core or Biology Elective Requirements), and an overall GPA of 2.0 to qualify for graduation.

A score of 4 in the AP biology exam is required to receive credit for BIO 101 - BIO 102, although taking BIO 150 and BIO 151 is highly recommended by the department, regardless of the AP biology score. A score of 3 on the AP biology exam will result in credit being granted for BIO 105–BIO 106. BIO 105–BIO 106 meets the needs of students in non-science areas, but not students in the biology majors.

The mission of the Department of Biological Sciences is to provide students with the breadth and depth of knowledge in biology that will allow them to:

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

Bachelor's Degree

- Bachelor of Science in Biology (p. 108)

Minor

- Minor in Biology (p. 110)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) (p. 111)
- Dual-Degree BS/MS in Molecular and Cell Biology (4+1) (p. 112)

Master of Science

- Master of Science in Molecular and Cell Biology (p. 113)

Bachelor of Science in Biology

Program Contact: Lise Thomas (Lise.Thomas@qu.edu) 203-582-8497

The BS in Biology program provides students with a biological and physical science foundation on which they can build a graduate degree in natural science or education, or use to pursue advanced degrees in the fields of medicine, dentistry, veterinary medicine or other health

care professions. Those choosing to end their formal education with the bachelor's degree will have a sufficient level of sophistication in biological science to assume a variety of positions with research institutions, governmental agencies or industry.

Students choose courses and follow a curriculum determined in consultation with their adviser.

Independent Study in Biology

- 1. Students may take a maximum of 4 credits of Independent Study/ Research (BIO 498 or BIO 499, not a combination of the two courses) to be counted toward the biology electives (Experiential Learning Component).
- 2. Students may take an additional 1–4 credits of Independent Study/ Research to meet the maximum of 8 credits allowed. The additional 4 credits can be applied only to the “open/free electives.”

Honors in Biology

- 1. An overall GPA of 3.0 or better is required. A GPA of 3.5 in biology is required.
- 2. Students should announce in writing their intention to pursue honors in biology to both the department chair and academic adviser, no later than May 1 in the spring term of their junior year.
- 3. Departmental honors students are required to take BIO 399H (Honors Research in Biological Sciences).
- 4. Students are each responsible for obtaining a sponsor for their project prior to May 1 of their junior year.
- 5. Successful completion of a senior research project is required. The project must include:
  - a. a written proposal;
  - b. the actual completion of an approved research project under the supervision and sponsorship of a full-time faculty member in the Department of Biological Sciences;
  - c. the presentation of the outcome of the research project in the written format approved by the department; and
  - d. a seminar presentation of the outcome of the research project.
- 6. Evidence of excellence in speaking and writing skills, documented by term papers, written work, oral presentations, and grades, as determined by the committee.
- 7. The actual granting of honors in biology is determined by all full-time faculty in the Department of Biological Sciences.

A list of the department faculty and their research interests is available in the department office.

BS in Biology Curriculum

Code	Title	Credits
University Curriculum <sup>1</sup>		46
Biological Science Core Requirements		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4

BIO 298	Research Methods in Biology	3
---------	-----------------------------	---

**Physical Science Core Requirements**

CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
----------------	---	---

CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
----------------	---	---

CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
----------------	---	---

CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
----------------	---	---

PHY 110 & 110L	General Physics I and General Physics I Lab	4
----------------	---	---

PHY 111 & 111L	General Physics II and General Physics II Lab	4
----------------	---	---

**Biology Electives<sup>2</sup>**

Select a minimum of one course from each of the following categories:

**Molecular and Cellular Electives:**

BIO 240	Cellular Communication	3
---------	------------------------	---

BIO 282 & 282L	Genetics and Genetics Lab	4
----------------	---------------------------	---

BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
----------------	---	---

BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
----------------	---	---

BIO 365	Cancer Biology	3
---------	----------------	---

BIO 382 & 382L	Human Genetics and Human Genetics Lab	4
----------------	---------------------------------------	---

BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	4
----------------	---	---

**Organismal Electives:**

BIO 323 & 323L	Invertebrate Zoology and Invertebrate Zoology Lab	4
----------------	---	---

BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	4
----------------	---	---

BIO 352 & 352L	Botany and Botany Lab	4
----------------	-----------------------	---

BIO 356 & 356L	Aquatic Ecology and Aquatic Ecology Lab	4
----------------	---	---

BIO 358 & 358L	Life on a Changing Planet and Life on a Changing Planet Lab	4
----------------	---	---

BIO 375 & 375L	Physiological Models for Human Disease and Physiological Models for Human Disease Lab	4
----------------	---	---

BIO 383	Evolution	3
---------	-----------	---

**Physiology Electives:**

BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
----------------	---	---

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology Lab II	4
----------------	---	---

BIO 225 & 225L	Physiological Diversity and Physiological Diversity Lab	4
----------------	---	---

BIO 329	Neurobiology	3
---------	--------------	---

BIO 350	Cardiovascular Physiology	3
---------	---------------------------	---

**Experiential Learning (Biological Component):**

BIO 385	Experiential Inquiry in Biology	1-4
---------	---------------------------------	-----

BIO 498	Independent Study in Biology	1-4
---------	------------------------------	-----

BIO 499	Independent Study in Biology	1-4
---------	------------------------------	-----

<sup>1</sup> All students must complete University Curriculum (p. 41) requirements.

<sup>2</sup> Co-requisite courses must be taken simultaneously.

Students choose courses and follow a curriculum determined in consultation with their adviser. The minimum number of credits required for graduation is 120. Students take open electives to fulfill the minimum number of credits for graduation. The recommended curriculum for the completion of the requirements for the BS in biology follows.

**Recommended Curriculum**

Code	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140	Pre-Calculus	3
<b>Spring Semester</b>		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
MA 141	Calculus of a Single Variable	3
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 298	Research Methods in Biology	3
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC University Curriculum		3
Open Elective		1
<b>Spring Semester</b>		
BIO Biology Elective <sup>1</sup>		3-4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
UC University Curriculum		3
UC University Curriculum		3
Open Electives		1-2

Third Year		
Fall Semester		
BIO Biology Elective <sup>1</sup>		3-4
PHY 110      General Physics I & 110L      and General Physics I Lab		4
UC University Curriculum		3
Foreign Language I		3
Open Electives		1-2
Spring Semester		
BIO Biology Elective <sup>1</sup>		3-4
PHY 111      General Physics II & 111L      and General Physics II Lab		4
UC University Curriculum		3
Foreign Language II		3
Open Electives		1-2
Fourth Year		
Fall Semester		
BIO Biology Elective <sup>1</sup>		3-4
Open Elective		3
Open Elective		3
Open Elective		3
Open Electives		2-3
Spring Semester		
UC Integrative Capstone		3
Open Elective		3
Open Elective		3
Open Electives		5

<sup>1</sup> Some biology courses have no laboratory component and are 3-credit rather than 4-credit courses.

Initial placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. Students intending to pursue graduate or professional studies (medicine, dentistry, osteopathy or veterinary medicine) are advised to complete at least one semester of calculus. A minimum of MA 141 is required for graduation. BIO 150/BIO 150L, BIO 151, BIO 151L and BIO 152/BIO 152L are required for graduation. Students intending to pursue studies in professional health care fields are advised to complete additional courses chosen in consultation with their adviser.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may

fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 38) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

## Minor in Biology

Program Contact: Lisa Kaplan (lisa.kaplan@qu.edu) 203-582-3588

Biology forms the foundation of a diverse array of fields, from zoology and botany to veterinary medicine and genetics. What's exciting about this minor is that you'll have a tremendous amount of control over the direction your experience takes. With an adviser from the Biology Department, you'll chart your own path through the curriculum, choosing from a range of courses that fit your interests and your career ambitions. Our biology minor perfectly complements majors in the other sciences and related fields, such as chemistry and engineering.

In this program, you'll have the flexibility to choose electives that broaden your knowledge and understanding of biology, or you can focus on a specific area of interest, such as ecology or physiology.

## Biology Minor Curriculum

A minor in biology requires the completion of at least 20 BIO credits, 12 of which must be beyond the 100-level courses. A minimum grade of C- must be achieved in all courses for the minor with an overall minimum cumulative GPA of 2.0. Students who wish to minor in biology are required to consult with the adviser to biology minors within the Biology Department to design a minor that best meets their needs.

Code	Title	Credits
<b>Possible courses include:</b>		
BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
BIO 102	General Biology II	3
BIO 102L	General Biology Lab II	1
BIO 105	Introduction to the Biological Sciences I	3
BIO 105L	Introduction to Biological Science Lab	1
BIO 106	Science and Society: Concepts and Current Issues	3
BIO 106L	Science and Society: Concepts and Current Issues Lab	1
BIO 120	The Biology of Beer	3
BIO 121	Human Genetics from ACTG to XY	3
BIO 128	Global Health Challenges: A Human Perspective	3
BIO 128L	Global Health Challenges Lab	1
BIO 150	General Biology for Majors	4
BIO 150L	General Biology for Majors Laboratory	
BIO 151	Molecular and Cell Biology and Genetics	4
BIO 151L	Molecular and Cell Biology and Genetics Lab	
BIO 152	Ecological and Biological Diversity	4

BIO 152L	Ecological and Biological Diversity Laboratory	
BIO 161	Introduction to the Biological Aspects of Science and Society	3
BIO 205	Bioethics	3
BIO 208	Introduction to Forensic Science	3
BIO 208L	Introduction to Forensic Science Laboratory	1
BIO 211	Human Anatomy and Physiology I	3
BIO 211L	Human Anatomy and Physiology Lab I	1
BIO 212	Human Anatomy and Physiology II	3
BIO 212L	Human Anatomy and Physiology II Lab	1
BIO 218	Vertebrate Natural History	4
BIO 225	Physiological Diversity	3
BIO 225L	Physiological Diversity Lab	1
BIO 240	Cellular Communication	3
BIO 250	Biology Journal Club	1
BIO 259	Biology Elective	1-15
BIO 282	Genetics	3
BIO 282L	Genetics Lab	1
BIO 298	Research Methods in Biology	3
BIO 317	Developmental Biology	2
BIO 317L	Developmental Biology Lab	2
BIO 323	Invertebrate Zoology	3
BIO 323L	Invertebrate Zoology Lab	1
BIO 328	Human Clinical Parasitology	3
BIO 328L	Human Clinical Parasitology Lab	1
BIO 329	Neurobiology	3
BIO 346	Cell Physiology	3
BIO 346L	Cell Physiology Lab	1
BIO 350	Cardiovascular Physiology	3
BIO 352	Botany	2
BIO 352L	Botany Lab	2
BIO 356	Aquatic Ecology	2
BIO 356L	Aquatic Ecology Lab	2
BIO 358	Life on a Changing Planet	2
BIO 358L	Life on a Changing Planet Lab	2
BIO 365	Cancer Biology	3
BIO 375	Physiological Models for Human Disease	3
BIO 375L	Physiological Models for Human Disease Lab	1
BIO 382	Human Genetics	3
BIO 382L	Human Genetics Lab	1
BIO 383	Evolution	3
BIO 385	Experiential Inquiry in Biology	1-4
BIO 471	Molecular Genetics	4

## Accelerated Dual-Degree BS in Biology/ MS in Molecular and Cell Biology (3+1)

Program Contact: Lise Thomas (Lise.Thomas@qu.edu) 203-582-8497

For highly qualified students, the Accelerated Dual-Degree BS/MS in Biology/Molecular and Cell Biology (3+1) provides an opportunity for students to achieve both a Bachelor of Science in Biology and a Master of Science within the field of Molecular and Cell Biology within a 4-year time-frame typically associated with only an undergraduate education. Students must maintain a GPA of at least 3.0 at the end of each school year for continued participation in the program.

### Recommended Curriculum:

The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements.

Code	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
MA 140	Pre-Calculus	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
<b>Spring Semester</b>		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
MA 141	Calculus of a Single Variable	3
EN 102	Academic Writing and Research	3
UC Elective		3
<b>Summer Semester</b>		
UC Elective		3
UC Elective		3
Open Elective		3
Open Elective		3
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 298	Research Methods in Biology	3
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
Foreign Language I		3



UC Elective		3
<b>Spring Semester</b>		
BIO Elective		4
BIO Elective		4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
Foreign Language II		3
UC Elective		3
<b>Summer Semester</b>		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
<b>Third Year</b>		
<b>Fall Semester</b>		
BIO Elective		4
BIO 571	Molecular Genetics	4
UC Capstone		3
UC Elective		3
Open Elective		3
<b>Spring Semester</b>		
BIO Elective		3
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
Open Elective		3
Open Elective		3
<b>Summer</b>		
BIO 688	Independent Study	3
<b>Fourth Year</b>		
<b>Fall Semester</b>		
BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
Graduate Elective		3
<b>Spring Semester</b>		
BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate Elective		3
Graduate Elective		3

The Accelerated Dual-Degree BS/MS program is designed for outstanding Biology majors - those who rank in the top 20 percent of their high school class and have a combined SAT score of 1200. Students are invited to join the program prior to matriculation. This program has several features, including flat tuition for the entire four years.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1)

Program Contact: Lise Thomas (Lise.Thomas@qu.edu) 203-582-8497

The Department of Biological Sciences offers a Dual-Degree BS in Biology and MS in Molecular and Cell Biology. Upon satisfactory completion of all of the undergraduate curriculum requirements, students receive a Bachelor of Science in Biology. Students complete graduate-level biology courses during their senior year. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements. Students must maintain an overall GPA of 3.0 for all graduate courses. Students earn the MS in Molecular and Cell Biology upon satisfactory completion of all of the graduate curriculum requirements.

The MS in Molecular and Cell Biology provides an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in biotechnology and biopharmaceutical industries.

## Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1) Curriculum

Students who choose to pursue the five-year Master's Degree in Molecular and Cell Biology are required to complete the following courses by the end of their junior year:

<b>Code</b>	<b>Title</b>	<b>Credits</b>
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4

A minimum of two Biology Electives in separate elective categories (Molecular and Cellular Biology, Organismal, Physiology, or Experiential Learning). An elective in Molecular and Cellular Biology is strongly recommended.

## Recommended Curriculum

The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements.

Code	Title	Credits
First Year		
Fall Semester		
BIO 150 & BIO 151L	General Biology for Majors and Molecular and Cell Biology and Genetics Lab	4

CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140	Pre-Calculus	3

**Spring Semester**

BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC University Elective		3
MA 141	Calculus of a Single Variable	3

**Second Year****Fall Semester**

BIO 298	Research Methods in Biology	3
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC University Elective		3

**Spring Semester**

BIO Biology Elective		3
BIO Biology Elective		3
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
UC University Elective		3
Open Elective		3

**Third Year****Fall Semester**

Biology Elective		3
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC Elective		3
Open Elective		3
Open Elective		3

**Spring Semester**

BIO Biology Elective		3
PHY 111 & 111L	General Physics II and General Physics II Lab	4
UC University Elective		3
UC University Elective		3
Open Elective		3

**Fourth Year****Fall Semester**

BIO 571	Molecular Genetics	4
Graduate Elective		3
UC Capstone		3
Open Elective		3
Open Elective		3

**Spring Semester**

BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
UC University Elective		
UC University Elective		3

**Fifth Year****Fall Semester**

BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
BIO Graduate Elective		3

**Spring Semester**

Graduate Elective		3
Graduate Elective		3
BIO 675	Comp Exam in Molecular and Cell Biology	2

**Admission Requirements: College of Arts and Sciences**

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

**Master of Science in Molecular and Cell Biology**

Program Contact: Lise Thomas (Lise.Thomas@quinnipiac.edu)  
203-582-8497

The College of Arts and Sciences offers a Master of Science in Molecular and Cell Biology program for both part-time and full-time students. Through the graduate program, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. To achieve this goal, the program provides the students with highly specialized lecture and laboratory courses relevant in this rapidly growing field.

**MS in Molecular and Cell Biology Program of Study**

The 34 credits required for the Master of Science in Molecular and Cell Biology include five courses (20 credits) in the science core, elective courses chosen in consultation with the program director and a thesis or non-thesis option (the non-thesis option requires the successful completion of a comprehensive examination; the thesis option requires 2 additional credits, for a total of 36 credits).

## Curriculum

Code	Title	Credits
<b>Core Curriculum</b>		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
<b>Thesis or Non-Thesis Option</b>		
Select one of the options		14-16
Total Credits		34-36

## Thesis Option

Code	Title	Credits
Core Curriculum Requirements		20
BIO 649	Independent Research	2
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
Graduate electives		6
Total Credits		36

## Non-Thesis Option

Code	Title	Credits
Core Curriculum Requirements		20
BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate electives		12
Total Credits		34

## Graduate Elective Courses

Code	Title	Credits
BIO 505	Writing and Science	3
BIO 521	Stem Cell Biology	3
BIO 562	Bioinformatics	3
BIO 649	Independent Research	2
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
BIO 675	Comp Exam in Molecular and Cell Biology	2
BIO 688	Independent Study	1-4
BIO 689	Independent Study	1-4
BMS 510	Biostatistics	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 532 & 532L	Histology and Histology Lab	4

BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology (with lab)	4
BMS 573	Mycology	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 595	Transplantation Immunology	3
PA 515	Human Physiology	4

## MS Thesis

The MS thesis option involves original laboratory research performed under the guidance of a thesis committee and the director of the molecular and cell biology program. The thesis committee evaluates a student's progress by approving the research project and subsequently advising the student whenever the need arises.

## Comprehensive Examination

The written comprehensive exam (BIO 675) is a requirement of the non-thesis option for the MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts, which link the student's own specialization to other fields of study. Completion of a minimum of four of the five core curriculum courses is required to register for the comprehensive examination. A minimum grade of a B- is required to pass the comprehensive examination. Students must meet with the program director before registering for the comprehensive exam.

## Admission

Applicants who have a bachelor's degree in a biological, medical or scientific field are eligible for admission to the Master of Science in Molecular and Cell Biology program. Applications may be obtained from the Office of Graduate Admissions (<http://www.qu.edu/gradadmission>) and are accepted for fall or spring enrollment. A complete application consists of the following:

- application form and fee
- a letter of intent including a detailed autobiography of personal, professional and educational achievements
- two letters of recommendation (at least one letter should be from a science faculty member)
- official transcripts of all undergraduate and graduate work completed

A cumulative undergraduate GPA of 3.0 is preferred and undergraduate course work in biochemistry, microbiology, molecular biology and/or genetics is highly recommended. Although Graduate Record Examination (GRE) scores are not required, the scores can provide another indication of a student's academic readiness. Applicants should refer to the Graduate Admission Requirements (p. 267) found in this catalog.

## Department of Chemistry and Physical Sciences

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

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

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

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

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

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

- Bachelor of Science in Chemistry (p. 116)
- Bachelor of Science in Biochemistry (p. 115)
- Minor in Chemistry (p. 117)

## Bachelor of Science in Biochemistry

Program Contact: Carol Fenn (Carol.Fenn@quinnipiac.edu)  
203-582-8254

A BS in biochemistry gives you the skills to become a research associate studying the ways molecules react with one another, or a laboratory technician analyzing biochemical metabolites in the pursuit of new pharmaceuticals. You may become a biochemist in a food development laboratory, write copy for technical publications or work for a consumer products company developing a more effective sunscreen.

We teach you to evaluate and interpret data, hone your analytical thinking skills and present the results of your scientific research to various audiences. An independent research project strengthens the skills you develop in the classroom. Students are encouraged to pursue real-life work experience in the form of internships at industrial, academic and governmental laboratories.

Your degree in biochemistry qualifies you to work as a research assistant in a chemical, pharmaceutical or academic research laboratory upon graduation, but you'll also have the foundation to pursue an advanced degree in several fields including medicine, pharmacy, veterinary medicine or law.

An independent research project directed by a full-time faculty member in the department is required of all students in this program. This research project plays a key role for you to develop a deeper understanding of the biochemistry involved, build skills necessary to work independently and to communicate effectively the results of your research.

## BS in Biochemistry Curriculum

Initial placement in English and mathematics courses is determined by placement examinations and an evaluation of high school units presented. Students who do not place directly into MA 141 or MA 151 should take MA 140. MA 152 is strongly recommended.

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

In addition to the University Curriculum (p. 41), students majoring in Biochemistry must complete the following requirements:

Code	Title	Credits
<b>University Curriculum <sup>1</sup></b>		
<b>Biochemistry Core Requirements</b>		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	4
CHE 302 & 302L	Physical Chemistry II and Physical Chemistry II Lab	4
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
CHE 316	Biochemistry II	3
CHE 475	Chemistry Seminar I	1



CHE 476	Chemistry Seminar II	1
CHE 490	Chemistry Research I	3
CHE 491	Chemistry Research II	3
Two upper-level CHE elective courses <sup>2</sup>		6
Two upper-level BIO or BMS electives <sup>3</sup>		6
<b>Cognate Courses</b> <sup>4</sup>		
MA 141	Calculus of a Single Variable <sup>5</sup>	3
PHY 110 & 110L	General Physics I and General Physics I Lab <sup>4,6</sup>	4
PHY 111 & 111L	General Physics II and General Physics II Lab <sup>4,6</sup>	4
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
Total Credits		78

<sup>1</sup> All students must complete the University Curriculum (p. 41) requirements.

<sup>2</sup> Typically CHE 300 (offerings vary); departmental integrated capstone is currently included in this category.

<sup>3</sup> Advanced biology electives for the biochemistry major are chosen in consultation with the departmental adviser.

<sup>4</sup> Required courses, which support the biochemistry major and may be used to satisfy requirements outside the major.

<sup>5</sup> MA 151 may be substituted for MA 141. MA 152 is also highly recommended but is not required.

<sup>6</sup> PHY 121 and PHY 122 may be substituted.

Minimum number of credits required for graduation is 120.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Bachelor of Science in Chemistry

Program Contact: Carol Fenn (Carol.Fenn@quinnipiac.edu)  
203-582-8254

Chemistry majors explore the world on the molecular level. You gain knowledge about the wide range of properties and reactions of inorganic, organic and biological compounds. Lab courses allow you to carry out syntheses and analyze materials. Hands-on access to a sophisticated array of instruments, which include a variety of spectrophotometers and chromatographic systems build confidence in your ability to solve complex problems in the field. You also can individualize your experience

by taking electives in specialized areas, such as environmental chemistry, or pursue a minor in a completely different but complementary field to meet your career goals.

We teach you to evaluate and interpret data, hone your analytical thinking skills and present the results of your scientific research to various audiences. Because of our small class sizes and highly accessible faculty, you'll get plenty of support and the personal attention you need. An independent research project strengthens the skills you develop in the classroom. Companies such as Alexion, CT Agricultural Station and LabSynergy offer real-life work experience in the form of internships which you may pursue.

Your degree in chemistry qualifies you to work as a laboratory or research assistant in an academic, consumer product, pharmaceutical or industrial research or quality control laboratory upon graduation, but you'll also have the foundation to pursue an advanced degree in a specific area of chemistry or in other fields including medicine, pharmacy, veterinary medicine or law.

## BS in Chemistry Curriculum

Initial placement in English and mathematics courses is determined by placement examinations and an evaluation of high school units presented. Students who do not place directly into MA 141 should take MA 140. MA 152 is strongly recommended.

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

Code	Title	Credits
<b>University Curriculum</b> <sup>1</sup>		46
<b>Chemistry Core Requirements</b>		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	4
CHE 302 & 302L	Physical Chemistry II and Physical Chemistry II Lab	4
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
CHE 410	Inorganic Chemistry	3
CHE 475	Chemistry Seminar I	1
CHE 476	Chemistry Seminar II	1

CHE 490	Chemistry Research I	3
CHE 491	Chemistry Research II	3
Two upper level CHE elective courses <sup>2</sup>		6
<b>Cognate Courses</b> <sup>3</sup>		
MA 141	Calculus of a Single Variable <sup>3,4</sup>	3
PHY 110 & 110L	General Physics I and General Physics I Lab <sup>3,5</sup>	4
PHY 111 & 111L	General Physics II and General Physics II Lab <sup>3,5</sup>	4
<b>Open electives</b> <sup>6</sup>		
Open electives		10
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> All students must complete the University Curriculum (p. 41) requirements.

<sup>2</sup> Typically CHE 300 (offerings vary); departmental integrated capstone is currently included in this category.

<sup>3</sup> Required courses, which support the chemistry major and may be used to satisfy requirements outside of the major

<sup>4</sup> MA 151 may be substituted for MA 141. MA 152 is also highly recommended but is not required.

<sup>5</sup> PHY 121 and PHY 122 may be substituted.

<sup>6</sup> Students take open electives to fulfill the minimum number of credits for graduation.

Minimum number of credits required for graduation is 120.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Chemistry

Program Contact: Carol Fenn (Carol.Fenn@quinnipiac.edu)  
203-582-8254

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

The program consists of a minimum of 24 credits of chemistry distributed between 20 credits of required courses and 4 credits of elective courses consistent with the following specifications: The minimum grade required for each course is a C-.

## Chemistry Minor Curriculum

The program consists of a minimum of 24 credits of chemistry distributed between 20 credits of required courses and 4 credits of elective courses consistent with the following specifications: The minimum grade required for each course is a C-.

Code	Title	Credits
<b>Required</b>		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
<b>Elective</b>		
Select one of the following:		4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	
<b>Total Credits</b>		<b>24</b>

## Department of Economics

The Department of Economics places a particularly strong emphasis on a well-rounded liberal arts education, ethical judgment and the ability to assess past and present public policies. We encourage a friendly, supportive environment for all students, promote student-professor interaction and build a community of scholars.

Students who have earned a degree in economics have gone on to careers in banking, consulting, financial research, the government, the hedge fund industry, insurance firms such as Travelers and industrial firms such as General Electric and United Technologies. Besides preparing a student for graduate study in economics, the major provides excellent preparation for graduate study in business, law and public policy.

The mission of the Department of Economics is to offer students educational opportunities that emphasize the relationship of theory to practice to prepare them to become accomplished citizens and professionals capable of critical thinking and independent analysis.

- Bachelor of Science in Economics (p. 117)
- Minor in Economics (p. 118)

## Bachelor of Science in Economics

Program Contact: Donn Johnson (Donn.Johnson@quinnipiac.edu)  
203-582-8205

The BS in Economics program teaches students the core theories of economics. Students learn to analyze social and business problems and to examine the proper role of the market and the government in solving

these problems. They are able to apply their analytical skills to analyze and interpret economic behavior and forecast political and societal trends. Students have the opportunity to take specialized courses such as Environmental Economics (EC 304), Game Theory (EC 355), Law and Economics (EC 320), Money and Banking (EC 341) and Public Finance (EC 330).

Besides studying essential economic theories, students also learn to analyze individual markets and assess the impact public policy has on the economy. This versatile major makes students attractive to employers and prepares students for a successful career in banking, government, law, the insurance industry and elsewhere.

Recent economics majors have secured prominent jobs with the Federal Reserve Board, General Electric, Liberty Mutual, Oppenheimer Funds and other industrial and insurance firms.

## BS in Economics Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Liberal Arts Track ([http://catalog.qu.edu/arts-sciences/uc\\_liberal\\_arts\\_track](http://catalog.qu.edu/arts-sciences/uc_liberal_arts_track)) requirements, students majoring in Economics must meet the following requirements for graduation:

Code	Title	Credits
<b>Economics Core Requirements</b>		
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 211	Intermediate Microeconomics	3
EC 212	Intermediate Macroeconomics	3
EC 272	Advanced Applied Statistics	3
EC 365	Econometrics	3
EC 450	Senior Seminar	3
<b>Economics Electives</b>		12
Select four economics courses numbered 200 or higher.		
Total Credits		33

## Program Learning Outcomes

The BS in Economics program has the following three program learning outcomes:

1. Knowledge of economics: Students demonstrate and can apply the core theories of economics.
2. Quantitative reasoning: Students develop the ability to represent mathematical information symbolically, visually, numerically and verbally, and to interpret mathematical models such as graphs, tables and schematics to draw inferences. They also develop an ability to use arithmetical, algebraic, geometric and statistical methods to solve social and business problems.
3. Critical thinking: Students develop the ability to recognize problems and to acquire, assess and synthesize information to analyze social and business problems.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Economics

Program Contact: Donn Johnson ([Donn.Johnson@quinnipiac.edu](mailto:Donn.Johnson@quinnipiac.edu))  
203-582-8205

Acquiring a foundation in economics offers a versatile, big-picture perspective that can prove advantageous in the fields of government, politics, business and the nonprofit world. In addition to mastering the principles of micro and macroeconomics, you will enhance your critical thinking and quantitative reasoning skills in ways that address modern problems facing businesses. You'll also learn about common economic theories and the role they play in the global economy.

Students work with the department chair to select four additional courses based on their interests. These electives can include courses such as Money and Banking, Sports Economics and Public Finance. Whether you plan to pursue a career in law, finance or public policy, this program will complement your major and provide you with additional tools to use in your chosen field.

Students wishing to augment their field of study with the perspective and skills of economics are encouraged to consider an economics minor. In addition to the University Curriculum economics courses (EC 111 and EC 112), students must complete four additional economics courses for the minor. The courses used for the minor are subject to approval by the department chair.

## Economics Minor Curriculum

In addition to the University Curriculum economics courses (EC 111 and EC 112), students must complete four additional economics courses for the minor. The courses used for the minor are subject to approval by the department chair.

Code	Title	Credits
<b>Possible courses include:</b>		
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 206	Urban Economics	3
EC 211	Intermediate Microeconomics	3
EC 212	Intermediate Macroeconomics	3
EC 304	Environmental Economics	3
EC 312	Economic Growth	3
EC 320	Law and Economics	3
EC 325	Sports Economics (SPS 325)	3
EC 330	Public Finance	3
EC 341	Money and Banking	3
EC 350	International Economics	3
EC 352	Industrial Organization	3
EC 355	Game Theory	3
EC 361	Labor Economics	3

EC 363	American Economic History	3
EC 364	Managerial Economics	3
EC 365	Econometrics	3
EC 366	Advanced Econometrics	3

## Department of English

The English major provides a solid foundation in the study of the genres of literature, literary theory, literary history, rhetoric and composition, and creative writing, leading to the senior seminar capstone course in which students produce their own extended, original project. Students consult with advisers regularly to ensure that their personal, intellectual, creative and professional goals are being met. Students in the English major program are well prepared for entering graduate study in English, elementary and secondary education, law, business and library science and for careers in government, public service, not-for-profit foundations, public relations and advertising, print and digital publishing and other business fields that need skilled writers and researchers and creative problem-solvers. The department also offers two optional concentrations within the English major: creative writing and English study for secondary education. Both of these concentrations have more specific requirements than our general major. The English major, whether students choose a concentration or not, is a good preparation for many careers, and graduate study.

The English minor offers the same critical and creative engagements with texts as does the major. Students can choose from a variety of courses to help deepen their critical and writing acumen. The minor is designed to support any major by honing the student's analytical and writing skills.

The Department of English supports four programs: the first-year writing program, the English major, the English minor and the five-year BA/MAT Program in Elementary or Secondary Education. All freshmen entering Quinnipiac University must take EN 101 and EN 102. Students who wish to major, double major or minor in English can apply to the chair of the English department at any time. Students who are interested in the creative writing or secondary education concentrations are encouraged to declare their concentration with their academic adviser as early as possible. Students who are planning to enter the five-year BA/MAT Programs in Elementary or Secondary Education will need to apply to the School of Education in their sophomore year. All students in all English programs must maintain an overall 2.5 GPA, be in good academic standing and must satisfy all major and minor requirements.

Co-curricular activities are important to the educational goals of many English majors and minors. As a community of readers and writers, the English department supports the English Literary Club, open to all Quinnipiac students, and Montage, the undergraduate literary journal. The department hosts creative writing events, showcasing professional creative writers and artists, and student writers and artists. Students who excel in their studies will be invited to join Sigma Tau Delta, the International Honor Society for English majors.

The mission of the Department of English is to engage students in an ever-deepening exploration of how the relationship between reading and writing shapes our understandings of ourselves, of our histories and cultures. The Department of English views the study of literature and writing as a means to study the power of language, form and content. By learning to read closely, interpret texts and write persuasively, students can harness that power. Students learn that writing is a creative tool through which to understand how beauty and ideas, racial and cultural differences, and political and economic realities are negotiated in literary

forms. By analyzing and interpreting acts of writing through discussion and research, students sharpen their critical thinking and deepen their sense of cultural literacy.

- Bachelor of Arts in English (p. 119)
- Minor in English (p. 121)

## Bachelor of Arts in English

Program Contact: Patricia Comitini  
(Patricia.Comitini@quinnipiac.edu) 203-582-8253

The English major is designed for the student who enjoys working with all forms of literary expression. It emphasizes strong reading, critical and creative thinking, problem-solving, research and writing, and oral communication, producing successful graduates who are well prepared for a wide range of careers and graduate study.

Students who choose English as a major can choose between two concentrations: creative writing or secondary education. The creative writing concentration is especially recommended to those students who hope to pursue a master of fine arts degree. The secondary education concentration is designed for students who are planning to teach high school. Click here (p. 120) for more information about either of the concentrations.

English majors are also encouraged to pursue internships. The flexible major allows students to pursue 1-credit, repeatable internships (EN 293) in supervised fieldwork related to writing or reading to investigate career opportunities and to develop professional contacts. Interested students should see their adviser and the CAS Career Development Office.

An Honors Thesis in English is also available. Students who have an overall 3.3 GPA, and a 3.5 in the English major may seek the recommendation of any English department faculty member to pursue a Senior Thesis Project (EN 470) in addition to the capstone course (EN 460). Students who are planning to attend graduate school in English or other related fields, might discuss taking advantage of this opportunity with their advisers.

## BA in English Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in English must meet the following requirements for graduation:

Code	Title	Credits
<b>English Major Requirements</b>		
Flexible Requirements:		
Select any EN courses at the 200 or 300 level		21
Select at least 6 credits at the EN 300 level in each category; courses cannot count for multiple categories:		
A. Language, Rhetoric, Genre and Form		
B. Periods, Places, Cultures and Identities		
<b>Advanced Requirements</b>		
Select one from each of the following categories:		9
Literary History Underrepresented Writers:		
EN 223	Hippies, Punks and Rude Boys	
EN 235	Literature by Women (WS 235)	



EN 265	Survey of African-American Literature	
EN 276	Literature of the Global South I: Africa and South Asia	
EN 277	Lit of the Global South II: The Americas	
EN 338	American Literature by Women of Color (WS 338)	
EN 340	Immigrant Fictions	
Literary History I:		
EN 341	Chaucer and the Medieval Period	
EN 345	English Literature of the Renaissance	
EN 348	Milton and the 17th Century	
EN 350	18th-Century British Literature (1660-1800)	
EN 361	Origins of U.S. Literature (1492-1865)	
Literary History II:		
EN 308	Composing America	
EN 322	Modern British Literature (1900-1945)	
EN 323	Contemporary British Literature (1945-Present)	
EN 352	British Romanticism (1785-1832)	
EN 355	Victorian Literature (1832-1901)	
EN 365	The American Renaissance (1830-1865)	
EN 366	Modern U.S. Literature (1900-1945)	
EN 367	Contemporary U.S. Literature (1945-Present)	
EN 380	Realism and Naturalism in U.S. Literature (1865-1930)	
EN 304	Junior Seminar in Critical Theory	3
EN 460	Senior Seminar Capstone	3
Total Credits		36

## Concentration in Creative Writing Curriculum

All students wishing to fulfill the requirements for a concentration in creative writing must take the following courses:

Code	Title	Credits
Select two 200-level creative writing courses		6
Select two 300-level advanced creative writing workshops <sup>1</sup>		6
Select one course in contemporary/post-WWII literature, including but not limited to the following:		3
EN 220	The Short Story as a Genre	
EN 308	Composing America	
EN 322	Modern British Literature (1900-1945)	
EN 323	Contemporary British Literature (1945-Present)	
EN 366	Modern U.S. Literature (1900-1945)	

EN 367	Contemporary U.S. Literature (1945-Present)	
EN 373	Modernist American Poetry	
Total Credits		15

<sup>1</sup> The 300-level workshop can be repeated once for credit (i.e., a student interested in fiction can take the Advanced Fiction Workshop up to two times). Credits in the concentration can count for flexible and advanced requirements.

## Concentration in Secondary Education Curriculum

To earn the concentration in secondary education, students complete 18 credits, including:

Code	Title	Credits
<b>Credits in the concentration can count for flexible and advanced requirements</b>		
One course in British literature		3
Two courses in American literature		6
One course in Shakespeare		3
One course in advanced composition		3
History of the English Language		3
Total Credits		18

## Concentration in Creative Writing

English majors can earn a concentration in creative writing by completing 15 or more credits in creative writing and contemporary literature courses. Students who earn the concentration in creative writing not only hone their compositional, reading and analytical skills in one or more genres, but they also build a foundation for understanding and utilizing the power of creativity in their professional lives after college. This concentration is especially recommended to those students who hope to pursue a master of fine arts degree. Successful completion of the concentration in creative writing is indicated on students' transcripts.

## Concentration in Secondary Education

English majors who are planning to teach high school need a more structured curriculum tailored to state requirements and discipline-specific knowledge of literature. To earn the concentration in secondary education, students complete 18 credits in a strong, broadly based literature and expertise in writing foundation. The concentration enables them to move to graduate level work successfully, and greatly benefits them in their professional lives as high school teachers. Students use the flexible and advanced requirements to explore a range of courses in national literatures, genres, authors and writing.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in English

Program Contact: Patricia Comitini (Patricia.Comitini@quinnipiac.edu)  
203-582-8253

Professional advancement often depends on good reading aptitude, as well as sound writing and rhetorical techniques and critical and creative thinking. With an English minor, you'll explore literature while you also hone your communication skills. These are must-have talents to work in creative fields, such as screenwriting, advertising and publishing. They are also important in other careers where you may have to write a grant proposal, a contract, a persuasive argument for a legal case, a public policy or a business plan. This minor can complement any major.

The Department of English offers a minor in English for students who wish to study literature and improve their writing abilities—both creative and critical. Students whose professional advancement depends on good reading aptitude, sound writing and rhetorical techniques, and critical and creative thinking are encouraged to apply to the chair of the English department.

## English Minor Curriculum

To complete the minor, students must take 18 credits of English course work; at least 9 credits must be at the 300 level.

Code	Title	Credits
<b>Possible courses include:</b>		
EN 201	Creative Writing	3
EN 202	Introduction to Creative Nonfiction	3
EN 203	Practicing Stylistics	3
EN 204	Critical Theory and Practice	3
EN 205	Introduction to Fiction Writing	3
EN 206	Introduction to Writing Poetry	3
EN 208	Greek Tragedy	3
EN 210	The Art of Poetry	3
EN 212	The Personal Essay	3
EN 213	The Nature Essay	3
EN 214	The History Essay	3
EN 215	The Travel Essay	3
EN 220	The Short Story as a Genre	3
EN 222	Comics and Graphic Novels	3
EN 223	Hippies, Punks and Rude Boys	3
EN 235	Literature by Women (WS 235)	3
EN 240	Survey of English Literature I	3
EN 241	Medieval Romances	3
EN 250	Survey of English Literature II	3
EN 260	Survey of American Literature I	3
EN 265	Survey of African-American Literature	3
EN 270	Survey of American Literature II	3
EN 276	Literature of the Global South I: Africa and South Asia	3
EN 277	Lit of the Global South II: The Americas	3

EN 280	The European Tradition in Literature I	3
EN 281	The European Tradition in Literature II	3
EN 283	The American Dream: Paradise or Failure	3
EN 301	Advanced Fiction-Writing Workshop	3
EN 302	Advanced Creative Nonfiction	3
EN 303	The Art of Audio Narrative (FVI 380 GDD 303)	3
EN 304	Junior Seminar in Critical Theory	3
EN 306	Advanced Poetry Writing Workshop	3
EN 308	Composing America	3
EN 320	Studies in the Novel	3
EN 321	The Russian Novel	3
EN 322	Modern British Literature (1900-1945)	3
EN 323	Contemporary British Literature (1945-Present)	3
EN 324	The Gothic Novel	3
EN 325	History of the English Language	3
EN 326	Modern Irish Drama	3
EN 338	American Literature by Women of Color (WS 338)	3
EN 340	Immigrant Fictions	3
EN 341	Chaucer and the Medieval Period	3
EN 343	Shakespeare: Histories and Comedies	3
EN 344	Shakespeare: Tragedies and Romances	3
EN 345	English Literature of the Renaissance	3
EN 348	Milton and the 17th Century	3
EN 350	18th-Century British Literature (1660-1800)	3
EN 351	Studies in Rhetoric and Writing	3
EN 352	British Romanticism (1785-1832)	3
EN 355	Victorian Literature (1832-1901)	3
EN 360	Literature and Popular Culture (WS 360)	3
EN 361	Origins of U.S. Literature (1492-1865)	3
EN 365	The American Renaissance (1830-1865)	3
EN 366	Modern U.S. Literature (1900-1945)	3
EN 367	Contemporary U.S. Literature (1945-Present)	3
EN 373	Modernist American Poetry	3
EN 377	Faulkner and Literature Between the Wars	3
EN 380	Realism and Naturalism in U.S. Literature (1865-1930)	3

# Department of History

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

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

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

The mission of the Department of History is twofold. First, it provides an intensive program of study for students majoring in history. Second, the Department of History provides opportunities for all students at Quinnipiac to familiarize themselves with the past through the study of history across time and around the world.

- Bachelor of Arts in History (p. 122)
- Minor in History (p. 122)

## Bachelor of Arts in History

Program Contact: David Valone (David.Valone@quinnipiac.edu)  
203-582-5269

As a history major, you take a broad range of courses that introduce you to aspects of history from a wide variety of perspectives and time periods. All history majors must take at least two courses in American history, two courses in European history, and two courses in world history. In addition, majors take a junior level seminar on historiography and historical methods that introduces students to the actual production of historical knowledge and the creation of historical narratives and interpretive frameworks. In their senior year, all history students write a senior thesis that gives them a chance to put into practice everything they have learned throughout their work in the major. The remainder of the required 36 credits in history is made up of history electives chosen by students based on their interests in consultation with their adviser. Through a History major at Quinnipiac, you will gain a broad understanding of past events, plus critical thinking skills and writing expertise, all of which will prepare you for a number of careers, from curator of a museum exhibit on Middle Eastern art to grant writer for a large teaching hospital. If you have a talent for languages, you could become an intelligence officer with the FBI, or you can choose to continue your education with a graduate degree in education, law or medicine.

Students normally apply for admission to the major during their sophomore year. Applications must be made to, and approved by, the

chairperson. Acceptance is usually approved for all applicants in good standing academically.

Continuation in the major is dependent upon a satisfactory level of performance in all courses, with special reference to work in history. In addition to the CAS requirements, students majoring in history must take 6 credits of European history courses, 6 credits of American history courses, 6 credits of global history courses, four elective courses (300 level or above), and several specified history classes including HS 303 and HS 408.

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

## BA in History Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in History must meet the following requirements for graduation:

Code	Title	Credits
<b>History Core Requirements</b> <sup>1,2</sup>		
	European History	6
	American History	6
	Global History	6
	Select four electives 300 level or above	12
HS 303	Historiography and Historical Methods	3
HS 408	Seminars in History	3
Total Credits		36

- <sup>1</sup> No more than three courses may be at the 100 level.
- <sup>2</sup> The minimum requirement (36 credits) must be met with a grade of C or better in all courses.

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

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in History

Program Contact: David Valone (David.Valone@quinnipiac.edu)  
203-582-5269

Learning to view our modern world through the lens of history is a valuable skill that will shape your understanding of politics, economics, science and art. This program explores major events in American, European and non-Western history. You'll enrich your liberal arts experience and develop a background that will prove useful in many fields, such as business, law, education or government. You'll hone your writing and research skills while discovering the rich histories of countries and cultures from ancient times through modern day.

You'll have the flexibility to chart your own path through this minor. With the guidance of the department chair, you can focus on your particular areas of interest and choose from a diverse selection of classes in topics such as World War II, ancient Greece, the European Renaissance and Asian and African history. If you're interested in Irish history, you'll have the opportunity to explore the subject through Ireland's Great Hunger Institute at Quinnipiac, which host lectures, conferences and courses.

## Minor in History Curriculum

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

Code	Title	Credits
<b>Possible courses include:</b>		
HS 111	The Rise of the West	3
HS 112	The West in the World	3
HS 122	Modern World History	3
HS 131	U.S. History to 1877	3
HS 132	U.S. History Since Reconstruction	3
HS 201	Historical Writing	1
HS 202	Introduction to Public History	3
HS 208	Twentieth-Century World History	3
HS 209	Twentieth-Century Europe	3
HS 210	Contemporary America	3
HS 211	Popular Culture in American History	3
HS 213	The Roman World	3
HS 215	American Business History	3
HS 220	American Environmental History	3
HS 227	Russian Cultural and Intellectual History	3
HS 228	Twentieth-Century Russia	3
HS 229	Irish History	3
HS 230	The Rise of Modern Science	3
HS 231	The World of Tudor/Stuart Britain	3
HS 232	The Rise and Fall of the British Empire	3
HS 235	History of Modern China/Asian Studies	3
HS 236	History of Modern Japan/Asian Studies	3
HS 241	African-American Experiences to Reconstruction	3
HS 242	African-American Experience Since Reconstruction	3

HS 254	Colonial Latin America	3
HS 271	History of Southeast Asia 1	3
HS 272	History of Southeast Asia 2	3
HS 273	African History and Culture	3
HS 274	History of India	3
HS 275	History of the Middle East	3
HS 286	Introduction to Medieval Europe	3
HS 294	American Civilization: Prosperity and Depression in the 1920s and 1930s	3
HS 302	Colonizing the Body	3
HS 303	Historiography and Historical Methods	3
HS 305	Vietnam (COM 305)	3
HS 307	The Holocaust (MSS 307)	3
HS 308	U.S. Women's History (WS 308)	3
HS 309	Women in America 1920-Present (WS 309)	3
HS 310	The Ancient Near East	3
HS 311	The Ancient Hebrews	3
HS 312	Ancient Greece	3
HS 313	The Roman World	3
HS 314	Europe in the Early Medieval Period, 325-842	3
HS 315	Introduction to Medieval Europe: Europe in the High Middle Ages	3
HS 316	The European Renaissance	3
HS 317	The European Reformation	3
HS 318	European History, 1555-1715	3
HS 319	European History, 1715-1815	3
HS 320	European History, 1815-1914	3
HS 321	European History, 1914-1945	3
HS 322	History of World War I	3
HS 323	World War II	3
HS 324	History of England to 1688	3
HS 325	History of England: 1688 to the Present	3
HS 326	Witches and Werewolves in the Early Modern World (WS 326)	3
HS 327	Islamic Societies and Cultures to 1300	3
HS 330	History of Western Medicine	3
HS 331	The British Empire and Commonwealth	3
HS 332	History of India	3
HS 333	The Middle East, 1300-1919; Critical Issues	3
HS 340	The Colonial Period to 1763	3
HS 341	The American Revolution	3
HS 342	The Early American Republic	3
HS 344	Civil War and Reconstruction	3
HS 345	The Gilded Age and the Progressive Era	3



HS 346	The United States from WW I to WW II	3
HS 348	The American West to 1900	3
HS 349	American Maritime History	3
HS 351	The New South	3
HS 361	African History to 1850	3
HS 362	African History Since 1850	3
HS 371	Women in the Caribbean from the Indigenous Era to Emancipation	3
HS 372	Women in the Caribbean since Emancipation	3
HS 376	Pirates of the Caribbean	3
HS 377	Kinship, Culture and Slavery: Creating an African Diaspora in the Americas	3
HS 380	Historic Preservation	3
HS 391	Colonizing the Body	4
HS 394	Doctors, Disease, and Death in the Western World	4

## Department of Legal Studies

The Department of Legal Studies offers students a humanities-based approach to law and the legal system within the context of a liberal arts education. It provides an avenue for majors to understand the multifaceted dimensions of legal discourse, including the historical context in which the legal system was fashioned, the ethical implications of the construction and implementation of legal rules, and the policy impact that contemporary legal decisions continue to have on various aspects of governance in both the public and private spheres. Our students are exposed to essential aspects of legal practice, procedure and methodology, and are taught to bridge their practical understanding of the legal profession by placing those skills in a broader context and recognizing laws as being reflective of broader elements of social change.

The focus of the department is on how law reflects the values of society and constantly adapts to changes in societal behavior and opinion. We look at how laws affect the relationships between individuals and groups in society, and of groups to each other. We discuss issues such as justice, equity and the balance between the rights of individuals and the public interest, from a legal, historical and societal viewpoint. The Law in Society major develops specific legal research, writing and critical thinking skills, all within a framework of the ethical and statutory constraints confronting the legal professions. After graduation, many of our students continue their education by attending law or graduate school. Others work in law-related settings, such as working as a paralegal in a law office or business. Other graduates have become social workers, teachers and business owners.

The department also offers three minors. The Minor in Law in Society is for students who want to explore law, while retaining flexibility in choosing courses. The Minor/Certificate in Legal Studies, approved by the American Bar Association, provides students with the opportunity to study legal practice and prepares them to work as paralegals. The Dispute Resolution Minor focuses on resolving disputes in different ways and formats.

Quinnipiac University's Bachelor of Arts in Law in Society approaches the study of law, legal processes and legal institutions in the tradition of the

humanities. The classic values of a liberal arts education are combined with the critical thinking, analytical writing and oral presentation skills of the legal profession and prepares graduates to become active and thoughtful citizens in their local and global communities. The Law in Society major culminates with the integration of the classroom component with professional skills development in which students complete both a scholarly thesis and an internship in a professional, law-related setting.

- Bachelor of Arts in Law in Society (p. 124)
- Minor in Dispute Resolution (p. 125)
- Minor in Law in Society (p. 126)
- Minor/Certificate in Legal Studies (p. 126)

Quinnipiac's Minor/Certificate in Legal Studies is approved by the American Bar Association.

## Bachelor of Arts in Law in Society

Program Contact: Jill E. Martin  
(Jill.Martin@quinnipiac.edu) 203-582-8712

Quinnipiac University's Law in Society program approaches the study of law, legal processes and legal institutions in the tradition of the humanities. The classic values of a liberal arts education are combined with the critical thinking, analytical writing and oral presentation skills of the legal profession to prepare graduates to become active and thoughtful citizens in their local and global communities. The Law in Society major culminates with the integration of the classroom component with professional skills development where students complete both a scholarly thesis and an internship in a professional, law-related setting. Graduates of the program are well prepared for a variety of careers in law and law-related fields such as policy, compliance, politics, paralegal, government, social services, criminal justice and conflict resolution, as well as to continue on to law school or to other graduate work in the social sciences or humanities.

Students in the Law in Society major take a wide variety of courses to learn and understand the complexities of the law. The core requirements provide students with the foundation to further explore various areas of law. Students learn to research, reason and write about the law, learn how the civil and constitutional systems work, and work at an internship in a law office setting. Students integrate their education in a senior capstone thesis course, which provides the opportunity to do independent research on a topic of their choosing, pulling together all the courses they have already taken.

A humanities-based approach to law necessitates an exposure to different methodologies and distinct approaches to the understanding of law. While the core component exposes students to the legal methodology and the policy context required to understanding the field of law, the elective requirements provide students with an understanding of how the law shapes and is shaped by particular perspectives, historical contexts and actual practice. The requirement of two Legal Practice courses and one Alternate Perspectives course helps the students to learn different ways of approaching legal problems and exposes them to various ways of problem solving. As part of the major requirements, students complete a legal studies certificate, approved by the American Bar Association.

## BA in Law in Society Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in Law in Society must meet the following requirements for graduation:

Code	Title	Credits
<b>Law in Society Core Requirements</b>		
Students must earn a grade of C or better in all Law in Society core requirements at the 200 level or above, to move to the next required courses.		
LE 101	Introduction to the American Legal System	3
LE 211	Legal Reasoning, Research and Writing I	3
LE 212	Legal Reasoning, Research and Writing II	3
LE 305	Civil Procedures	3
LE 340	American Constitutional Law (PO353)	3
LE 485	Legal Internship Seminar	3
LE 490 (Senior Seminar in Law in Society) <sup>1</sup>		3
<b>Law in Society Elective Courses</b>		
At least 9 credits must be at the 300 level:		
<b>Legal Practice Electives</b>		
Select two courses of the following:		6
LE 309	Advanced Legal Writing and Advocacy	
LE 311	Administrative Agencies	
LE 315	Wills, Probate and Estate Administration	
LE 320	Land Transfer and Closing Procedures	
LE 328	Employment Law	
LE 330	Law of Business Entities	
LE 345	Intellectual Property	
LE 360	Mediation	
LE 370	Negotiation	
<b>Alternative Perspectives in the Law Electives</b>		
Select one of the following:		3
LE 250	Gender and the Law (WS 250)	
LE 317	International Law (PO 317)	
LE 319	International Law and the Individual	
LE 322	Health Care Law (HSC 322)	
LE 342	Comparative Constitutional Law (PO 342)	
LE 350	Federal Indian Law and Policy	
PL 202	Logical Reasoning	
PS 383	Psychology and the Law	
<b>Legal Studies Electives</b>		
LE 115	Criminal Law	
LE 150	Introduction to Mock Trial	

LE 160	Competitive Mock Trial (may be taken up to three times, or twice if LE 150 was taken)	
LE 200	Special Topics	
LE 224	Sports Law (SPS 224)	
LE 225	Alternative Dispute Resolution	
LE 260	Trial Techniques	
LE 300	Special Topics	
LE 312	Family Law	
<b>Three additional courses chosen from any LE elective, including those in Legal Practice and Alternative Perspectives</b>		9
<b>Additional Requirements <sup>2</sup></b>		
SO 101	Introduction to Sociology	3
Select a 200-level English course		3
Select an American History course		3
<b>Total Credits</b>		<b>48</b>

<sup>1</sup> Course available beginning Fall 2019.

<sup>2</sup> May be taken in conjunction with the College of Arts and Sciences requirements.

Students also must complete a minor in any other department within the university.

## Program Learning Outcomes

Students who graduate with a degree in Law in Society are able to:

1. understand and critically assess how law is made, interpreted and applied in different contexts within the United States and abroad
2. research, analyze and write a scholarly paper on a chosen topic related to law, incorporating humanities-based inquiry
3. formulate and present a coherent, well supported legal argument in both written and oral form to diverse audiences
4. apply their legal skills and knowledge of the humanities in a professional law-related setting, consistent with ethical standards governing the legal profession
5. understand the political, historical and social conditions underlying and affecting the law

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Dispute Resolution

Program Contact: Jill E. Martin ([Jill.Martin@quinnipiac.edu](mailto:Jill.Martin@quinnipiac.edu))  
203-582-8712

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

## Dispute Resolution Minor Curriculum

Students must complete a minimum of 18 credits. At least 6 credits must be taken at the 300 level.

Code	Title	Credits
<b>Required courses (12 credits)</b>		
LE 101	Introduction to the American Legal System	3
LE 225	Alternative Dispute Resolution	3
LE 360	Mediation	3
LE 370	Negotiation	3
<b>Elective courses</b>		
Select 6 credits from the following:		6
LE 260	Trial Techniques	
LE 305	Civil Procedures	
LE 312	Family Law	
LE/PO 317	International Law (PO 317)	
LE 328	Employment Law	
IB 324	Negotiating Internationally	
Total Credits		18

## Minor in Law in Society

Program Contact: Jill E. Martin (Jill.Martin@quinnipiac.edu)  
203-582-8712

The minor in Law in Society is designed for students who are interested in learning more about law and the American legal system. Law is the binding force in society. It reflects the values of society and is constantly changing as society changes. Law deals with issues such as justice, equity and the balance between the rights of individuals and the public interest. Students in this program learn of their legal rights and responsibilities in today's society. This minor introduces students to the historical and current issues facing society through its legal system. The minor is not designed to prepare students to work as paralegals and is not approved by the American Bar Association.

## Law in Society Minor Curriculum

Code	Title	Credits
<b>Required courses</b>		
LE 101	Introduction to the American Legal System	3
LE 211	Legal Reasoning, Research and Writing I	3
<b>Elective courses</b>		

Select 12 credits of LE courses. At least 6 credits must be at the 300 level <sup>1</sup>	12
Total Credits	18

<sup>1</sup> Electives may be taken from all legal studies courses, except LE 485 - Minors may not take LE 485.

Students must meet the prerequisites for elective courses.

Code	Title	Credits
<b>Other courses that may be used as electives</b>		
No more than one from this list:		
BLW 221	Business Law and Society	3
BLW 322	The Law of Property, Sales and Negotiable Instruments	3
MSS 340	Communications Law and Policy	3
PL 202	Logical Reasoning	3
PS 383	Psychology and the Law	3

## Minor/Certificate in Legal Studies (ABA-Approved)

Program Contact: Jill E. Martin  
(Jill.Martin@quinnipiac.edu) 203-582-8712

Quinnipiac University's ABA-approved minor/certificate in Legal Studies is designed to provide students with the knowledge and skills needed to be successful in the paralegal profession. The minor is planned and taught by lawyers to provide students with a solid grounding in the fundamentals of the legal system. The courses chosen for the minor prepare students to work as a paralegal in diverse legal settings. The legal studies minor/certificate has been approved by the American Bar Association as a paralegal education program. A paralegal performs specifically delegated substantive legal work under the supervision of an attorney. While paralegals may not give legal advice to clients or appear in court on their behalf, these highly skilled professionals perform a wide range of tasks and play an integral role in the delivery of legal services.

The education focuses on particular core areas of the law and on developing specific legal research, writing, and critical thinking skills, all within a framework of the ethical and statutory constraints confronting the paralegal profession. This combination of theoretical classwork with real-world experience, along with exposure to traditional liberal arts and general education, and a major in another discipline at Quinnipiac, prepares legal studies certificate students for a broad range of professional opportunities.

## Legal Studies Minor/Certificate Curriculum

Total of 21 credits:

Code	Title	Credits
<b>Required Courses (Students must earn a grade of C or better in all 200 level or above required courses in the Legal Studies minor/certificate to move to the next required course)</b>		15
LE 101	Introduction to the American Legal System	3

LE 211	Legal Reasoning, Research and Writing I	3
LE 212	Legal Reasoning, Research and Writing II	3
LE 305	Civil Procedures	3
LE 485	Legal Internship Seminar <sup>1</sup>	3
<b>Legal Studies Electives (choose two from electives approved as Legal Practice)</b>		6
LE 309	Advanced Legal Writing and Advocacy	3
LE 311	Administrative Agencies	3
LE 315	Wills, Probate and Estate Administration	3
LE 320	Land Transfer and Closing Procedures	3
LE 328	Employment Law	3
LE 330	Law of Business Entities	3
LE 345	Intellectual Property	3
LE 360	Mediation	3
LE 370	Negotiation	3

<sup>1</sup> Course available beginning Fall 2019

## Program Learning Outcomes

Students who graduate with a Minor/Certificate in Legal Studies will be able to:

1. Understand and critically assess how law is made, interpreted, and applied in the United States.
2. Analyze a legal problem, research and synthesize the law, apply it to a set of facts, and write a legal memo using a generally accepted format for the legal profession with proper legal citation.
3. Draft, review, organize, and manage legal documents and correspondence using proper format and appropriate content.
4. Formulate and present a coherent, well-supported legal argument in both written and oral form to diverse audiences.
5. Apply their legal skills and knowledge in a professional legal setting, consistent with ethical standards governing the legal profession.

## Department of Mathematics

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

Students majoring in Mathematics acquire the mathematical skills necessary to be successful in their chosen field and become an informed and responsible citizen, and learn to appreciate the relevance of mathematics in society.

Students completing a major in Mathematics should:

- be prepared for employment in mathematics-related careers in fields such as business, science, government and education
- be prepared to pursue graduate studies in mathematics

- be able to work collaboratively on mathematical problems and effectively communicate these results
- be exposed to technological innovations used in mathematics
- be able to read and use the current mathematical literature to further their own education

- Bachelor of Arts in Mathematics (p. 127)
- Minor in Applied Statistics and Data Science (p. 128)
- Minor in Mathematics (p. 129)

## Bachelor of Arts in Mathematics

Program Contact: Cornelius Nelan (cornelius.nelan@qu.edu)  
203-582-8003

The power of mathematics lies in its focus on precise and logical reasoning to draw conclusions and make discoveries in many domains, both abstract and concrete.

The idea of mathematics as a process of carrying out procedures and following rules to produce a single right answer is a misconception. At the college level, the discipline is fully realized as a way of thinking, which can be applied in almost any context, wherever the basis for what is true or false can be understood while minimizing fuzziness or ambiguity.

The starting point in mathematics is not a large body of facts, but is instead a small number of ideas that are made precise and thoroughly understood. Mathematical knowledge is built from these in a way that gives us access to the steps that form the logical basis for why something makes sense.

Times have changed. We live in a world where decisions need to be justified with data and conclusions need to be quantified. To be effective, we must critically evaluate judgments based on data and quantifiable observations, and present arguments in a logical fashion. Presenting conclusions alone is not enough; they must be explained in a way that convinces others, supported by sound logical reasoning. This kind of argument focus of mathematics.

Ultimately, mathematics builds our ability to create new knowledge, justify new conclusions, and make new discoveries in any realm where logical thought yields power — which is to say, just about everywhere.

Consequently, the study of mathematics will better enable you to succeed in other disciplines, from chemistry to political science to sociology, at a more advanced level. This is also why mathematics majors find careers doing advanced work in consulting, government, analytics, engineering, education and more. **Note:** a C- or better is required for all departmental prerequisites, unless otherwise stated.

## BA in Mathematics Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in mathematics must meet the following requirements for graduation:

Code	Title	Credits
<b>Calculus Sequence</b>		
Select one of the following:		4
MA 151	Calculus I	
or MA 141 and MA 150		
Select one of the following:		4

MA 152	Calculus II	
or MA 153 and MA 154		
MA 251	Calculus III	4
<b>Additional Mathematics Core Courses</b>		
MA 229	Linear Algebra	3
MA 301	Foundations of Advanced Mathematics	3
MA 321	Abstract Algebra	3
MA 341	Advanced Calculus	3
MA 490	Mathematics Senior Seminar	3
<b>Electives</b>		
Select three of the following:		9
MA 285	Applied Statistics	
MA 300	Special Topics	
MA 305	Discrete Mathematics	
MA 315	Theory of Computation (CSC 315)	
MA 318	Cryptography (CSC 318)	
MA 361	Numerical Analysis (CSC 361)	
MA 365	Ordinary Differential Equations	
MA 370	Number Theory	
MA 371	Mathematical Statistics and Probability I	
MA 372	Mathematical Statistics and Probability II	
MA 378	Mathematical Modeling	
MA 400	Special Topics in Math	
MA 421	Advanced Algebra	
MA 441	Complex Variables	
MA 451	Elements of Point-Set Topology	
Total Credits		36

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

- Students interested in **teaching** should consider MA 285.
- Students interested in **statistics** should consider:

Code	Title	Credits
MA 371	Mathematical Statistics and Probability I	3
MA 372	Mathematical Statistics and Probability II	3
MA 378	Mathematical Modeling	3

- Students interested in **actuarial studies** should consider:

Code	Title	Credits
MA 285	Applied Statistics	3
MA 361	Numerical Analysis (CSC 361)	3
MA 371	Mathematical Statistics and Probability I	3
MA 372	Mathematical Statistics and Probability II	3
EC 111	Principles of Microeconomics	3
AC 211	Financial Accounting	3
CSC 110	Programming and Problem Solving	3

Also possibly consider:

EC 112	Principles of Macroeconomics	3
FIN 201	Fundamentals of Financial Management	3
FIN 310	Investment Analysis	3

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Applied Statistics and Data Science (ASDS)

Program Contact: Jill Shahverdian (jill.shahverdian@qu.edu): 203-582-3663

The minor in Applied Statistics and Data Science is available to a student in any major. The six required courses are designed to develop students into critical consumers of data, who can work with data and present data in a way that tells a story, enabling effective decision making and problem solving. Critical thinkers who can analyze data to help solve organizational problems are already in high demand and future growth is predicted to be robust.

Students who complete this minor will have a toolkit they can use in their daily lives, which can be applied to any field of study or career path.

## Applied Statistics and Data Science Minor Curriculum

Required Courses<sup>1</sup>

Code	Title	Credits
MA 170	Probability and Data Analysis	3
MA 206	Statistics for the Behavioral Sciences	3
or MA 275 or MA 285 or PS 206 or EC 271 or EC 272		
EC 365	Econometrics	3
MA 380	Data Mining	3
MA 385	Machine Learning	3
MA 480	ASDS Capstone	3

<sup>1</sup> Students cannot use these courses for both a Mathematics major and the Applied Statistics and Data Science minor.



## Minor in Mathematics

Program Contact: Cornelius Nelan  
(Cornelius.Nelan@qu.edu) 203-582-8003

Math is a universal language that is essential in the natural and social sciences, business and engineering. This minor gives you more than just a way to fine-tune specific mathematical skills; it also offers an opportunity to strengthen your logic, reasoning and problem-solving capabilities.

In the mathematics minor, courses in advanced statistics teach you to analyze complex data and perform high-level research, while cryptography courses provide an introduction to the world of securing data and IT security. Geometric concepts apply as much to set design and the visual arts as they do to architecture and civil engineering. You'll develop expertise that is applicable in nearly every field, from computer science and finance to education and health care, and obtain tools that will give you a competitive advantage.

To complete a minor in mathematics, a student is required to complete 18 credits of mathematics classes.

### Mathematics Minor Curriculum

Code	Title	Credits
Six credits of Calculus at the level of 141 or above		6
MA 229	Linear Algebra	3
Select three electives in consultation with the department chairperson <sup>1</sup>		9
Total Credits		18

<sup>1</sup> At least one of the three electives must be at the 300-level. Courses numbered below MA 141 may be approved at the discretion of the department chairperson.

## Department of Modern Languages, Literatures and Cultures

The Department of Modern Languages, Literatures and Cultures offers a major in Spanish Language and Literature and minors in French, Italian and Spanish. It also offers instruction in Chinese and German through the intermediate level, and instruction in Japanese, Hebrew and Arabic through the elementary level.

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

### Language Placement

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

### Study Abroad

Study abroad, especially for students enrolled in the appropriate major/minor program, is encouraged. Quinnipiac facilitates organized

opportunities for study abroad, and accepts relevant credit from colleges and universities abroad. Visit the Study Abroad page (<https://catalog.qu.edu/general-information/study-abroad>) for additional information.

The mission of the Department of Modern Languages, Literatures and Cultures is to have students develop effective communication skills as well as cultural critical thinking and knowledge commensurate with the level of study achieved in the chosen language. In this way, students build a strong foundation to thrive in a changing world of diverse cultures and people.

- Bachelor of Arts in Spanish Language and Literature (p. 129)
- Minor in French (p. 130)
- Minor in Italian (p. 130)
- Minor in Spanish (p. 131)

## Bachelor of Arts in Spanish Language and Literature

Program Contact: Luis Arata (Luis.Arata@quinnipiac.edu) 203-582-8658

The study of Spanish Language and Literature offers a number of advantages. In addition to major cultural benefits, the study of how important populations outside and within our borders communicate from day to day enhances the individual's value in the workplace.

The program has three components: Spanish language (written and oral); culture of Spain and Latin America; and major literary works in Spanish.

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

Double majors are encouraged.

### Honor Society

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

## BA in Spanish Language and Literature Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in Spanish Language and Literature must meet the following requirements for graduation:

Code	Title	Credits
<b>Spanish Core Requirements</b>		
Written and oral fluency in Spanish:		
Complete the following or their equivalent:		9
SP 301	Advanced Spanish I	
SP 302	Advanced Spanish II	
SP 312	Advanced Conversation <sup>1</sup>	

Cultural literacy, including a familiarity with Hispanic cultures and fine arts, historical and sociopolitical matters, and/or linguistics:		
Complete 12 credits in courses on Spanish culture or Spanish American culture taught in Spanish	12	
Possible courses include:		
SP 343	Culture of Spain	
SP 370	History of the Romance Languages	
SP 373	Latin American Cultures I	
SP 374	Latin American Cultures II	
SP 376	The Spanish Caribbean	
Knowledge of major works of literature written in Spanish:		
Complete 12 credits in courses on Spanish or Spanish-American literature taught in Spanish	12	
Possible courses include:		
SP 317	Approaches to Literary Genres	
SP 321	Masterpieces of Spanish Literature	
SP 328	Spanish American Literature from the Conquest to 1880	
SP 329	Spanish American Literature from 1880 to Present	
SP 335	Nineteenth Century Literature of Spain	
SP 348	Spanish Drama and Poetry of the Golden Age	
SP 371	Contemporary Literature in Spanish	
SP 450	Senior Seminar	3
Total Credits	36	

<sup>1</sup> This course might be waived for students with demonstrated proficiency in oral Spanish—those students would take 3 additional credits in cultural literacy or knowledge of major works of literature written in Spanish.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

Minor in French

Program Contact: Luis Arata (Luis.Arata@quinnipiac.edu) 203-582-8658

This minor deepens your understanding and appreciation of French culture through intensive language study. The benefits of a French minor are many, and complement a variety of other fields, from international business and global public health, to literature and visual performing arts. Learning the subtle beauty and nuances of the French language not only strengthens your sense of intercultural awareness, but enables you to

read, understand and even perform the works of French authors, poets, playwrights and film directors in their originally intended language.

The minor includes six courses, at least one of which must be at the 300-level (18 credits). In all courses for the minor, a grade of C or higher must be achieved. At least 9 credits must be taken on campus.

French Minor Curriculum

The minor includes six courses, at least one of which must be at the 300-level (18 credits). In all courses for the minor, a grade of C or higher must be achieved. At least 9 credits must be taken on campus.

Code	Title	Credits
Possible courses include:		
FR 101	Elementary French I	3
FR 102	Elementary French II	3
FR 201	Intermediate French I	3
FR 202	Intermediate French II	3
FR 301	Advanced French I	3
FR 302	Advanced French II	3

Minor in Italian

Program Contact: Filippo Naitana (Filippo.Naitana@qu.edu) 203-582-3334

The Minor in Italian program offers a strong foundation in Italian language and culture, giving access to the country’s extraordinarily rich tradition as well as the significant professional advantages of being proficient in a world language. In particular, it can open the door to careers in government, international business, fashion and design, the food and automotive industries and education. A distinct feature of the Minor in Italian is the breath of its curriculum, which includes full-immersion language courses at the beginning, intermediate and advanced levels, literature seminars taught entirely in Italian, and interdisciplinary courses such as “Italy: A Journey Through Its Food, History and Culture,” which is taught in English.

You’ll also have a wide variety of opportunities to explore Italian art and culture and hone your language skills through study abroad programs with our partners in Florence and Perugia, Italy. Quinnipiac will also coordinate internships and service-learning projects abroad for you at a range of sites: you could be learning about the international wine business at the Roccafiore Winery, helping teachers design English language workshops and curriculum at a local high school, or perhaps gaining valuable management and marketing experience at a luxury textiles business thriving in the new global economy.

The minor consists of six courses, at least two of which must be at the 300 level.

Italian Minor Curriculum

The minor consists of six courses (18 credits), at least two of which must be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus.

Code	Title	Credits
Possible courses include:		
IT 101	Elementary Italian I	3
IT 102	Elementary Italian II	3

IT 200	Italian: Special Topics	3
IT 201	Intermediate Italian I	3
IT 202	Intermediate Italian II	3
IT 210	Italy: a Journey Through its Food, History and Culture (in Eng.)	3
IT 211	Italian Cinema (in Eng.)	3
IT 212	Florence and the Making of Modernity (in Eng.)	3
IT 299	Independent Study	3
IT 301	Advanced Italian I	3
IT 302	Advanced Italian II	3
IT 316	Introduction to Italian Literature and Culture	3
IT 320	Italy's Cities	3
IT 399	Independent Study	3

## Minor in Spanish

Program Contact: Luis Arata (Luis.Arata@quinnipiac.edu) 203-582-8658

Spanish is the official language of 21 countries and territories, and is spoken by nearly half a billion people around the world. Acquiring a basic foundation in Spanish can be a valuable asset in many fields, from government and business to health care and education. Though not as comprehensive as our major, this program will immerse you in the language, offering each course entirely in Spanish. You'll gain a cultural understanding of Spanish-speaking countries and communities around the world.

You'll have the flexibility to shape your minor and hone your language skills in electives that explore a broad range of topics from culture to literature. Quinnipiac's Albert Schweitzer Institute is an exciting resource, sponsoring service trips, educational projects and internship opportunities in countries including Nicaragua, Guatemala and Costa Rica.

The minor in Spanish offers students a solid foundation in Spanish and a well-rounded entry to the Spanish-speaking cultures with practical benefits in travel and work. The minor includes six courses (18 credits), all of which must be taught in Spanish. At least two of the six courses must be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus.

## Minor in Spanish Curriculum

The minor includes six courses (18 credits), all of which must be taught in Spanish. At least two of the six courses must be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus.

Code	Title	Credits
<b>Possible courses include:</b>		
SP 101	Elementary Spanish I	3
SP 102	Elementary Spanish II	3
SP 201	Intermediate Spanish I	3
SP 202	Intermediate Spanish II	3
SP 301	Advanced Spanish I	3
SP 302	Advanced Spanish II	3
SP 312	Advanced Conversation	3

SP 317	Approaches to Literary Genres	3
SP 321	Masterpieces of Spanish Literature	3
SP 328	Spanish American Literature from the Conquest to 1880	3
SP 329	Spanish American Literature from 1880 to Present	3
SP 335	Nineteenth Century Literature of Spain	3
SP 343	Culture of Spain	3
SP 348	Spanish Drama and Poetry of the Golden Age	3
SP 351	Short Story in Spanish	3
SP 370	History of the Romance Languages	3
SP 371	Contemporary Literature in Spanish	3
SP 373	Latin American Cultures I	3
SP 374	Latin American Cultures II	3
SP 376	The Spanish Caribbean	3
SP 401	Advanced Spanish Grammar	3

## Department of Philosophy and Political Science

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

The department offers minors in philosophy and political science that are tailored to complement a student's major field of study, and supports a variety of multidisciplinary minor programs including women's studies, the history and philosophy of science, international studies, Latin American studies, European Union studies, and Middle East studies.

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

- Bachelor of Arts in Philosophy (p. 131)
- Bachelor of Arts in Political Science (p. 132)
- Minor in Philosophy (p. 135)
- Minor in Political Science (p. 135)
- Washington, D.C. Program (p. 136)

## Bachelor of Arts in Philosophy

Program Contact: Scott McLean (scott.mclean@quinnipiac.edu)  
203-582-8686

Philosophy is an ancient project, but one that continues to evolve as humans respond ethically to challenges in the coming century: peace,

environmental sustainability, globalization, technology, the needs for health and security, and the yearning for love and justice. The Philosophy major is structured to equip students with the conceptual tools and techniques of inquiry necessary to arrive at thoughtful responses to the world's challenges through their knowledge of different eras, themes and figures in the history of philosophy, both inside and outside the Western tradition.

Students learn to reflect critically, ethically and holistically on the significance of these tools and techniques to their own lives and to the world they are about to inherit. Students develop analytical and research skills in philosophical inquiry as they explore the history of philosophy and the current status of the main problems in epistemology, metaphysics and ethics.

Students who major in Philosophy develop competence in reasoning techniques, and will appraise the validity (and invalidity) of arguments, expose hidden assumptions, recognize fallacies and make a precise and coherent case in support of their own views. Philosophy graduates will be skilled in combining and synthesizing information from a wide range of sources, and in reflecting on their own thinking and experience. Students complete the major with a senior seminar in which they isolate and define a specific philosophical question that they explore in a senior thesis.

## BA in Philosophy Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, the BA in Philosophy requires the completion of 36 credits distributed as follows, with a minimum grade of C in all courses. No more than 6 credits of independent study (PL 299, PL 396, PL 399) may count toward completion of the major.

Code	Title	Credits
<b>University Curriculum</b>		
Complete the University Curriculum (p. 41)		46
<b>Philosophy Core Requirements</b>		
PL 101	Introduction to Philosophy	3
PL 202	Logical Reasoning	3
PL 220	Ethics and Human Values	3
PL 332	Ancient Philosophy	3
PL 333	Modern Philosophy	3
PL 401	Senior Seminar	3
<b>Electives</b>		
Select six philosophy or cognate courses:		18
Philosophy courses:		
PL 217	Contemporary Social and Political Philosophy (PO 217)	
PL 222	Bioethics	
PL 234	Philosophies of Health, Healing and Medicine	
PL 235	Philosophy of Science	
PL 236	Philosophy of Language	
PL 237	Philosophy of Mind	
PL 238	Philosophy of Technology and Social Transformation	
PL 240	Philosophy of Sport (SPS 240)	
PL 250	Philosophy of Art	
PL 265	Living Religions of the World	

PL 266	Diverse Global Philosophies
PL 267	Philosophy of Religion
PL 299	Independent Study in Philosophy
PL 312	Philosophy of War and Peace (PO 312)
PL 320	Thought and Work of Albert Schweitzer (SL:Service Learning)
PL 330	Philosophy and Gender (WS 330)
PL 331	Philosophy of Humor
PL 334	Medieval Philosophy
PL 335	Contemporary Philosophy
PL 337	Human Rights: Theory and Practice (PO 337)
PL 338	Paradoxes
PL 340	Philosophy of Sex and Love
PL 368	Philosophy of Death and Dying
PL 395	Critical Game Studies (GDD 395)
PL 396	Philosophy Internship
PL 399	Directed Research in Philosophy
Cognate courses: <sup>1</sup>	
CSC 350	Intelligent Systems
HS 312	Ancient Greece
PO 215	Political Theory
PO 216	American Political Thought
PO 315	Democratic Theory and Practice
SO 201	Sociological Theory

Total Credits 82

<sup>1</sup> In addition to philosophy courses, a student may count up to two of the cognate courses toward completion of the philosophy major.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Bachelor of Arts in Political Science

Program Contact: Scott McLean ([Scott.McLean@quinnipiac.edu](mailto:Scott.McLean@quinnipiac.edu))  
203-582-8686

The Bachelor of Arts in Political Science program provides courses that balance social scientific analysis of power relations with a focus on the politics and values of community, wherever community can be found, restored or created. Through their course work and activities, students develop foundational knowledge regarding the causes and consequences of socioeconomic inequalities in the United States and around the world; the rise of the U.S. as a global power and how that power is used; the major environmental, political and socioeconomic

threats facing the global community; and the historical development of American democracy and its application to contemporary political challenges.

Political science majors also develop the ability to engage in normative and empirical forms of inquiry: they can explain how different subfields in the discipline approach the study of politics scientifically, and they can critically analyze the justifications for individual political actions and governmental policies using normative and ethical reasoning. Students complete the major with a senior seminar in which they engage major questions in political science and develop a sustained, independently conceived contribution to these questions in the form of a senior thesis. Upon graduation, political science majors have the tools necessary for active, informed and sustained engagement with the political process.

In addition to the core requirements common to all political science majors, students may choose to concentrate their studies either in the politics track, the public policy and leadership track, or the global affairs track. For more information about these three tracks, see the Tracks tab (p. 134). The department strongly advises students as they design their academic and professional development outside the Political Science major. Extracurricular leadership activities, courses in diversity, and a background in statistics and economics are encouraged as ways to support learning in the public policy and leadership track.

Because experiences in government or politics are key to learning how to apply and transfer knowledge gained in the classroom to the professional or civic realm, political science majors at Quinnipiac are required to have a for-credit "Experiential Learning" course or internship. Students may choose between an advanced internship, a course in the Quinnipiac Washington, D.C., Semester (p. 41) program, a political science course taken as part of a Study Abroad (p. 40) semester, or a course where academic learning is integrated with a community service learning project. More information about the experiential learning requirement can be found on the Curriculum tab (p. 133).

## BA in Political Science Curriculum

The BA in Political Science requires the completion of 36 credits, with a minimum grade of C in all courses. No more than 6 credits of internship (PO 295, PO 395) may count toward the completion of the major. In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in Political Science must meet the following requirements for graduation:

### Political Science Core Requirements:

Code	Title	Credits
PO 131	Introduction to American Government and Politics	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 225	American Political Movements	3
PO 303	Political Inquiry	3
PO 408	Senior Seminar	3

PO 395 or PO 365 or a Service Learning course or Washington, D.C., Semester course or Study Abroad course in politics or other course approved by the department.

Total Credits 21-24

## Experiential Requirement

At Quinnipiac, political science majors are required to have a for-credit "Experiential Learning" course or internship. Students may choose between an advanced internship, a course in the Quinnipiac Washington, D.C., Semester (p. 41) program, a political science course taken as part of a Study Abroad (p. 40) semester, or a course where academic learning is integrated with a community service learning project. Students should plan with their academic advisers early to complete this requirement before the start of their senior year. With department approval, this requirement may be completed with one of the following:

- A political science advanced internship PO 395 of 3 or more credits;
- A political science course taken in a study abroad (p. 40) program;
- A political science course taken in the Washington, D.C. (p. 41), program or PO 365;
- A service learning course in any discipline (must have "SL" designation).

## Electives: Tracks in Political Science

Students choosing to focus their studies in the politics track, the public policy and leadership track, or the global affairs track may choose from among the following electives beyond the core required courses:

### Politics Track

Code	Title	Credits
Select 15 credits of the following political science or cognate courses		15

#### Political Science courses:

PO 101	Issues in Politics
PO 205	Public Policy and Administration
PO 206	Ethics and Public Leadership
PO 209	Environmental Politics and Policy
PO 216	American Political Thought
PO 217	Contemporary Social and Political Philosophy (PL 217)
PO 219	Women and Political Thought (WS 219)
PO 221	Introduction to Latin America
PO 227	The Politics of Intimacy
PO 231	Elections and Political Parties (SL: Service Learning)
PO 245	International Political Economy
PO 247	Actors and Processes in U.S. Foreign Policy
PO 280	Congress and the President
PO 311	Topics in International Relations
PO 312	Philosophy of War and Peace (PL 312)
PO 315	Democratic Theory and Practice
PO 317	International Law (LE 317)
PO 319	International Interventions



PO 321	Comparative Government
PO 325	Political Psychology and Public Opinion
PO 331	Topics in Comparative Government
PO 333	Middle Eastern History and Politics
PO 334	Topics in African Politics
PO 337	Human Rights: Theory and Practice (PL 337)
PO 342	Comparative Constitutional Law (LE 342)
PO 348	Political Communication
PO 353	American Constitutional Law (LE340)
PO 354	Civil Rights and Civil Liberties
PO 360	Topics in American Politics
PO 362	Presidential Election Campaigns (SL: Service Learning)
PO 365	Inside Washington, D.C.
PO 370	State and Local Government
PO 387	Women and Public Policy (WS 387)
PO 399	Independent Study in Political Science
Cognate courses: <sup>1</sup>	
IB 201	Globalization and International Business
PS 261	Social Psychology
SO 264	Social Welfare Institutions
Total Credits	

15

<sup>1</sup> In addition to political science courses, a student may count up to two of the cognate courses toward completion of the political science major.

### Public Policy and Leadership Track

Code	Title	Credits
Select 15 credits of the following:		
PO 205	Public Policy and Administration	
PO 206	Ethics and Public Leadership	
PO 209	Environmental Politics and Policy	
PO 216	American Political Thought	
PO 227	The Politics of Intimacy	
PO 231	Elections and Political Parties (SL: Service Learning)	
PO 247	Actors and Processes in U.S. Foreign Policy	
PO 280	Congress and the President	
PO 315	Democratic Theory and Practice	
PO 325	Political Psychology and Public Opinion	
PO 335	Politics of Race and Ethnicity	
PO 348	Political Communication	
PO 353	American Constitutional Law (LE340)	
PO 354	Civil Rights and Civil Liberties	
PO 360	Topics in American Politics	

PO 362	Presidential Election Campaigns (SL: Service Learning)
PO 365	Inside Washington, D.C.
PO 370	State and Local Government
PO 387	Women and Public Policy (WS 387)
Cognate courses: <sup>1</sup>	
PS 261	Social Psychology
SO 264	Social Welfare Institutions
Total Credits	

15

<sup>1</sup> In addition to political science courses, a student may count up to two of the cognate courses toward completion of the political science major.

### Global Affairs Track

Code	Title	Credits
Select 15 credits of the following political science or cognate courses:		15
PO 101	Issues in Politics	
PO 209	Environmental Politics and Policy	
PO 221	Introduction to Latin America	
PO 245	International Political Economy	
PO 247	Actors and Processes in U.S. Foreign Policy	
PO 311	Topics in International Relations	
PO 312	Philosophy of War and Peace (PL 312)	
PO 317	International Law (LE 317)	
PO 319	International Interventions	
PO 321	Comparative Government	
PO 333	Middle Eastern History and Politics	
PO 334	Topics in African Politics	
PO 335	Politics of Race and Ethnicity	
PO 337	Human Rights: Theory and Practice (PL 337)	
PO 342	Comparative Constitutional Law (LE 342)	
Cognate courses: <sup>1</sup>		
IB 201	Globalization and International Business	
Total Credits		15

<sup>1</sup> In addition to political science courses, a student may count up to two of the cognate courses toward completion of the political science major.

## Politics Tracks

The politics track provides students with a general background in political issues, policies and topics according to the interests of the student. Students may select any of the electives offered in the the department to complete this track. The politics track is ideal for students interested in experiencing a wide variety of topics and exploring diverse forms of political phenomena – from local government to national policy to global issues.

## Public Policy and Leadership Track

The public policy and leadership track provides students with the opportunity to undertake an academic and experiential program that will develop the intellectual tools for leadership and public service in government and nongovernmental organizations. Courses and experiential programs within this concentration emphasize the study of civic engagement, leadership skills, institutional design, the policymaking process and the ethical responsibilities of leadership within an increasingly diverse community. This track is distinctive in how it combines the study of public policy with analysis of the increasingly important ethical dilemmas of public leadership in issues of gender, race and ethnicity.

## Global Affairs Track

The global affairs track provides students with the experience and intellectual tools for service and leadership in governmental and nongovernmental organizations that operate in the international/global realm. The program of study emphasizes an interdisciplinary approach to the study of politics and organization at the international level; in addition to work in political science, a student following this track is encouraged to pursue upper-level courses in anthropology, sociology, history, economics, language and management. Students may choose to further specialize with a geographic region of focus based around the study of comparative politics or an institutional focus based around the study of international law and organizations.

### Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Philosophy

Program Contact: Scott McLean (Scott.McLean@qu.edu) 203-582-8686

A basic understanding of philosophy complements virtually every subject, from science to the humanities. With a minor in philosophy, students discover how the wisdom of ancient philosophers applies to our modern world and study a vast array of global philosophies, cultures and religions. You will examine some of the most pressing moral and ethical questions facing the world today. You'll learn not only how to think independently and logically, but also how to effectively communicate your thoughts—essential and transferrable professional skills, particularly in the fields of medicine, politics, law and teaching.

Students have the flexibility to design your minor by choosing from a wide selection of courses that explore areas such as philosophy of art, human rights, bioethics, war and technology.

Quinnipiac's minor in philosophy offers an adventure in thinking and talking about our own ideas as well as those of great philosophers, past

and present, with reference to the moral life, power and wealth, and humanity's relation to nature and to the future of the planet.

## Philosophy Minor Curriculum

Code	Title	Credits
PL 101	Introduction to Philosophy	3
Select five courses in philosophy		15
PL 202	Logical Reasoning	
PL 217	Contemporary Social and Political Philosophy (PO 217)	
PL 220	Ethics and Human Values	
PL 222	Bioethics	
PL 234	Philosophies of Health, Healing and Medicine	
PL 235	Philosophy of Science	
PL 236	Philosophy of Language	
PL 237	Philosophy of Mind	
PL 238	Philosophy of Technology and Social Transformation	
PL 240	Philosophy of Sport (SPS 240)	
PL 250	Philosophy of Art	
PL 265	Living Religions of the World	
PL 266	Diverse Global Philosophies	
PL 267	Philosophy of Religion	
PL 299	Independent Study in Philosophy	
PL 312	Philosophy of War and Peace (PO 312)	
PL 320	Thought and Work of Albert Schweitzer (SL:Service Learning)	
PL 330	Philosophy and Gender (WS 330)	
PL 331	Philosophy of Humor	
PL 332	Ancient Philosophy	
PL 333	Modern Philosophy	
PL 334	Medieval Philosophy	
PL 335	Contemporary Philosophy	
PL 337	Human Rights: Theory and Practice (PO 337)	
PL 338	Paradoxes	
PL 340	Philosophy of Sex and Love	
PL 368	Philosophy of Death and Dying	
PL 395	Critical Game Studies (GDD 395)	

Total Credits 18

## Minor in Political Science

Program Contact: Scott McLean (Scott.McLean@qu.edu) 203-582-8686

Political science is profoundly relevant in fields beyond government, such as medicine, business, technology, economics and law. This minor examines the history, theory and science behind how governments operate and how they relate to the people they serve. In your classes, you will discuss politics in local, national and international contexts and explore the ways in which politics influences society.

You will have the flexibility to design a program based on your interests and that complements your major. You can choose from courses that

focus on international relations, political communication, public opinion and presidential politics. You are also free to experience the political arena first-hand through an internship with the Connecticut Legislature in Hartford or a local campaign. Working at a media outlet, you'll learn about political journalism. Whatever your career ambitions, a basic foundation in political science will be an effective launching pad.

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

## Political Science Minor Curriculum

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

Code	Title	Credits
<b>Possible courses include:</b>		
PO 101	Issues in Politics	3
PO 131	Introduction to American Government and Politics	3
PO 205	Public Policy and Administration	3
PO 206	Ethics and Public Leadership	3
PO 209	Environmental Politics and Policy	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 216	American Political Thought	3
PO 217	Contemporary Social and Political Philosophy (PL 217)	3
PO 219	Women and Political Thought (WS 219)	3
PO 221	Introduction to Latin America	3
PO 225	American Political Movements	3
PO 227	The Politics of Intimacy	3
PO 231	Elections and Political Parties (SL: Service Learning)	3
PO 245	International Political Economy	3
PO 247	Actors and Processes in U.S. Foreign Policy	3
PO 270	State and Local Government	3
PO 280	Congress and the President	3
PO 295	Internship in Political Science	1-3
PO 297	Simulating International Organizations	1
PO 301	Critical Thinking About Politics	4
PO 302	The Global Civic Dilemma	4
PO 311	Topics in International Relations	3
PO 312	Philosophy of War and Peace (PL 312)	3
PO 315	Democratic Theory and Practice	3
PO 317	International Law (LE 317)	3

PO 319	International Interventions	3
PO 321	Comparative Government	3
PO 325	Political Psychology and Public Opinion	3
PO 331	Topics in Comparative Government	3
PO 333	Middle Eastern History and Politics	3
PO 334	Topics in African Politics	3
PO 335	Politics of Race and Ethnicity	3
PO 337	Human Rights: Theory and Practice (PL 337)	3
PO 342	Comparative Constitutional Law (LE 342)	3
PO 348	Political Communication	3
PO 353	American Constitutional Law (LE340)	3
PO 354	Civil Rights and Civil Liberties	3
PO 360	Topics in American Politics	3
PO 362	Presidential Election Campaigns (SL: Service Learning)	4
PO 365	Inside Washington, D.C.	3
PO 370	State and Local Government	3
PO 387	Women and Public Policy (WS 387)	3
PO 399	Independent Study in Political Science	1-10

## QU in DC

Program Director: Scott McLean (scott.mclean@qu.edu) 203-582-8686

Quinnipiac in Washington, D.C. ("QU in DC") encompasses both individual seminars in D.C., as well as semester-long programs combining a seminar with a semester-long internship in the student's field of choice. The program is open to students in any major. Grades earned in the program automatically apply to completion of the BA degree. Quinnipiac financial aid applies, and Quinnipiac students are eligible for additional merit-based scholarships. Costs may vary depending on the type of D.C. internship selected, but in most cases, the net cost to the student for a semester in D.C. is equal to, or less than, the cost of a semester on the Quinnipiac campus. Internships and courses are available for students who are interested in advocacy, business, media, journalism, national security, diplomacy and public policy. Students who are interested in pursuing this program are urged to begin the planning and consultation process with their academic advisers a year prior to the projected start of a semester in D.C. Quinnipiac students must have a 3.0 GPA or better to be eligible, and they should not be under any judicial sanctions. Students may have the GPA requirement waived by application to the QU in DC program director.

## Department of Psychology

Psychologists study phenomena such as behavior, emotions, cognitions and interactions from many perspectives. Given the diversity of ways of investigating psychological phenomena, students in both psychology and behavioral neuroscience study the discipline from several vantage points, including the biological, cognitive, social, developmental and scientist-practitioner perspectives. In this way, students come to appreciate the complexity of the field.

In both majors, the BS in Psychology and the BS in Behavioral Neuroscience, the department offers preparation for admission to graduate and professional schools and employment after graduation. Students are encouraged to engage with their learning in various ways, both in the classroom and in co-curricular activities, such as internships, independent study and/or by concentrating their studies in a particular area of psychology. They learn to design and conduct research, analyze data using statistical software and use academic search engines. Students learn the importance of first impressions and how to behave professionally. They also learn how to be self-disciplined; all seniors complete a substantial piece of scholarly work in which they demonstrate their understanding of the science of psychology or behavioral neuroscience and how these areas are connected with other areas of inquiry.

The mission of the Department of Psychology is to introduce students to the broad field of scientific psychology while offering them an education in the true liberal arts tradition. The psychology faculty members are committed to helping students become more sophisticated readers of scientific texts, more effective writers and more articulate speakers. These skills are linked to the development of critical thinking, a primary goal of the faculty. Courses require students to read primary research publications, to write in expository style and to speak their minds. Students engage in these activities as a way to learn about different kinds of research and about competing theories. The psychology program is designed to produce independent thinkers and lifelong learners.

- Bachelor of Science in Psychology (p. 139)
- Bachelor of Science in Behavioral Neuroscience (p. 137)
  - Pre-Medical Studies
- Minor in Psychology (p. 140)

## Bachelor of Science in Behavioral Neuroscience

Program Contact: Adrienne Betz (Adrienne.Betz@quinnipiac.edu)  
203-582-5259

Behavioral Neuroscience is an interdisciplinary field that studies brain and behavior in a multifaceted and integrative way. The Behavioral Neuroscience major is a course of study that emphasizes the interaction between the psychological and biological foundations of behavior. Behavioral Neuroscience majors choose one of two tracks (natural science or psychological science) based on individual goals and interests.

The natural science track is a science-intensive program that provides training to students who have primary interests in the biological sciences as applied to psychology and behavior. The curriculum in this track can fulfill the science prerequisites for most professional schools.

The psychological science track includes a core set of courses in biology, chemistry and physics, but is more psychology-intensive than the natural science track. This track would be appropriate for those who are most interested in aspects of psychology that are most directly related to physiology and brain function, and how they relate to behavior. The curriculum in this track prepares students for entry to graduate programs or employment in behavioral neuroscience and related fields.

Students seeking a BS in Behavioral Neuroscience must complete requirements for the University Curriculum and a foreign language up

to the 102-level. Initial placement in English and mathematics scores is determined by examination and evaluation of high school units presented. Within the major, behavioral neuroscience students take a set of courses that emphasize scientific reasoning. After taking PS 101, all majors take PS 206, PS 307, PS 308 or [PS 353](#), and PS 401 in separate semesters. The capstone course, PS 401, must be taken in the senior year, taken as a seminar during the regular academic year, and following completion of PS 308. In each of the following sequence courses, students must earn a grade of C- or higher before moving on to the next course: PS 206, PS 307, PS 308 or [PS 353](#). **Students must earn a grade of C- or higher** in PS 101 before moving on to any 200-level PS courses and in [PS 252](#) before moving on to [PS 357](#). All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

## BS in Behavioral Neuroscience: Natural Science Track

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences foreign language requirement, students on the natural science track must complete a biological and physical science core, and a psychology core.

Code	Title	Credits
<b>Biological and Physical Science Core</b> <sup>2</sup>		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
or		
PHY 121	University Physics	
PHY 122	University Physics II	
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology Lab II	4
BIO 329	Neurobiology	3
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4

Psychology Core		
PS 101	Introduction to Psychology	3
PS 206	Introduction to Statistics in Psychology	3
PS 307 & 307L	Introduction to Research Methods in Psychology and Introduction to Methods Lab	4
PS 308 & 308L	Advanced Research Methods in Psychology and Advanced Research Methods Lab	

or

PS 353	Research Methods in Behavioral Neuroscience	
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors	3

Psychology Content Courses		
PS 233	Cognitive Psychology	3
PS 252	Physiological Psychology	3
PS 272	Abnormal Psychology	3
PS 354	Sensation and Perception	3
PS 357	Drugs, Brain and Behavior	3

<sup>1</sup> Students who do not directly place into MA 141 should take MA 140<sup>2</sup> Some of these courses can fulfill the University Curriculum requirements

All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

## BS in Behavioral Neuroscience: Psychological Science Track

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences foreign language requirement, students majoring in Behavioral Neuroscience: psychological science track must complete a biological and physical science core and a psychology core.

Code	Title	Credits
Science Core <sup>2</sup>		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 240	Cellular Communication	3
BIO 329	Neurobiology	3

Psychology Core		
PS 101	Introduction to Psychology	3
PS 206	Introduction to Statistics in Psychology	3
PS 307 & 307L	Introduction to Research Methods in Psychology and Introduction to Methods Lab	4
PS 308 & 308L	Advanced Research Methods in Psychology and Advanced Research Methods Lab	4

or

PS 353	Research Methods in Behavioral Neuroscience	
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors	3

Psychology Content Courses		
PS 233	Cognitive Psychology	3
PS 252	Physiological Psychology	3
PS 272	Abnormal Psychology	3
PS 354	Sensation and Perception	3
PS 357	Drugs, Brain and Behavior	3
Three 200 or above PS electives		9

<sup>1</sup> Students who do not directly place into MA 141 should take MA 140<sup>2</sup> Some of these courses can fulfill the University Curriculum requirements

Behavioral Neuroscience majors, on either track, normally complete the following in their first year<sup>2</sup>:

Code	Title	Credits
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 141	Calculus of a Single Variable <sup>1</sup>	3
BIO 150	General Biology for Majors	4
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 110	General Chemistry I	3
CHE 111	General Chemistry II	3
PS 101	Introduction to Psychology	3
Total Credits		29

<sup>1</sup> Students who do not directly place into MA 141 should take MA 140<sup>2</sup> Some of these courses can fulfill the University Curriculum requirements.



All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 38) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

## Bachelor of Science in Psychology

Program Contact: Anne Eischach  
(anne.eischach@quinnipiac.edu) 203-582-8455

Psychology explores phenomenon from multiple perspectives and is an ideal starting point for many careers. Our students go on to graduate level work in psychology and pursue careers in a wide range of fields including school psychology, industrial-organizational psychology, and many mental health fields. This degree also prepares students for success in fields such as law, education and business, which require strong critical-thinking skills and a solid understanding of interpersonal relationships. In this program, students work with experienced faculty members who research intriguing topics, such as how we read stories, workplace relationships, aggressive behaviors, and mindfulness.

Academic studies will be augmented by lab courses that involve designing psychological studies and collecting data. Students can participate in supervised fieldwork in the applied clinical science concentration, preparing them for careers in counseling. Or, students can choose the industrial-organizational psychology track, which focuses on relationships in work environments. Our Psychology majors graduate well prepared to enter the workforce or to pursue an advanced degree.

Quinnipiac provides real-world experience based on students' interests. In addition to participating in summer research projects at institutions across the country, our students have interned at a battered women's center, psychiatric in-patient clinics and national corporations.

## BS in Psychology Curriculum

Students seeking a BS in Psychology must complete requirements for the University Curriculum (p. 41). In addition to the lab-based science required by the University Curriculum, Psychology majors must complete one additional lab-based science course outside of psychology, one additional social science outside of psychology, one course that explores

issues of multiculturalism and/or diversity, and a foreign language up to the 102-level. *NOTE:* The department strongly encourages psychology majors to take courses in biology.

Within the major, Psychology students take a set of courses that emphasize scientific reasoning. After taking PS 101, all majors take PS 206, PS 307, PS 308, and PS 401. All students must complete PS 206, PS 307 and PS 308 in separate semesters. The capstone course, PS 401, must be taken in the senior year, following completion of PS 308. In each of the following sequence courses, students must earn a grade of C- or higher before moving on to the next course: PS 206, PS 307, PS 308. A C- is also required in PS 101 before students can move on to any 200-level PS course. PS 401, the capstone course, requires senior standing and must be taken as a seminar during the regular academic year.

In addition to the University Curriculum (p. 41), students majoring in Psychology must meet the following requirements for graduation:

Code	Title	Credits
Psychology Requirements		
Psychological Science Core		
PS 101	Introduction to Psychology <sup>1</sup>	3
PS 206	Introduction to Statistics in Psychology <sup>1</sup>	3
PS 307	Introduction to Research Methods in Psychology <sup>1</sup>	4
PS 308	Advanced Research Methods in Psychology <sup>1</sup>	4
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors <sup>2</sup>	3
Psychology Perspectives		
Biological Perspective (select one) <sup>3</sup>		
PS 252	Physiological Psychology	3
Cognitive Perspective (select one) <sup>3</sup>		
PS 233	Cognitive Psychology	3
Developmental Perspective (select one) <sup>3</sup>		
PS 236	Child and Adolescent Development	3
Social Perspective (select one) <sup>3</sup>		
PS 261	Social Psychology	3
Scientist-Practitioner Perspective (select one)		
PS 272	Abnormal Psychology	3
PS 265	Industrial-Organizational Psychology	
Psychology Electives		
Select one psychology course at the 200-level or higher		3
Select one psychology course at the 300-level		3
Additional Degree Requirements		
Select one additional Natural Science course with a Lab		4
Select one Diversity/Multicultural course		3
Select one Social Science course outside of Psychology		3
Total Credits		48

- <sup>1</sup> Students must earn a grade of C- or higher before moving on to the next course.
- <sup>2</sup> Senior standing required. Must be taken as a seminar during the regular academic year.
- <sup>3</sup> Additional courses may be designated to fulfill this requirement.

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

### Applied Clinical Science Concentration

Students may elect to enroll in the applied clinical science program within the psychology major. The program prepares students for careers related to clinical psychology and provides the basis for graduate work in fields such as social work, counseling and school psychology. A 3.0 overall GPA is required to participate in the ACS concentration fieldwork courses.

ACS students must take:

Code	Title	Credits
PS 272	Abnormal Psychology	3
PS 371	Clinical Psychology	3
PS 391	Applied Clinical Science Seminar (SL: Service Learning)	3
PS 393	Fieldwork in Applied Clinical Science (SL:Service Learning)	3
PS 394	Fieldwork in Applied Clinical Science (SL: Service Learning)	3
Total Credits		15

The ACS program emphasizes:

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

### Industrial-Organizational Psychology Concentration

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

Code	Title	Credits
PS 265	Industrial-Organizational Psychology	3
PS 397	Fieldwork in Industrial/Organizational Psychology	3
Select one of the following:		3
PS 366	Advanced Personnel Psychology	
PS 367	Advanced Organizational Psychology	
PS 368	Occupational Health Psychology	
Total Credits		9

The I-O psychology program emphasizes:

1. The traditional research and practice of industrial-organizational psychology.

2. Using psychological principles to study and improve working conditions.
3. Mindfulness of the changing nature of work and the ability of the field to make innovations to match such changes.

### Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Psychology

Program Contact: Anne Eisbach (Anne.Eisbach@quinnipiac.edu)  
203-582-8455

Psychology is a fascinating and complex discipline with a rich history and a range of subfields that intersect in some capacity with nearly every other field of academic study. The minor allows you to select topics that most complement your academic and career goals. Courses offered focus on the major perspectives in the field (namely, the biological, cognitive, social, developmental and scientist-practitioner) as well as other specialized areas of interest (e.g., clinical psychology, school psychology, forensic psychology, health psychology and the like).

The minor requires 18 credits of psychology courses, no more than 6 of which can be at the 100-level. Course selection should be based on the student's interest and goals; however the following courses are reserved for majors only: PS 206, PS 307, PS 308, PS 391, PS 393, PS 394 and PS 401.

## Psychology Minor Curriculum

Students wishing to minor in psychology take 18 credits in psychology. No more than two courses (6 credits) may be at the 100-level. Course selection should be based on the student's interest and goals.

Code	Title	Credits
<b>Possible courses include:</b>		
PS 101	Introduction to Psychology	3
PS 200	Special Topics in Psychology	3
PS 210	Human Sexuality (WS 210)	3
PS 232	The Concept of Personality and Its Development	3
PS 233	Cognitive Psychology	3
PS 234	Adult Development and Aging (GT 234)	3
PS 236	Child and Adolescent Development	3
PS 242	School Psychology	3
PS 244	Psychology of Prejudice	3
PS 250	Parenting Science	3
PS 251	Introduction to Conditioning and Learning	3

PS 252	Physiological Psychology	3
PS 254	Psychology of Close Relationships	3
PS 261	Social Psychology	3
PS 262	Psychology of Women (WS 262)	3
PS 265	Industrial-Organizational Psychology	3
PS 272	Abnormal Psychology	3
PS 283	Introduction to Forensic Psychology	3
PS 310	History of Madness	3
PS 311	Tests and Measurements in Psychology	3
PS 325	Health Psychology	3
PS 333	Advanced Cognition	3
PS 336	Cognitive Development	3
PS 353	Research Methods in Behavioral Neuroscience	3
PS 354	Sensation and Perception	3
PS 355	Advanced Psychology of Learning	4
PS 355L	Psychology of Learning Lab	
PS 356	Psychology of Language	3
PS 357	Drugs, Brain and Behavior	3
PS 366	Advanced Personnel Psychology	3
PS 367	Advanced Organizational Psychology	3
PS 368	Occupational Health Psychology	3
PS 370	Intimate Partner Violence Seminar (WS 370)	3
PS 371	Clinical Psychology	3
PS 372	Child Psychopathology	3
PS 373	Positive Psychology	3
PS 382	Advanced Social Psychology	3
PS 383	Psychology and the Law	3

The following courses are reserved for majors only:

Code	Title	Credits
PS 206	Introduction to Statistics in Psychology	3
PS 307	Introduction to Research Methods in Psychology	4
PS 308	Advanced Research Methods in Psychology	4
PS 309	History of Psychology	3
Internship courses		
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors	3

## Department of Sociology, Criminal Justice and Anthropology

The Department of Sociology, Criminal Justice and Anthropology embraces a range of disciplines and their related subfields: anthropology, criminal justice, gerontology and sociology. Our graduates are represented in careers such as social work, teaching, health care, politics,

policing, law, corrections, nonprofits, public administration and social policy. Students who choose one of these majors acquire a valuable set of skills useful in their future professions or in graduate education:

**Diversity Awareness.** Students go outside their comfort zone to not only witness but identify with and appreciate the perspective of diverse groups.

**Social Scientific Literacy.** Students learn the logic of research methodology and are able to understand and critique the results of scientific research generated by scholars in the discipline.

**Critical Thinking.** Students apply disciplinary theories and concepts to interpret various social phenomena and scholarship from multiple perspectives through clear oral and written articulation.

**Sociological Understanding of Society.** Students discuss the theories, critical concepts and ideas that form the basis of disciplinary knowledge and understand how social structure affects the distribution of cultural and material resources across social groups.

The three primary majors are Sociology, Criminal Justice and Gerontology. For more information about the different majors, click here (p. 141). Course work in the department provides students with skills that make them invaluable as workers, as community leaders and as citizens of a diverse, interconnected nation and world. Our majors graduate with the ability to appreciate diversity, to facilitate discussions across diverse viewpoints, to gather and assess evidence, to evaluate programs and then “think outside the box” to act as leaders of innovation and change in the workplace.

The core of the criminal justice, gerontology and sociology majors is our internship program. As one of the first departments at Quinnipiac to have centered our majors around an applied internship, we have 35 years of experience in helping students translate their classroom knowledge into real-world, in-demand job skills. In addition to rigorous sociological training, the department stresses the applicability and usefulness of this training through an upper-division experience in any number of internships at professional settings.

Anthropology, Gerontology, Sociology and Criminal Justice are united by a core set of classes designed to cultivate an appreciation for social and cultural diversity as well as to give students applied data analysis skills relevant to a career in any field. Students are taught to observe the ways that social and cultural forces shape both groups and individuals, and are provided with the skills of scientific inquiry that will enable them to be critical thinkers who can analyze the causes and consequences of social interaction in a wide range of settings.

## Majors in the Department Sociology

Sociology is the discipline of understanding society and social groups. Quinnipiac University offers a sociology degree, in which students can choose all their elective coursework from courses within the program, or students may choose a concentration in social services or in medicine and health to focus their course of study. Through all of these, students learn how groups interact and the social reasons for individual and group behaviors. Coursework is enriched by a required 120-hour internship. Internships let students apply their classroom experiences in professional settings. Our internship program is unique as we meet with each student to assess his or her professional interests before recommending appropriate internship sites. In addition to 120 hours at the internship site, students participate in a weekly seminar

to connect skills they take from the internship to their course work and to form a community among students. Sociology majors have the option to complete two different internships that teach them about working in diverse settings. Our major equips students with the applied skills, capabilities and work experience to enable them to begin careers immediately upon graduation or to pursue graduate education in these areas. As such, sociology is applicable to a wide range of fields for which understanding groups, social interactions, and diversity, are essential: social work, teaching, health care, politics, law, nonprofits, public administration and social policy. Our program requirements incorporate the skills needed for the 21st century workforce: diversity awareness, critical thinking and quantitative social scientific reasoning and sociological understanding of society.

## Criminal Justice

The criminal justice program prepares students for work in the diverse and challenging criminal justice field. Recent developments, including growth of the prison population and increasing numbers of prisoners returning to communities, create challenges our criminal justice majors are prepared to meet. Our program combines theory with practice as our majors learn in the classroom and the professional world. While students take courses dealing with topics such as policing, crime by juveniles, corrections and forensic science, a required 120-hour internship lets them apply their classroom experiences in a professional setting. Our internship program is unique as we meet with each student to assess his or her professional interests before recommending appropriate internship sites. In addition to 120 hours at the internship site, students participate in a weekly seminar to connect skills they take from the internship to their course work. Students have the option to complete two different internships that teach them about criminal justice work across diverse settings. Our graduates are employed in a range of fields including policing (local, state and federal), law, social work and probation, and some pursue advanced degrees in criminal justice or related fields. As with all disciplines in the Department of Sociology, Criminal Justice and Anthropology, criminal justice majors benefit from small class sizes and advising loads so they have ready access to faculty to help them shape their educational experience to best fit their professional and personal aspirations.

## Gerontology

Older Americans comprise the fastest growing age group in the country and careers in aging are growing right along with the elderly population. Our state-licensed program in gerontology prepares students to work for and with older adults in a wide variety of settings, such as senior centers, health care agencies, life-care communities, care management, elder advocacy and recreation. In addition to course work in gerontology, the interdisciplinary curriculum includes courses in the fields of sociology, psychology, health, social work, counseling, law, ethics, therapeutic recreation and biology, all of which are relevant to the study of aging. Coursework is enriched by two required 120-hour internships. Internships let students apply their classroom experiences in professional settings, providing practical skills and career readiness. Our internship program is unique as we meet with each student to assess his or her professional interests before recommending appropriate internship sites. In addition to 120 hours at the internship site, students participate in a weekly seminar to connect skills they take from the internship to their course work and to form a community among students. Through this integration of course work in the classroom and fieldwork in the community, students receive a broad understanding of and the skills they need to work with older adults in today's society.

- Bachelor of Arts in Criminal Justice (p. 142)

- Bachelor of Arts in Gerontology (p. 143)
- Bachelor of Arts in Sociology (p. 144)
- Minor in Anthropology (p. 145)
- Minor in Criminal Justice (p. 145)
- Minor in Gerontology (p. 146)
- Minor in Sociology (p. 146)

## Bachelor of Arts in Criminal Justice

Program Contact: Alan S. Bruce (alan.bruce@quinnipiac.edu)  
203-582-8458

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

## Criminal Justice Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in Criminal Justice must meet the following requirements for graduation:

Code	Title	Credits
<b>Criminal Justice Core Requirements</b>		
CJ 101	Crime and Society	3
SO 101	Introduction to Sociology	3
CJ 205	From College to Career (SO/GT 205)	1
SO 241	Sociology of Race and Ethnicity	3
CJ 241	Police and Policing	3
CJ 261	Prisons and Jails	3
CJ 290	Criminal Justice Research Methods	3
CJ 392	Internship in the Community	3
CJ 385	Senior Seminar in Criminal Justice Policy	3
Select one of the following crime typologies options:		3
CJ 232	Women in the Criminal Justice System (SO/WS 232) (course cross-listed)	
CJ 240	Organized Crime	
CJ 250	Youth Crime (SO 250)	
CJ 253	Sexual Violence	
CJ 271	Public Order Crimes (SO 271)	
Select one of the following criminal justice in practice options:		3
LE 225	Alternative Dispute Resolution	
CJ 243	Investigative Techniques	
CJ 251	Probation Parole and Community Corrections	
PS 283	Introduction to Forensic Psychology	



CJ 299	Independent Study in Criminal Justice <sup>1</sup>	6
Select two of the following advanced elective options:		
CJ 320	Victimology	
CJ 330	Perspectives on Violence (SO 330)	
CJ 333	Drugs, Alcohol and Society (SO 333)	
CJ 343	Forensic Issues in Law Enforcement	
CJ 355	Crime and Media (SO 355)	
SO 360	Sociology of Mental Illness	
CJ 370	Constitution, Ethics and Policing	
CJ 394	Advanced Internship in the Community	
CJ 399	Independent Study in Criminal Justice	
Total Credits		37

<sup>1</sup> Can count as either a crime typologies or criminal justice in practice option.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Bachelor of Arts in Gerontology

Program Contact: Catherine Richards Solomon  
(Catherine.Solomon@quinnipiac.edu) 203-582-5264

Quinnipiac is one of the few universities to offer an undergraduate major that anticipates one of the growing realities in our society: the rise in the number of older Americans. Every aspect of our society will be affected by the rapidly growing number of people over age 65. Gerontology prepares students to have careers that can address these societal changes. Jobs related to gerontology are among the fastest growing in the U.S. right now, and can be found in a range of professions, from health and business to policy and social programs. Nearly every profession entails working with clients over 65. Our curriculum is unique in that it provides students with a broad understanding of the various issues older individuals and their families face in later life: how our families and social networks changes as we age, the effects of aging on our minds and bodies, and which social programs and policies exist to help older people and families. Because the effects of an aging population are so far-reaching, the program is based on interdisciplinary studies, including courses from sociology, psychology, biology, philosophy and law.

Gerontology majors also complete two semester-long internships in public or private agencies involved directly with the elderly, such as senior centers, retirement complexes, hospitals, rehabilitation facilities, community aging services, case management agencies and nursing

homes. Students are prepared to continue their education or assume careers in aging-related areas such as social work, law, public health, medicine, health administration and public policy.

## Gerontology Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in Gerontology must meet the following requirements for graduation:

Code	Title	Credits
<b>Gerontology Core Requirements</b>		
Required courses for the major in gerontology:		
SO 101	Introduction to Sociology <sup>1</sup>	3
PS 101	Introduction to Psychology <sup>1</sup>	3
GT 205	From College to Career (SO/CJ 205)	1
GT 263	Sociology of Aging (SO 263)	3
PS 234	Adult Development and Aging (GT 234)	3
GT 290	Research Methods (SO 290)	3
BMS 200	Biology and Experience of Human Aging <sup>1</sup>	3
GT 382	Studying Social Issues with Statistics (SO 382)	3
GT 385	Senior Seminar (SO 385)	3
Two internships in the community:		
GT 392	Internship in the Community (SO 392)	3
GT 394	Advanced Internship in the Community	3
Select two of the following:		6
SO 241	Sociology of Race and Ethnicity <sup>1</sup>	
SO 244	Social Stratification <sup>1</sup>	
SO 255	Sociology of Families (WS 255) <sup>1</sup>	
SO 264	Social Welfare Institutions	
SO 266	Population and Society <sup>1</sup>	
SO 280	Illness and Disability <sup>1</sup>	
SO 305	Death, Grief and Bereavement (GT 305)	
PL 220	Ethics and Human Values <sup>1</sup>	
PL 234	Philosophies of Health, Healing and Medicine <sup>1</sup>	
PL 368	Philosophy of Death and Dying	
PS 325	Health Psychology	
Any PT or OT course		
Select two of the following:		6
GT 270	Program Planning and Administration (SO 270)	
GT 305	Death, Grief and Bereavement (SO 305)	
GT 311	Introduction to Social Work (SO 311)	
GT 315	Case Management (SO 315)	
Total Credits		43



<sup>1</sup> These courses also satisfy University Curriculum requirements.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Bachelor of Arts in Sociology

Program Contact: Catherine Richards Solomon  
(Catherine.Solomon@quinnipiac.edu) 203-582-5264

American society is in the midst of rapid social change, which affects families, schools, the economy, health care systems and social institutions. Students in this major study and analyze this change and explore potential solutions to a number of societal problems.

Sociology majors examine invisible structural forces and learn how these affect organizations and individuals. They analyze broader social trends, including trends in illness and wellness, changes in marriage and family formations, rates of educational attainment or patterns of hiring in organizations. They gain valuable sociological skills, which can be used to study nearly any aspect of social life—schooling, health and well-being, religious devotion, immigration patterns and more. In this major, students find a place to explore and develop their own unique interests and talents with thoughtful mentorship and guidance from faculty in the department.

Within the Sociology major, there are two concentrations (p. 145) in which students may elect to enroll: social services or medicine and health. All students take the same core classes, including courses that show students how to apply their sociological skills to real-world situations, particularly the required internship course, which is one of the program's capstone experiences. Through the close mentorship of our departmental internship coordinator, students gain valuable insight into and experience with how their acquired knowledge and capabilities translate into marketable job skills. The program retains a long list of possible placement sites—from work in schools, hospitals and foster care settings to providing assistance with newly arrived immigrants to working with disadvantaged youth—to ensure that students can match their internship experience to their interests. Students are prepared to continue their education or assume careers in areas including teaching, social work, public administration, health care, law and criminal justice.

## BA in Sociology Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in Sociology must meet the following requirements for graduation:

Code	Title	Credits
<b>Sociology Core Requirements</b>		
SO 101	Introduction to Sociology	3
SO 205	From College to Career (CJ/GT 205)	1

SO 244	Social Stratification	3
SO 290	Research Methods (GT 290)	3
SO 392	Internship in the Community (GT 392)	3
SO 382	Studying Social Issues with Statistics (GT 382) <sup>1</sup>	3
SO 385	Senior Seminar (GT 385)	3
Select 6 electives <sup>2</sup>		18
Total Credits		37

<sup>1</sup> If students take MA 206 to fulfill the university quantitative literacy requirement, MA 206 can be used to fulfill the sociology statistics requirement. The sociology statistics course (SO 382) cannot be used for the university quantitative literacy requirement.

<sup>2</sup> One of the electives could include AN 101 or AN 103; and one could be a criminal justice (CJ) course, so long as it is not cross-listed with sociology.

If students wish to focus their electives, they may take three classes (9 credits) of their 6 electives in either a social services concentration or a medicine and health concentration.

## Social Services Concentration

For this applied concentration, students must take:

Code	Title	Credits
SO 394	Advanced Internship in the Community	3
Select three of the following:		9
SO 225	Social Problems	
SO 232	Women in the Criminal Justice System (CJ/WS 232)	
SO 250	Youth Crime (CJ 250)	
SO 260	Social Control and Deviance	
SO 264	Social Welfare Institutions	
SO 270	Program Planning and Administration (GT 270)	
SO 311	Introduction to Social Work (GT 311)	
SO 315	Case Management (GT 315)	
Total Credits		12

## Medicine and Health Concentration

For this concentration, students choose three classes (9 credits) from this list (one course may be from anthropology):

Code	Title	Credits
Select three of the following:		9
AN 250	Forensic Anthropology	
SO 263	Sociology of Aging (GT 263)	
SO 266	Population and Society	
SO 280	Illness and Disability	
SO 305	Death, Grief and Bereavement (GT 305)	
SO 315	Case Management (GT 315)	
SO 333	Drugs, Alcohol and Society (CJ 333)	

## SO 360 Sociology of Mental Illness

Total Credits

9

### Social Services Concentration

A Sociology degree with a concentration in social services integrates a traditional liberal arts education with the specialized training and field background for students who intend to pursue a career in social services or pursue graduate education in social work, health-related fields or public administration. Society is increasingly faced with challenges in delivery of social services to a growing set of underserved populations. For students who want to work for a social service agency, for nonprofits who help disadvantaged individuals or families, for mental health and counseling services, in social work or for local and state government, this concentration provides a perfect background. Students focus their course work in the areas of social institutions, social inequalities and social issues. They also complete an advanced internship in the field, providing them with the experience and expertise to work with a wide range of client needs. For those wishing to pursue graduate education in social work, the concentration provides necessary background course work helpful for success in graduate programs as well as work experience that will help distinguish students in the application process.

### Medicine and Health Concentration

In our increasingly diverse nation, there is a growing need for medical professionals who understand how cultural and social factors affect individuals' health statuses, behaviors and interactions with the medical community. This concentration is well suited for students who wish to pursue careers and/or graduate work in any health-related field: medicine, mental health, drug and alcohol abuse prevention/treatment or nonprofits addressing the mental and physical health of their clients. Students focus their course work in such areas as sociology or anthropology of medicine, death and dying, disability, illness and mental health. Through this course work, students learn about the varying medical and health needs of diverse populations, including the causes and consequences of health disparities, that will enable them to improve the health of groups with different cultural and social needs. Students in this concentration may complete their internships in hospitals, hospices or other health-related settings.

### Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Anthropology

Program Contact: Hillary Haldane (Hillary.Haldane@qu.edu)  
203-582-3822

Anthropology is the study of humans in the broadest sense: through time and across geographical space, as social beings and as biological creatures. Anthropologists are interested in the big questions about what makes us human, and how living and past cultures are similar and different. Most importantly, anthropologists explore what we can learn

from other people cross-culturally, from our ancestors in the past, and from our primate relatives.

Studying anthropology allows students to understand the complexity of human diversity and to develop confidence in one's ability to work collaboratively with people from vastly different backgrounds and life experiences. Anthropology is a perfect area of study for anyone interested in learning about other cultures and ways of life, and offers excellent preparation for any career choice. Anthropology students find work in such fields as medicine, nongovernmental and nonprofit organizations, government, public health, development and international aid, and education. Anthropology offers students important training in persuasive writing, scientific research and data analysis, and critical thinking.

To complete the minor, students must take 18 credits of anthropology course work.

## Anthropology Minor Curriculum

Code	Title	Credits
Take six courses (18 credits) from the following:		
AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	3
AN 103	Dirt, Artifacts and Ideas: Introduction to Archaeology	3
AN 104 & 104L	Bones, Genes and Everything In Between: Intro to Biological Anthropology and Bones, Genes and Everything In Between: Intro to Biological Anthropology Lab	4
AN 210	Cross-Cultural Perspectives on Gender, Sex and Sexuality (WS 211)	3
AN 220	Anthropology of Development	3
AN 233	Practicing Archaeology	3
AN 237	Anthropology of Health and Medicine	3
AN 240	Ethnographic Theory and Practice	3
AN 243	Ancient Food For Thought	3
AN 245	The Anthropology of Gender-Based Violence	3
AN 250	Forensic Anthropology	3
AN 251 & 251L	Tales from the Crypt: Research Methods in Bioarchaeology and Research Methods in Bioarchaeology Lab	3
AN 252	The Science of Human Diversity	3
AN 299	Independent Study	3

## Minor in Criminal Justice

Program Contact: Alan S. Bruce  
(Alan.Bruce@quinnipiac.edu) 203-582-8458

Exploring the fundamental issues inherent in the criminal justice system can provide valuable insight into some of today's most complex societal challenges, including growth of the prison population and the ever-increasing number of prisoners returning to communities. From the role

mental illness plays in crime to the impact of drugs and alcohol on our communities, this minor examines an eclectic array of subjects that can complement many majors including sociology, political science and psychology.

You'll have the flexibility to shape the program in a way that reflects your interests and enhances your professional goals, and you'll have plenty of support and guidance from a faculty with a broad range of expertise in the criminal justice field. You will meet one-on-one with the program director, and together design a minor that's right for you, choosing from a varied selection of courses such as Dispute Resolution, Sexual Violence, Organized Crime and Investigative Techniques.

For the criminal justice minor, students must complete 15 credits in criminal justice studies at any level, and one 300-level criminal justice class for a total of 18 credits. Students should meet with the program director to select appropriate courses. A student majoring in gerontology or sociology can minor in criminal justice. Courses taken for a minor may not count toward a GT or SO major. Courses taken for a GT or SO major may not count toward a minor.

## Criminal Justice Minor Curriculum

To complete the minor, students must complete 15 credits in criminal justice studies at any level, and one 300-level criminal justice class for a total of 18 credits. Students should meet with the program director to select appropriate courses. A student majoring in gerontology or sociology can minor in criminal justice. Courses taken for a minor may not count toward a GT or SO major. Courses taken for a GT or SO major may not count toward a minor. Students in the Criminal Justice minor may choose from the following courses:

Code	Title	Credits
CJ 101	Crime and Society	3
CJ 232	Women in the Criminal Justice System (SO/WS 232)	3
CJ 240	Organized Crime	3
CJ 241	Police and Policing	3
CJ 243	Investigative Techniques	3
CJ 250	Youth Crime (SO 250)	3
CJ 251	Probation Parole and Community Corrections	3
CJ 253	Sexual Violence	3
CJ 261	Prisons and Jails	3
CJ 271	Public Order Crimes (SO 271)	3
CJ 320	Victimology	3
CJ 330	Perspectives on Violence (SO 330)	3
CJ 333	Drugs, Alcohol and Society (SO 333)	3
CJ 343	Forensic Issues in Law Enforcement	3
CJ 355	Crime and Media (SO 355)	3
CJ 360	Inside-Out Prison Exchange Seminar	3
CJ 370	Constitution, Ethics and Policing	3

## Minor in Gerontology

Program Contact: Catherine Richards Solomon  
(Catherine.Solomon@quinnipiac.edu) 203-582-5264

The Minor in Gerontology familiarizes you with one of our society's most prevalent issues: the dramatic increase in its aging population. Interdisciplinary courses teach you about the many dimensions of the aging process, and help you to understand the range of social, psychological and physiological issues facing our country's advanced-age population. You'll gain the skills to interpret and perform statistical analysis and research, as well as learn about the variety of programs, products, services and other resources available to older adults.

The study of gerontology complements a range of majors, including law, sociology, psychology and public health. Whether your primary interest includes the direct care of seniors, or the legislature that protects them, a variety of electives enable you to focus on an area most related to your goals. The Gerontology minor opens the door to future volunteering opportunities, or to careers dedicated to making a direct, positive impact on the lives of the elderly and their families.

For the Gerontology minor, students should work with the program director to select 18 credits of course work in gerontology. A student majoring in Criminal Justice or Sociology can minor in Gerontology. Courses taken for a minor may not count toward a CJ or SO major. Courses taken for a CJ or SO major may not count toward a minor.

## Gerontology Minor Curriculum

For the Gerontology minor, students should work with the program director to select 18 credits of course work in gerontology. A student majoring in Criminal Justice or Sociology can minor in Gerontology. Courses taken for a minor may not count toward a CJ or SO major. Courses taken for a CJ or SO major may not count toward a minor.

Code	Title	Credits
<b>Select 18 credits from the following:</b>		
GT 200	Biology of Aging (BMS 200)	3
GT 205	From College to Career (SO/CJ 205)	1
GT 234	Adult Developmental Psychology (PS 234)	3
GT 263	Sociology of Aging (SO 263)	3
GT 270	Program Planning and Administration (SO 270)	3
GT 305	Death, Grief and Bereavement (SO 305)	3
GT 311	Introduction to Social Work (SO 311)	3
GT 315	Case Management (SO 315)	3
GT 365	Aging: Problems and Policies (SO 365)	3
GT 382	Studying Social Issues with Statistics (SO 382)	3

## Minor in Sociology

Program Contact: Catherine Richards Solomon  
(Catherine.Solomon@quinnipiac.edu) 203-582-5264

Through a minor in sociology, you'll explore the diverse communities and social groups that make up our society, and also examine the many factors influencing their behaviors—from work opportunity and educational attainment, to health care availability, law enforcement policies and pop-culture trends. You'll understand how factors such as these determine social relationships and organization, and learn

how various economic and political forces affect the creation of social legislation and the availability of resources.

You will choose from a variety of elective courses that enable you to focus the minor on topics that not only align with your academic interests and career goals, but also broaden your perspective in your chosen field.

Courses in family dynamics, gender, race, immigration and deviance complement such majors as anthropology and criminal justice. The ability to examine broader social trends and apply observations in everyday interactions is a crucial skill for social workers, members of law enforcement and educators at all levels.

For the sociology minor, students are welcome to work with the department chair to select 18 credits of course work that align with the student's interests in the field. A student majoring in criminal justice or gerontology can minor in sociology. Courses taken for a minor may not count toward a GT or CJ major. Courses for a GT or CJ major may not count toward a minor.

## Sociology Minor Curriculum

Code	Title	Credits
SO 101	Introduction to Sociology	3
SO 201	Sociological Theory	3
SO 225	Social Problems	3
SO 232	Women in the Criminal Justice System (CJ/WS 232)	3
SO 235	American Culture and Society: The 1950s-1980s	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	Social Stratification	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of Aging (GT 263)	3
SO 264	Social Welfare Institutions	3
SO 266	Population and Society	3
SO 270	Program Planning and Administration (GT 270)	3
SO 271	Public Order Crimes (CJ 271)	3
SO 272	Education and Society	3
SO 280	Illness and Disability	3
SO 284	Gay and Lesbian Identities and Communities (PS/WS 284)	3
SO 304	Sociology of Gender (WS 304)	3
SO 305	Death, Grief and Bereavement (GT 305)	3
SO 307	Sociology of Sport (SPS 307)	3
SO 308	The Immigrant Experience	3
SO 310	Children: Social Issues and Policies	3
SO 311	Introduction to Social Work (GT 311)	3
SO 315	Case Management (GT 315)	3
SO 317	Religion and Society	3
SO 320	Sociology of Hip-Hop Culture	3
SO 330	Perspectives on Violence (CJ 330)	3
SO 333	Drugs, Alcohol and Society (CJ 333)	3

SO 355	Crime and Media (CJ 355)	3
SO 360	Sociology of Mental Illness	3
SO 365	Aging: Problems and Policies (GT 365)	3
SO 370	Adoption in the Community	3
SO 375	Sociology of the Everyday	3

## Department of Visual and Performing Arts

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

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

The Department of Visual and Performing Arts at Quinnipiac University is committed to providing our students with the opportunity to develop creative thinking skills through experiential learning as a part of their general education and in pre-professional programs. By studying the practice, theory and history of: music, theater, visual art, and game design, we provide an opportunity for students to explore their creative abilities in a hands-on environment.

## Bachelor's Degrees

- Bachelor of Arts in Game Design and Development (p. 147)
- Bachelor of Arts in Theater (p. 149)

## Dual-Degrees

- Accelerated Dual-Degree BA/MBA in Theater (3+1) (p. 150)

## Minors

- Minor in Fine Arts (p. 151)
- Minor in Game Design and Development (p. 152)
- Minor in Music (p. 152)
- Minor in Theater (p. 153)
- Performing Arts Workshop (p. 153)

## Bachelor of Arts in Game Design and Development

Program Contact: Greg Garvey  
(Greg.Garvey@quinnipiac.edu) 203-582-8389

The Bachelor of Arts in Game Design and Development is a pre-professional program that prepares students to enter the highly competitive industry of game design or to pursue studies at the graduate level. This is an applied, interdisciplinary major that focuses on the meaningful application of game technologies beyond commercial

entertainment by addressing serious topics regarding the environment, health care and education including STEM and STEAM (science, technology, engineering, arts and math) initiatives. Students receive a solid foundation in fundamental 21st century skills, design thinking, fine arts principles and concepts, and develop specialized technical skills and competence in game design and systems thinking.

There are a total of 42 credits in the major. The major has 10 required core courses. With the recommendation of the student's adviser and/or the program director, students take two required and two elective courses from either the game design track (designing, producing and making games) or the game art track (creating and designing the artwork and assets such as characters, props, costumes, architecture, levels and sound). A unique feature of the program is the game lab where students come together in interdisciplinary teams to build game prototypes. The game lab is offered as a multi-semester sequence beginning in the sophomore year. In the senior year, the program culminates in a capstone experience when students take the Senior Project and Seminar.

A grade of C- or better is required in all game design and development courses. By the end of their freshman year, majors must maintain a 2.0 GPA or better to continue in the program. Students with a GPA of less than 2.0 will be put on probation. After two semesters on probation, students will be advised to change majors.

## BA in Game Design and Development Curriculum

It is recommended that students majoring in Game Design and Development pursue a minor, or double major, or take courses in a complementary discipline such as graphic and interactive design or computer science. Majors can elect to pursue internships and take electives that complement their interests in the field. Students choosing the game art track are encouraged to take art history and fine arts courses.

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in Game Design and Development must meet the following requirements for graduation:

Code	Title	Credits
<b>Game Design &amp; Development Core Requirements</b>		
GDD 101	Introduction to Game Design	3
GDD 110	Introduction to Visual Design for Games	3
GDD 140	Creativity and Computation	3
GDD 200	Introduction to Game Development	3
GDD 210	Game Lab I: Team Projects	3
GDD 211	Game Lab II: Team Projects	3
GDD 394	History of Video Games	3
	or GDD 395 Critical Game Studies Seminar (PL 395)	
GDD 410	Game Lab V: Team Projects (FVI 410)	3
GDD 411	Game Lab VI: Team Projects	3
GDD 495	Senior Project and Seminar I	3
<b>Game Design &amp; Art Tracks</b>		

With the recommendation of the student's adviser and/or the program director, students take two required and two elective courses from either the game design or game art track. Substitutions for track requirements are permitted with the recommendation of the student's advisor and/or the program director.

### Game Design Track Requirements:

GDD 201	Game Design I
GDD 301	Game Design II

### Game Art Track Requirements:

GDD 202	Game Art I
GDD 302	Game Art II

### Game Design & Game Art Track Electives

Select 6 credits of the following:

GDD 102	Drawing for Animé, Games and Animation	6
GDD 201	Game Design I	
GDD 202	Game Art I	
GDD 250	Interactive Storytelling and Narrative	
GDD 301	Game Design II	
GDD 302	Game Art II	
GDD/EN 303	The Art of Audio Narrative (FVI 380 EN 303)	
GDD 310	Game Lab III: Team	
GDD 311	Game Lab IV: Team Projects	
GDD 350	Board Game Design	
GDD 370	Acting and Directing for Game Design	
GDD 380	The Business of Games	
GDD 394	History of Video Games	
GDD 395	Critical Game Studies Seminar (PL 395)	
GDD 396	Games, Learning & Society	
GDD 402	Game Art III	
GDD 405	Game Audio Design	
GDD 399-GDD 499	Independent Study	
GDD 290/390/49	Internship	

A course from the following list can be taken to satisfy the GDD elective requirement:<sup>1</sup>

CSC 110	Programming and Problem Solving
DR 220	Voice and Movement
DR 230	Directing for the Theater
ENT 290	Digital Businesses
IDD 110	Design Research and Methods
IDD 301	Motion Graphics I
MSS 231	Media and Society
MSS 345	Media Users and Audiences (WS 345)

Total Credits

42



<sup>1</sup> Students wishing to take courses from the above list must complete any prerequisites required by individual departments/programs.

Elective substitutions are permitted with prior approval of the program director.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Bachelor of Arts in Theater

Program Contact: Kevin Daly (Kevin.Daly@quinnipiac.edu) 203-582-3500

The Bachelor of Arts in Theater program at Quinnipiac University is a preprofessional program that prepares students for meaningful careers and graduate studies in all areas of theater performance and production.

After completing the core requirements, theater majors choose a focus track in one of four areas and engage in advanced courses and production work within their chosen area. Seniors are required to complete a competitive internship and are strongly encouraged to take on portfolio building roles within our MainStage season and at local professional theaters.

All theater students are required to participate in the departmental production season, during which they receive hands-on training to complement their course work. The season includes contemporary and classical plays, popular musicals and a New Play Festival produced in collaboration with The Barrow Group, a professional theater company in New York City. In this unique setting, students are exposed to professional practices and develop career-enhancing relationships that will serve them long after they graduate.

The BA in Theater is a great choice for students who enjoy collaboration and wish to explore creative careers within the theater arts.

## BA in Theater Curriculum

In addition to the University Curriculum (p. 41) and the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum>) requirements, students majoring in theater must meet the following requirements for graduation:

Code	Title	Credits
<b>Theater Core Requirements</b>		
DR 140	Stagecraft	3
DR 160	Acting I	3
DR 230	Directing for the Theater	3
DR 270	World Theater History & Dramatic Literature I	3
DR 257	Design for the Theater	3

DR 275	World Theater History and Dramatic Literature II	3
DR 286	Comparative Drama/ Play Analysis	3
DR 350	Playwriting	3
DR 370	Internship in Theater Administration, Production, Performance, Education or Theater and Community	3

### Track

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

Total Credits 36

## Tracks

### Design and Production Track

Code	Title	Credits
DR 410	Senior Project	3
Select 6 credits from the following courses:		
DR 307	Drafting and Rendering for Theater	3
DR 325	Theater Seminar	3
DR 340	Scenic Design	3
DR 341	Lighting Design for the Theater	3
DR 342	Costume Design	3
DR 380	Theater Administration	3
DR 391	Theater Practice III <sup>1</sup>	3

<sup>1</sup> DR 391 may be completed by taking on a design role within the MainStage season or by taking on an additional production or design internship/apprenticeship at a professional theater.

### Acting and Directing Track

Code	Title	Credits
DR 410	Senior Project	3
Select 6 credits from the following courses:		
DR 181	Improviseational Acting	3
DR 220	Voice and Movement	3
DR 260	Acting for Film/TV	3
DR 290	Acting for Classical Stage	3
DR 320	Advanced Voice and Movement	3
DR 330	Advanced Directing	3
DR 335	Musical Theater Performance	3
DR 345	Dance for the Musical Theater	3
DR 360	Advanced Acting	3

### Theater Administration Track

Code	Title	Credits
DR 410	Senior Project	3
Select 6 credits from the following courses:		
DR 325	Theater Seminar	3
DR 380	Theater Administration	3
DR 391	Theater Practice III <sup>1</sup>	3

<sup>1</sup> DR 391 may be completed by taking on an administrative role within the MainStage season or by taking on an additional administrative internship at a professional theater.

## Dramaturgy, Playwriting and Literary Management Track

Code	Title	Credits
DR 410	Senior Project	3
Select 6 credits from the following courses:		
DR 375	History and Dramatic Literature of the Contemporary Theater	3
DR 380	Theater Administration	3
DR 386	Modern Drama	3
DR 391	Theater Practice III <sup>1</sup>	3

<sup>1</sup> DR 391 may be completed by taking on a dramaturgical role within the MainStage season or by taking on an additional literary internship at a professional theater.

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Accelerated Dual-Degree BA/MBA in Theater (3+1)

Program Contact: Kevin Daly (Kevin.Daly@qu.edu) 203-582-3500

The Accelerated Dual-Degree BA/MBA (3+1) program offers highly motivated students an opportunity to earn a BA in Theater and an MBA from the School of Business in just 4 years. Both degrees are completed in full without compromise.

This program offers advantages to students who have a passion for theater and ambitions for a career in the global business landscape. The study of theater sharpens self-confidence and public speaking skills while developing empathy. Theater students engage in hands-on problem solving, take on leadership roles, and become creative thinkers with intrinsic, "get the job done" work ethics. A student who wishes to have his or her resume stand out from the pack, while developing the above skills and earning a respected degree in business might consider this 3+1 program as a differentiator.

Additionally, this program offers advantages to students who wish to pursue leadership roles within the professional entertainment industry. There is a demand within the industry for skilled leaders who possess strong business administration skills paired with a core understanding of theater arts. Examples of high-paying jobs that 3+1 students would be uniquely qualified for include: executive director, producer, managing director, artistic director, director of development, business manager and operations manager. By pairing their passion for theater with the MBA degree, theater students substantially increase their

employability and earning power upon graduation without compromising the personal, interpersonal and intellectual growth that a liberal arts education offers.

## BA/MBA in Theater Program of Study

This rigorous program of study includes extra courses during the fall and spring sessions, as well as summer sessions to complete the degree requirements for both a BA and an MBA in just four years.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
Humanities		3
EC 111	Principles of Microeconomics	3
DR 140	Stagecraft	3
DR 160	Acting I	3
Credits		18
<b>Spring Semester</b>		
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
EC 112	Principles of Macroeconomics	3
DR 257	Design for the Theater	3
DR 270	World Theater History & Dramatic Literature I	3
Free Elective		3
Credits		18
<b>Summer Semester</b>		
UC Breadth		3
UC Breadth		3
Credits		6
<b>Second Year</b>		
<b>Fall Semester</b>		
Natural Science (UC)		3
Natural Science Lab (UC)		1
Humanities Elective (UC)		3
Foreign Language 101		3
Free Elective		3
DR 286	Comparative Drama/ Play Analysis	3
DR Elective (Theater Focus Track)		3
Credits		19
<b>Spring Semester</b>		
Foreign Language 102		3
Social Science		3
Humanities		3
AC 211	Financial Accounting	3
DR 275	World Theater History and Dramatic Literature II	3
MU or AR Elective		3
Credits		18

**Summer Semester**

DR 370	Internship in Theater Administration, Production, Performance, Education or Theater and Community	3
--------	---	---

UC Breadth		3
------------	--	---

Credits		6
---------	--	---

**Third Year****Fall Semester**

FIN 201	Fundamentals of Financial Management	3
---------	--------------------------------------	---

MBA 615	Managing the Decision Making Process	3
---------	--------------------------------------	---

Depth Elective		3
----------------	--	---

Depth Elective		3
----------------	--	---

DR 350	Playwriting	3
--------	-------------	---

DR Elective (Theater Focus Track)		3
-----------------------------------	--	---

MBA 601	Foundations for Decision Making (MBA Quick Start)	1
---------	---	---

Credits		19
---------	--	----

**Spring Semester**

Depth Elective		3
----------------	--	---

Senior Capstone		3
-----------------	--	---

DR 230	Directing for the Theater	3
--------	---------------------------	---

DR Elective (Theater Focus Track)		3
-----------------------------------	--	---

MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
---------	--	---

MBA 625	Organizational Behavior and Leadership for Decision Makers	3
---------	--	---

Credits		18
---------	--	----

**Summer Semester**

MBA Elective		3
--------------	--	---

MBA Elective		3
--------------	--	---

Credits		6
---------	--	---

**Fourth Year****Fall Semester**

MBA Elective		3
--------------	--	---

MBA Elective		3
--------------	--	---

Take one of the following:		3
----------------------------	--	---

MBA 610	Business Decision Analysis	
---------	----------------------------	--

EC 600	Managerial Economics	
--------	----------------------	--

CIS 600	Information Systems Strategy	
---------	------------------------------	--

MBA 635	Decision Making for Business Operations	3
---------	---	---

MBA 640	Financial Decision Making	3
---------	---------------------------	---

Credits		15
---------	--	----

**Spring Semester**

MBA 645	Marketing Decision Making	3
---------	---------------------------	---

MBA 660	Decision Making in a Global Economy	3
---------	-------------------------------------	---

MBA 690	Decision Making Capstone	3
---------	--------------------------	---

MBA Elective		3
--------------	--	---

MBA Elective		3
--------------	--	---

Credits		15
---------	--	----

Total Credits		158
---------------	--	-----

**Admission Requirements: College of Arts and Sciences**

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

**Minor in Fine Arts**

Program Contact: Stephen Henderson  
(Stephen.Henderson@quinnipiac.edu) 203-582-3751

The Department of Visual and Performing Arts offers a minor for students interested in exploring the fine arts. The different tracks in fine arts are designed to advance each student's unique abilities in creative thinking and artistic processes, in addition to developing a basic foundation in visual literacy.

A Minor in Fine Arts not only expands your knowledge of artists and their work, but also refines the lens through which you view, understand and critique works of art—from the medieval period to the present day. Whether your interest is focused exclusively in the history and interpretation of art, or whether you are seeking a more hands-on approach to develop your artistic skills, three separate tracks enable you to engage with subject matter on terms that match your personal goals.

The art history track traces the development of aesthetic movements and the artists associated with them. It also enriches your understanding of how the visual arts shape various cultural and social contexts. The studio art track enables you to experiment with materials, artistic strategies, composition and form. Regardless of your level of skill, courses in visual design, drawing, photography and other disciplines give you the opportunity to express your own concepts. The interdisciplinary track blends art history with courses in music, drama and film to illustrate the degree to which the visual arts have inspired and informed other expressive mediums.

**Fine Arts Minor Curriculum**

Students electing this minor must complete the courses under one of the following three tracks (18 credits).

**Fine Arts: Studio Art Track**

Code	Title	Credits
AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
AR 140	Basic Visual Design	3
AR 251	Studio Art: Drawing (AR303)	3
Select one of the following:		3
One other 200-level studio art course		
AR 158	Photography I	

Select two 300-level AR courses, at least one of which must be a studio course	6
Total Credits	18

Fine Arts: Art History Track

Code	Title	Credits
AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
Select four additional courses from the following:		12
AR 102	Art History: Ancient Through Medieval	
AR 103	Art History: Renaissance Through Contemporary	
AR 104	Survey of Non-Western Art	
AR 105	American Art	
AR 175	Special Topics in Art History	
Select a sixth course in consultation with the program director or department chair		3
Total Credits		18

Fine Arts: Interdisciplinary Track

Code	Title	Credits
AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
Select five courses in art, music and/or drama <sup>1</sup>		15
Total Credits		18

<sup>1</sup> In consultation with the chair, certain film courses may be applicable. At least two courses must be at the 200 level or higher. Due to the interdisciplinary nature of this minor, courses from at least two disciplines must be taken with a maximum of four courses from any single discipline.

Minor in Game Design and Development

Program Contact: Greg Garvey  
(Greg.Garvey@quinnipiac.edu) 203-582-8389

This Game Design and Development minor focuses on the meaningful application of game technologies beyond commercial entertainment by addressing serious topics in health care and education, including STEM and STEAM (science, technology, engineering, arts and math) initiatives. Students receive a solid foundation in fundamental arts principles and concepts, and develop specialized technical skills and competence in game design. A minor may be combined with any major inside or outside the College of Arts and Sciences, complementing majors or minors in other disciplines on campus (18 credits).

Game Design and Development Minor Curriculum

Code	Title	Credits
Minor Core Requirements		
GDD 101	Introduction to Game Design	3

GDD 110	Introduction to Visual Design for Games	3
GDD 200	Introduction to Game Development	3
GDD 210	Game Lab I: Team Projects	3
GDD 211	Game Lab II: Team Projects	3

Minor Electives		3
Select at least one course from the following list in consultation with the program director. Minors are encouraged to take additional courses as free electives outside their major at the 300-400 level. <sup>1</sup>		
GDD 310	Game Lab III: Team	
GDD 311	Game Lab IV: Team Projects	
GDD 394	History of Video Games	
GDD 395	Critical Game Studies Seminar (PL 395)	
GDD 495	Senior Project and Seminar I	
Total Credits		18

<sup>1</sup> Substitutions to this list are permitted with prior approval of the program director.

Minor in Music

Program Contact: George Sprengelmeyer  
(George.Sprengelmeyer@quinnipiac.edu) 203-582-6426

The music minor offers students a broad spectrum of the subject both as an art form and as a global “language.” Students are required to master the rudiments of musical theory and to emerge with a comprehensive view of music history as well as the fundamentals of informed listening. Students also study an instrument of their choosing and participate in one of the university’s performing ensembles. Given the prominence music continues to hold culturally, its interdisciplinary relationships make it well-suited to the interests of students majoring in a variety of fields and also offers students an outlet for artistic expression. The music minor is 18 credits.

Music Minor Curriculum

Code	Title	Credits
Required Courses		
Take three semesters of MU 110 (Private Music Lessons) 1 credit per semester		3
MU 110	Private Music Lessons	
MU 130	Understanding Music	3
MU 230	Music Theory I	3
MU 330	Music Theory II	3
Select three semesters of a performing ensemble (1 credit each):		3
MU 190	Quinnipiac University Singers	
MU 191	Hamden Symphony Orchestra at Quinnipiac	
MU 194	Jazz Ensemble	
MU 200	Special Topics	
Elective course		3
Total Credits		18

## Minor in Theater

Program Contact: Kevin Daly (Kevin.Daly@quinnipiac.edu) 203-582-3500

The theater minor provides students with a background in the primary areas of theater study and production while allowing them the flexibility to explore their particular interests.

Students select courses from an array of offerings in acting, directing, playwriting, design, stagecraft, theater administration and theater history. Students also may earn theater practicum credit by working on the Main Stage productions. A total of 18 credits is required to complete the minor.

### Theater Minor Curriculum

Students select courses from an array of offerings in acting, directing, playwriting, design, stagecraft, theater administration and theater history. Students also may earn theater practicum credit by working on the Main Stage productions (18 credits).

Code	Title	Credits
<b>Theater Minor Required Courses</b>		
DR 140	Stagecraft	3
or DR 257	Design for the Theater	
DR 160	Acting I	3
DR 230	Directing for the Theater	3
or DR 350	Playwriting	
Take one of the following courses:		
DR 270	World Theater History & Dramatic Literature I	3
DR 275	World Theater History and Dramatic Literature II	3
DR 375	History and Dramatic Literature of the Contemporary Theater	3
<b>Electives</b>		
Select any DR course		3
Select any 200 - 400 level DR course		3
<b>Total Credits</b>		<b>18</b>

## Performing Arts Workshop

Program Contact: George Sprengelmeyer  
(George.Sprengelmeyer@quinnipiac.edu) 203-582-6426

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

Code	Title	Credits
MU 110	Private Music Lessons	1
MU 190	Quinnipiac University Singers	1
MU 191	Hamden Symphony Orchestra at Quinnipiac	1
MU 194	Jazz Ensemble	1

## Interdisciplinary Minors

Human culture, creativity and knowledge are often produced and experienced in the spaces across and between the traditional disciplines.

Interdisciplinary minors—those that focus on areas of interest rather than established disciplines—afford students an opportunity to examine topics from multiple disciplinary perspectives. Through these cross-departmental minors, students embark on an ambitious, meaningful learning experience that complements their work in their majors and in the University Curriculum. Students hone critical intellectual skills by evaluating facets of human culture and the natural world from various viewpoints and integrating these insights to form new knowledge and understanding.

- Minor in Applied Statistics and Data Science (p. 128)
- Minor in Asian Studies (p. 153)
- Minor in Global Public Health (p. 154)
- Minor in History and Philosophy of Science (p. 154)
- Minor in International Studies (p. 155)
- Minor in Irish Studies (p. 155)
- Minor in Middle Eastern Studies (p. 156)
- Minor in Sports Studies (p. 156)
- Minor in Women's and Gender Studies (p. 157)

## Minor in Asian Studies

Program Contact: Nita Prasad  
(Nita.Prasad@quinnipiac.edu) 203-582-3729

This interdisciplinary minor provides you with a window into the fascinating history and the cultural dynamics of countries in East and Southeast Asia. You'll learn about the artistic, literary and intellectual contributions of the peoples of Asia, as well as political structures and religious belief systems. Course work also tracks the cultural exchanges between Asia and the West and their influence on the current political and economic world stage.

The Asian Studies minor deepens your understanding and appreciation of modern Asian cultures and provides the perfect supplement for your personal or academic interests in the region. Foreign language courses, offered in both Chinese and Japanese, are especially useful for cultural immersion while studying abroad, volunteering or pursuing job opportunities in careers such as teaching, business relations and humanitarian work.

To complete the minor in Asian Studies, students are required to take six courses (18 credits).

### Asian Studies Minor Curriculum

To complete the minor in Asian Studies, students are required to take six courses (18 credits).

Code	Title	Credits
<b>Language</b>		
Select 6 credits of the following:		6
JP 101	Elementary Japanese I	
& JP 102	and Elementary Japanese II	
CN 101	Elementary Chinese I	
& CN 102	and Elementary Chinese II	
<b>History</b>		
Select 6 credits of the following:		6
HS 122	Modern World History	
HS 208	Twentieth-Century World History	



HS 235	History of Modern China/Asian Studies	
HS 236	History of Modern Japan/Asian Studies	
HS 271	History of Southeast Asia 1	
HS 272	History of Southeast Asia 2	
HS 302	Colonizing the Body	
HS 305	Vietnam (COM 305)	
HS 332	History of India	
<b>Open Electives</b>		
Select 6 credits of the following:		6
CN 200	Chinese Culture and Civilization	
CN 201	Intermediate Chinese I	
CN 202	Intermediate Chinese II	
PO 331	Topics in Comparative Government	
Total Credits		18

## Minor in Global Public Health

Program Contact: David Hill (David.Hill@quinnipiac.edu) 203-582-3944 or Wendy Sewack (Wendy.Sewack@qu.edu) 203-582-8864

The minor in global public health provides an interdisciplinary focus of study that enables students to understand and promote individual and population health throughout the world. This is accomplished via a range of courses that provide relevant and rigorous intellectual learning, community and international service learning, and a capstone course in the senior year. This minor is suitable for students with a wide range of interests in the humanities, business, as well as the arts and the sciences, as each of these disciplines contributes to the diversity and complexity of global public health issues. Students are encouraged to explore the variety of course offerings to enrich their academic experience in the minor. Each student is assigned a faculty mentor, who provides guidance in completing the required components of the minor.

Students are eligible to apply for the minor beginning first semester (fall) sophomore year. Accepted students are notified in October, and officially enroll in the minor the following spring. The minor requires a substantial level of commitment from students, so applicants should carefully consider whether they can meet the expectations of course study, community and international learning and a capstone experience.

For application details, interested students should contact the Institute for Global Public Health at the Frank H. Netter MD School of Medicine (GPHMinor@qu.edu (GPHMinor@quinnipiac.edu)).

## Global Public Health Minor Curriculum

Students must complete 18 total credits (usually six courses). GPH 201 and GPH 301 are required courses.

**Service Learning:** There are two distinct service-learning requirements. Students must complete a Quinnipiac-approved four-week international academic experience, typically in a low-income country. With approval, students could complete this requirement by traveling to an underserved area of the United States. Financial support is given for the international experience. Students also are required to engage in community service learning with a community health organization for at least two semesters. With prior approval, one semester of this requirement can be integrated into a Quinnipiac service learning course.

Code	Title	Credits
<b>Required Courses</b>		
GPH 201	Introduction to Global Public Health	3
GPH 301	Capstone in Global Public Health	3
Select four courses in consultation with your adviser.		12
Total Credits		18

## Minor in History and Philosophy of Science

Program Contact: Rebecca Bamford 203-582-3722

This interdisciplinary program seeks to introduce students to the historical, philosophical and sociological issues raised by the dominant place that science has assumed in our world. Science is defined broadly to encompass both scientific theory and practical applications of scientific knowledge. To pursue a minor in History and Philosophy of Science therefore means to consider technology, the practice of medicine, the health sciences, and aspects of the human sciences in addition to the traditional physical, chemical and biological sciences. Students develop the skills to understand, assess and critique the place of, and changes in, science and technology and to evaluate the ways in which these changes impact society.

Students also explore and understand the pace of change in science and technology and develop critical thinking and writing skills applicable to a broad range of professional pursuits such as technical writing or science journalism. The program is designed to expose students to a wide range of courses offered by different schools throughout the university, while establishing a solid foundation in the humanistic tradition of the arts and sciences. The course of study is designed to build upon the knowledge and skills developed in the student's major by providing a greater interdisciplinary scope and a consideration of philosophical, historical and ethical issues on topics relating to science and technology.

## History and Philosophy Minor Curriculum

To complete a minor in History and Philosophy of Science, students are required to complete six courses (18 credits). All students take both The Rise of Modern Science (HS 230) and Philosophy of Science (PL 235). In addition, students take 12 credits from the list of approved courses:

Code	Title	Credits
BIO 205	Bioethics	3
BIO 383	Evolution	3
BMS 117	The Human Organism	3
BMS 278	Research and Technology	3
BMS 474	Power of Plagues	3
CSC 101	Introduction to Internet Studies	3
CSC 350	Intelligent Systems	3
EC 363	American Economic History	3
HS 220	American Environmental History	3
HS 330	History of Western Medicine	3
HS 394	Doctors, Disease, and Death in the Western World	4
HSC 315	Bioethical Issues in the 21st Century	3

MSS 320	Communication Technologies: Evolution and Impact	3
PL 222	Bioethics	3
PL 234	Philosophies of Health, Healing and Medicine	3
PL 238	Philosophy of Technology and Social Transformation	3
PL 320	Thought and Work of Albert Schweitzer (SL:Service Learning)	3
PS 309	History of Psychology	3
PS 310	History of Madness	3
SO 280	Illness and Disability	3
SO 360	Sociology of Mental Illness	3

In consultation with the director of the program, students design a course of study with a coherent focus related to their interests and major field. These courses of study will have a central theme or area of study that falls within the general scope of the program.

## Minor in International Studies

Program Contact: Sean Duffy (Sean.Duffy@quinnipiac.edu)  
203-582-8324

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

## International Studies Minor Curriculum

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

Code	Title	Credits
Select two world language courses at the 200-level or above <sup>1</sup>		6
Select one course that explores a non-American culture. Examples include: <sup>2</sup>		3
AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	
HS 227	Russian Cultural and Intellectual History	
HS 229	Irish History	
HS 235	History of Modern China/Asian Studies	
HS 236	History of Modern Japan/Asian Studies	
HS 273	African History and Culture	
Select one course in international business/economics at the introductory or advanced level depending on the student's major concentration:		3

IB 201	Globalization and International Business	
IB 311	International Marketing	
IB 324	Negotiating Internationally	
Select one course in geography, philosophy or political science. Examples include:		3
GP 101	Introduction to Geography	
PL 265	Living Religions of the World	
PL 320	Thought and Work of Albert Schweitzer (SL:Service Learning)	
PL 337	Human Rights: Theory and Practice (PO 337)	
PO 211	Introduction to International Relations	
PO 311	Topics in International Relations	
PO 317	International Law (LE 317)	
PO 331	Topics in Comparative Government	
PO 333	Middle Eastern History and Politics	
PO 334	Topics in African Politics	
Select one capstone course in international studies:		
PO 321	Comparative Government <sup>3</sup>	3
Total Credits		18

- <sup>1</sup> In languages without advanced course offerings, students may complete two courses in a second language where the first language was pursued through the 102 course.
- <sup>2</sup> Courses offered in history, art, comparative literature or anthropology can all satisfy this requirement.
- <sup>3</sup> Required course for all students who choose to minor in international studies.

Students are encouraged, but not required, to take off-campus studies, either in the form of a study abroad or an internship in, for example, Washington, D.C.

## Minor in Irish Studies

Program Contact: Christine Kinealy (Christine.Kinealy@quinnipiac.edu)  
203-582-4564

This interdisciplinary, and multidisciplinary program introduces students to the history, people and cultures of Ireland, both pre and post-Partition. Students choose from a range of courses that provide relevant and rigorous intellectual learning, internships, study trips to Ireland and a capstone course that utilizes the unique range of Irish sources available within Quinnipiac University.

This minor is suitable for students with interests in the humanities, the arts and the sciences, as well as those interested in colonial and post-colonial studies, conflict resolution, human rights and social justice. Each of these topics, individually and collectively, contributes to our understanding of the diversity, complexity and potential of viewing Irish Studies within a global context. Students are encouraged to spend a semester in an Irish university, but this is not compulsory.

Students are eligible to apply for the minor in the first semester of sophomore year. Interested students should contact Ireland's Great Hunger Institute or the Department of History.

## Irish Studies Minor Curriculum

Students must complete 18 total credits (usually six courses) in Irish Studies and related disciplines.

Code	Title	Credits
IRST 101	Introduction to Irish Studies	3
HS 229	Irish History	3
IRST 300	Special Topics in Irish History (Capstone equivalent 300-level course)	3
Select 9 credits in electives in approved courses in subject areas such as English, philosophy, political science, history, music and film, video and interactive media.		9
Total Credits		18

Students have an opportunity to complete courses for the minor at a partner university or institution in Ireland. Credits also are available through relevant internships in Ireland or at Quinnipiac University.

## Minor in Middle Eastern Studies

Program Contact: Nita Prasad  
(Nita.Prasad@quinnipiac.edu) 203-582-3729

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

## Middle Eastern Studies Minor Curriculum

Code	Title	Credits
Select six of the following courses (18 credits) after consultation with the program director:		18
ARB 101	Elementary Arabic I	
ARB 102	Elementary Arabic II	
HBR 101	Introduction to Modern Hebrew	
HBR 102	Introduction to Elementary Modern Hebrew II	
HS 307	The Holocaust (MSS 307)	
HS 333	The Middle East, 1300-1919; Critical Issues	
PL 265	Living Religions of the World	
PO 333	Middle Eastern History and Politics	
Total Credits		18

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

## Minor in Sports Studies

Program Contacts: Michael Sheehan (Michael.Sheehan@qu.edu)  
203-582-6439 Rich Hanley (Richard.Hanley@qu.edu) 203-582-8439

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

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

## Sports Studies Minor Curriculum

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

Code	Title	Credits
<b>Required Course:</b>		
SPS 101	Introduction to Sports Studies	3
<b>Select five of the following:</b>		15
SPS/JRN 106	Electronic News Gathering for Sports (JRN 106)	
SPS 200/300/400	Special Topics in Sports Studies	
SPS/AT 201	Medical Aspects of Sport and Activity (AT 201)	
SPS 202	Sports Leadership	
SPS/LE 224	Sports Law (LE 224)	
SPS/MA 226	Baseball and Statistics (MA 226)	
SPS/PL 240	Philosophy of Sport (PL 240)	
SPS/JRN 280	The Art of the Podcast (JRN 280)	
SPS/SO 307	Sociology of Sport (SO 307)	
SPS/STC 311	Sports Public Relations (STC 311)	
SPS/MG 312	Sports Management (MG 312)	
SPS/EC 325	Sports Economics (EC 325)	
SPS/JRN 361	Sports Reporting (JRN 361)	

SPS/JRN 362	The Story of Football (JRN 362)
SPS/MSS 420	Sports, Media and Society (MSS 420)
SPS 488	Internship
SPS 490/JRN 590	Newsroom Clinical (JRN 590)
SPS 498	Student Media Independent Study
SPS 399	Independent Study
SPS 499	Independent Study
<hr/>	
Total Credits	18

## Minor in Women's and Gender Studies

Program Contact: Jennifer Sacco  
(Jennifer.Sacco@quinnipiac.edu) 203-582-8972

Women's and gender studies is an interdisciplinary program that explores how gendered expectations structure social, cultural, political, economic and aesthetic human endeavors. Women's and gender studies examines femininities, masculinities and transgendered identities within a matrix of power relations constituted by race, ethnicity, class, sexuality and nationality. We draw on many disciplines, including history, literature, political science, psychology, sociology, anthropology, philosophy and the law. Women's and gender studies puts women—in all their diversity—at the center of inquiry, and is feminist, queer and anti-racist in perspective. Rather than a marginal field of study, WGS invites students to critically engage how gender and sexuality operate in all societies, institutions and ideologies.

## Women's and Gender Studies Minor Curriculum

For a minor in women's and gender studies, students take six courses.

Code	Title	Credits
<b>Required Courses:</b>		
WS 101	Introduction to Women's and Gender Studies	3
WS 301	Seminar in Women's Studies <sup>1</sup>	3
<b>Select four of the following (from at least three different disciplines):</b>		12
WS 100	Special Topics	
WS 210	Human Sexuality (PS 210)	
WS 219	Women in Political Thought (PO 219)	
WS 232	Women in the Criminal Justice System (CJ/SO 232)	
WS 235	Literature by Women (EN 235)	
WS 250	Gender and the Law (LE 250)	
WS 255	Sociology of Families (SO 255)	
WS 262	Psychology of Women (PS 262)	
WS 285	Protest and Change (SO285)	
WS 304	Sociology of Gender (SO 304)	
WS 308	U.S. Women's History (HS 308)	

WS 309	Women in America: 1920-Present (HS309)
WS 311	Diversity in the Media (MSS 311)
WS 315	Women Artists (AR 325)
WS 330	Philosophy and Gender (PL 330)
WS 335	Images of Women in Psychology and Literature (EN 335)
WS 338	American Literature by Women of Color (EN 338)
WS 345	Media Audiences (MSS 345)
WS 370	Intimate Partner Violence Seminar (PS 370)
<hr/>	
Total Credits	18

<sup>1</sup> Should be taken during the junior or senior year.

# SCHOOL OF BUSINESS

## Lender School of Business Center

203-582-8720 (central office)

### Administrative Officers

Title	Name	Phone	Email
Dean	Matthew O'Connor	203-582-8914	matthew.oconnor@qu.edu
Associate Dean	Mary Meixell	203-582-5206	mary.meixell@qu.edu
Assistant Dean of Academic Services	Michael Taylor	203-582-3949	michael.taylor@qu.edu
Associate Dean for Career Development	Jill Koehler	203-582-3655	jill.koehler@qu.edu
Director of MBA Program	Lisa Braiewa	203-582-3710	lisa.braiewa@qu.edu
Director of MS Programs	Christopher Neidig	203-582-3868	christopher.neidig@qu.edu
Director of Employer Relations	Grace Peiffer	203-582-8567	grace.peiffer@qu.edu

### Departments/Programs

Department	Chairperson	Phone	Email
Accounting	Nelson Alino	203-582-3827	nelson.alino@qu.edu
Computer Information Systems	Wendy Ceccucci	203-582-8269	wendy.ceccucci@qu.edu
Entrepreneurship and Strategy	Patrice Luoma	203-582-8320	patrice.luoma@qu.edu
Finance	Thomas Coe	203-582-3455	thomas.coe@qu.edu
International Business	Robert Engle	203-582-3610	robert.engage@qu.edu
Management	Julia Fullick	203-582-5034	julia.fullick-jagiela@qu.edu
Marketing and Biomedical Marketing	Abhik Roy	203-582-8465	abhik.roy@qu.edu
Health Care Management and Organizational Leadership	Therese Sprinkle	203-582-7907	therese.sprinkle@qu.edu
Faculty Director of MS in Accounting	Nelson Alino	203-582-3827	nelson.alino@qu.edu
Faculty Director of MS in Business Analytics	Richard McCarthy	203-582-8468	richard.mccarthy@qu.edu
Faculty Director of BBA Program	Amy Paros	203-582-7755	amy.paros@qu.edu
Dual-Degree BS/ MBA (4+1)	Lisa Braiewa	203-582-3710	lisa.braiewa@qu.edu
Accelerated Dual-Degree BS/ MBA (3+1)	Michael Taylor	203-582-3949	michael.taylor@qu.edu

## Career Development

In the School of Business, members of the Office of Career Development work with students to plan the academic and professional components of

each student's education. They explore career interests, guide students through a career development process and provide assistance with internships, resume preparation and employment interviews.

## Internship Program

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

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

## Accelerated Dual-Degree BS/MBA (3+1)

The Accelerated Dual-Degree BS/MBA (3+1) program is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 27. Students enter the program as freshmen and learn at an accelerated pace to earn a bachelor's degree in three years and an MBA in the fourth. This select program features total savings over the traditional five-year BS/MBA option and additional features including:

- dedicated housing for students in the program with private study hall
- dedicated resident assistant and academic adviser
- flat tuition and fees for the entire four years with any academic scholarships carrying from the third to the fourth, graduate year.

For more information about this program, please visit the Quinnipiac School of Business Accelerated Four-Year BS/MBA webpage (<https://www.qu.edu/schools/business/programs/accelerated-four-year-bs-mba.html>).

## Accelerated Dual-Degree BS/MS in Accounting (3+1)

The Accelerated Dual-Degree BS/MSA (3+1) program is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 27. Students enter the program as freshmen and learn at an accelerated pace to earn a bachelor's degree in three years and an MSA in the fourth year.

For more information about this program, please visit the Quinnipiac School of Business Accelerated Four-Year BS/MSA webpage (<https://www.qu.edu/schools/business/programs/accelerated-dual-degree-bs-ms-accounting.html>).

## Dual-Degree Bachelor's/MBA Programs (4+1)

The Dual-Degree BA/MBA (4+1) program is designed for outstanding undergraduate students outside of the School of Business.



The Dual-Degree BS/MBA and BS/MS (4+1) programs are designed for outstanding undergraduate School of Business students. These programs enable students to start taking courses toward their graduate degrees during senior year. Interested students must apply for admission to one of the programs during the last semester of junior year. For a listing of programs, visit the School of Business webpage (p. 282).

## Dual-Degree Bachelor's/MS in Accounting Programs (4+1)

The Dual-Degree BS/MSA and BA/MSA (4+1) program are designed for exceptional undergraduate students both inside and outside the School of Business.

These programs enable students to start taking courses toward their graduate degrees during their senior year. Students must apply for admission to the program during the last semester of junior year. For more information about this program, please visit the Quinnipiac School of Business Dual Degree Bachelor's/MSA webpage. (<https://www.qu.edu/schools/business/programs/dual-degree-bs-ms-accounting.html>)

## Mission Statement

The School of Business is a student-centered educational community focused on preparing students for achievement and leadership in their professional careers.

## Values

The development of our students as passionate learners and emerging professionals.

The impact of alumni, students, and faculty in business and in the community.

Applied learning that integrates the classroom with meaningful and impactful activities such as internships, student competitions, faculty-student research, student consulting, international opportunities (study abroad, student exchange, immersion experiences, internships).

The active support of faculty scholarship that emphasizes contributions to practice and pedagogy.

Mutually beneficial collaborations with the business community that advances the education of our students and the research of our faculty.

A collegial, respectful and responsible environment where members of the community act with integrity, honesty, fairness, and tolerance.

Diversity in people and in ideas.

## Learning Goals

**Business knowledge:** Apply the basic business theories and concepts to understand and solve business problems

**Business Analytics:** Effectively gather, assess, and utilize data to understand, improve and communicate business decisions

**Communication:** Communicate business ideas effectively through written communications, oral communications and presentations, and digital media

**Critical thinking:** Utilize information or research findings to analyze problems and determine appropriate solutions

**Business ethics:** Apply ethical frameworks to evaluate situations and determine appropriate solutions

**Cultural adaptability:** Recognize and apply knowledge and diversity within and across individual and groups

**Professionalism:** Exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

## Bachelor's Degrees

- Accounting (p. 166)
- Biomedical Marketing (p. 177)
- Computer Information Systems (p. 167)
- Computer Information Systems and Accounting (p. 168)
- Entrepreneurship and Small Business Management (p. 170)
- Finance (p. 171)
- International Business (p. 173)
- Management (p. 175)
- Marketing (p. 177)

## Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 285)
- Dual-Degree BA/MBA (4+1) (p. 278)
- Dual-Degree BS/MBA (4+1) (p. 287)
- Accelerated Dual-Degree BS/MS in Accounting (3+1) (p. 290)
- Dual-Degree BS/MS or BA/MS in Accounting (4+1) (p. 291)

## Bachelor's Degree Completion Program

- Business Administration (p. 164)

## Minors

- Accounting (p. 166)
- Business (p. 178)
- Business Analytics (p. 169)
- Computer Information Systems (p. 169)
- Entrepreneurship and Small Business Management (p. 171)
- Finance (p. 172)
- International Business (p. 175)
- Management (p. 176)
- Marketing (p. 178)

## Certificate Programs

- Global Supply Chain (p. 174)

## Master of Business Administration

- Master of Business Administration (p. 283)<sup>1</sup> with electives available in:
  - Computer Information Systems
  - Finance
  - Entrepreneurship
  - Health Administration
  - International Business
  - Management
  - Marketing

- Strategy
- MBA-Finance Track (p. 288)
- MBA-HCM Track (Health Care Management) (p. 289)<sup>1</sup>
- MBA-SCM Track (Supply Chain Management) (p. 288)<sup>1</sup>

## Master of Science

- Master of Science in Accounting (p. 289)
- Master of Science in Business Analytics (p. 292) (online only)
- Master of Science in Organizational Leadership (p. 293) (online only)
  - Health Care Management Track
  - Human Resources Leadership Track
  - Public Service/Nonprofit Leadership Track
  - Strategic Leadership Track

## Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 285)
- Dual-Degree BA/MBA (4+1) (p. 278)
- Dual-Degree BS/MBA (4+1) (p. 287)
- JD/MBA (Juris Doctor) (p. 287)
- Accelerated Dual-Degree BS/MS in Accounting (3+1) (p. 290)
- Dual-Degree BS/MS or BA/MS in Accounting (4+1) (p. 291)

## Certificates in Health Care Administration

- Health Care Compliance (p. 349)<sup>1</sup>
- Long-term Care Administration (p. 283)

<sup>1</sup> Program also offered online.

For specific information about the mission and learning goals for each of the graduate programs, please visit the university website at qu.edu (<http://www.qu.edu>).

## Business Core Curriculum

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

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

Code	Title	Credits
AC 211	Financial Accounting	3
AC 212	Managerial Accounting	3
BLW 221	Business Law and Society	3
CIS 101	Introduction to Information Systems	3
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3

EC 272	Advanced Applied Statistics	3
FIN 201	Fundamentals of Financial Management	3
IB 201	Globalization and International Business	3
MG 210	Essentials of Management and Organizational Behavior	3
MG 211	Operations Management	3
MK 201	Marketing Principles	3
SB 101	The Business Environment	3
SB 250	Career Planning and Development	1
SB 420	Strategic Management Integrated Seminar	3
Total Credits		43

## University Curriculum for School of Business

### Foundations of Inquiry (four classes = 12 credits)

Code	Title	Credits
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 170	Probability and Data Analysis	3
Total Credits		12

### Disciplinary Inquiry (four classes = 13 credits)

In the "Disciplinary Inquiry" phase of the University Curriculum, students make their first encounters with specific knowledge and methodologies in the disciplinary areas. This phase familiarizes students with the kinds of knowledge produced in these disciplinary areas and thus informs their choices as they undertake their "Personal Inquiry." Additionally, students are proceeding upon their Personal Quest as they take these and all breadth courses, including reflection upon their Guiding Question.

Students select EC 111 and one course from each of the remaining disciplinary areas as follows:

- Natural Sciences: any 4-credit UC science course
- Humanities: any 3-credit UC humanities course
- Social Sciences: EC 111
- Fine Arts: any 3-credit UC fine arts course

### Personal Inquiry (six classes = minimum 18 credits)

The "Personal Inquiry" (PI) phase requires 18 credits with at least three Disciplinary Inquiry areas represented. This allows students significant flexibility in the selection of course work as they pursue their Guiding Questions. The Personal Inquiry requirement has two parts:

**Part 1 (three courses):** In addition to those selected under Disciplinary Inquiry above, students select EC 112 from the Social Sciences and a course from two of the remaining disciplinary areas: Natural Sciences, Humanities and Fine Arts.

**Part 2 (three courses):** The remaining courses are IB 201 and any two other UC courses from the disciplinary areas in Part 1 and/or UC Breadth Electives. Students can combine Disciplinary Inquiry areas and UC Breadth Electives in any pattern that totals 9 to 12 credits. [Note: natural science courses that are treated by the Registrar as two separate courses (lecture and lab) shall be treated as *one course* for the purposes of the PI requirement. Students could thus take up to four lecture-lab pairings in the PI).

### Integrative Capstone Experience (one course = 3 credits)

The Integrative Capstone is offered in the School of Business. Students select an additional unrestricted course in the University Curriculum.

### Intercultural Understanding (one course = minimum 3 credits)

As students purposefully select courses and progress through the Breadth part of the curriculum, it is imperative that all students develop the skills, knowledge and diverse perspectives necessary to address the complexity of their Guiding Questions, and to acquire the understanding necessary to be informed and ethical citizens who can contribute to the local and global society.

To achieve this goal, within their 31 breadth component credits students are required to take at least 3 credits in classes marked as "I" (Intercultural Understanding). The classes with "I" designation can be chosen from any area in Disciplinary and/or Personal Inquiry.

## University Curriculum Breadth Electives (formerly called UC "Electives")

University Curriculum (UC) Breadth Electives are courses with generalizable and transferrable knowledge that are based in a single academic discipline outside of the four Disciplinary Inquiry areas (Natural Sciences, Social Sciences, Humanities, Fine Arts) or that reflect nationally established interdisciplinary areas. Such courses increase the disciplinary, methodological and cultural perspectives available to students in the University Curriculum, thereby extending the breadth of their knowledge to navigate successfully a complex and dynamic world.

### Natural Sciences

Code	Title	Credits
AN 104	Bones, Genes and Everything In Between: Intro to Biological Anthropology	3
AN 104L	Bones, Genes and Everything In Between: Intro to Biological Anthropology Lab	1
BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
BIO 102	General Biology II	3
BIO 102L	General Biology Lab II	1
BIO 105	Introduction to the Biological Sciences I	3
BIO 105L	Introduction to Biological Science Lab	1
BIO 106	Science and Society: Concepts and Current Issues	3

BIO 106L	Science and Society: Concepts and Current Issues Lab	1
BIO 120	The Biology of Beer	3
BIO 121	Human Genetics from ACTG to XY	3
BIO 128L	Global Health Challenges Lab	1
BIO 128	Global Health Challenges: A Human Perspective	3
BIO 150	General Biology for Majors	4
BIO 150L	General Biology for Majors Laboratory	
BIO 151	Molecular and Cell Biology and Genetics	4
BIO 151L	Molecular and Cell Biology and Genetics Lab	
BIO 161	Introduction to the Biological Aspects of Science and Society	3
BIO 205	Bioethics	3
BIO 208	Introduction to Forensic Science	3
BIO 208L	Introduction to Forensic Science Laboratory	1
BIO 282	Genetics	3
BIO 282L	Genetics Lab	1
BMS 110	The World of Microbes	3
BMS 117	The Human Organism	3
BMS 162	Human Health	3
BMS 200	Biology and Experience of Human Aging	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1
CHE 110	General Chemistry I	3
CHE 110L	General Chemistry I Lab	1
CHE 111	General Chemistry II	3
CHE 111L	General Chemistry II Lab	1
PHY 101	Elements of Physics	3
PHY 101L	Elements of Physics Lab	1
PHY 110	General Physics I	3
PHY 110L	General Physics I Lab	1
PHY 111	General Physics II	3
PHY 111L	General Physics II Lab	1
PHY 121	University Physics	4
PHY 122	University Physics II	4
SCI 102	Earth Sciences	3
SCI 102L	Earth Sciences Lab	1
SCI 161	Nutrition: An Investigative Experience	3

## Social Sciences

Code	Title	Credits
AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	3
AN 103	Dirt, Artifacts and Ideas: Introduction to Archaeology	3
AN 210	Cross-Cultural Perspectives on Gender, Sex and Sexuality (WS 211)	3
AN 220	Anthropology of Development	3
AN 233	Practicing Archaeology	3
AN 237	Anthropology of Health and Medicine	3
AN 240	Ethnographic Theory and Practice	3
AN 243	Ancient Food For Thought	3
CJ 101	Crime and Society	3
CJ 232	Women in the Criminal Justice System (SO/WS 232)	3
CJ 241	Police and Policing	3
CJ 250	Youth Crime (SO 250)	3
CJ 261	Prisons and Jails	3
EC 111	Principles of Microeconomics	3
EC 111H	Honors Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 112H	Honors Principles of Macroeconomics	3
ED 250	Diversity, Dispositions and Multiculturalism	3
GT 234	Adult Developmental Psychology (PS 234)	3
GT 263	Sociology of Aging (SO 263)	3
IB 105	International Business Environment	3
IB 201	Globalization and International Business	3
PO 101	Issues in Politics	3
PO 131	Introduction to American Government and Politics	3
PO 205	Public Policy and Administration	3
PO 206	Ethics and Public Leadership	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 216	American Political Thought	3
PO 219	Women and Political Thought (WS 219)	3
PO 221	Introduction to Latin America	3
PO 227	The Politics of Intimacy	3
PO 231	Elections and Political Parties (SL: Service Learning)	3
PO 245	International Political Economy	3
PO 247	Actors and Processes in U.S. Foreign Policy	3
PO 280	Congress and the President	3

PS 101	Introduction to Psychology	3
PS 210	Human Sexuality (WS 210)	3
PS 232	The Concept of Personality and Its Development	3
PS 234	Adult Development and Aging (GT 234)	3
PS 236	Child and Adolescent Development	3
PS 244	Psychology of Prejudice	3
PS 261	Social Psychology	3
PS 262	Psychology of Women (WS 262)	3
PS 265	Industrial-Organizational Psychology	3
PS 272	Abnormal Psychology	3
PS 284	Gay and Lesbian Identities and Communities (SO/WS 284)	3
SO 101H	Honors Introduction to Sociology	3
SO 101	Introduction to Sociology	3
SO 201	Sociological Theory	3
SO 225	Social Problems	3
SO 232	Women in the Criminal Justice System (CJ/WS 232)	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	Social Stratification	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of Aging (GT 263)	3
SO 264	Social Welfare Institutions	3
SO 266	Population and Society	3
SO 272	Education and Society	3
SO 280	Illness and Disability	3
SO 285	Protest and Change (WS 285)	3
WS 219	Women in Political Thought (PO 219)	3
WS 232	Women in the Criminal Justice System (CJ/SO 232)	3
WS 255	Sociology of Families (SO 255)	3
WS 262	Psychology of Women (PS 262)	3
WS 285	Protest and Change (SO285)	3

## Humanities

Code	Title	Credits
ED 260	Social and Philosophical Foundations of Education	3
EN 208H	Honors Greek Tragedy	3
EN 208	Greek Tragedy	3
EN 210	The Art of Poetry	3
EN 212	The Personal Essay	3
EN 213	The Nature Essay	3
EN 215	The Travel Essay	3
EN 220	The Short Story as a Genre	3
EN 223	Hippies, Punks and Rude Boys	3
EN 235	Literature by Women (WS 235)	3
EN 240	Survey of English Literature I	3

EN 241	Medieval Romances	3
EN 250H	Honors Survey of English Literature II	3
EN 250	Survey of English Literature II	3
EN 260	Survey of American Literature I	3
EN 265	Survey of African-American Literature	3
EN 270	Survey of American Literature II	3
EN 276	Literature of the Global South I: Africa and South Asia	3
EN 277	Lit of the Global South II: The Americas	3
EN 280	The European Tradition in Literature I	3
EN 281	The European Tradition in Literature II	3
HS 111	The Rise of the West	3
HS 112H	Honors The West and The World	3
HS 112	The West in the World	3
HS 122	Modern World History	3
HS 131	U.S. History to 1877	3
HS 132	U.S. History Since Reconstruction	3
HS 208	Twentieth-Century World History	3
HS 209	Twentieth-Century Europe	3
HS 210H	Honors Contemporary America	3
HS 210	Contemporary America	3
HS 228	Twentieth-Century Russia	3
HS 229	Irish History	3
HS 230	The Rise of Modern Science	3
HS 231	The World of Tudor/Stuart Britain	3
HS 232	The Rise and Fall of the British Empire	3
HS 241	African-American Experiences to Reconstruction	3
HS 242	African-American Experience Since Reconstruction	3
HS 274	History of India	3
HS 275	History of the Middle East	3
IRST 101	Introduction to Irish Studies	3
IT 210	Italy: a Journey Through its Food, History and Culture (in Eng.)	3
IT 212	Florence and the Making of Modernity (in Eng.)	3
LE 101	Introduction to the American Legal System	3
MSS 220	Media, History and Memory	3
PL 101H	Honors Introduction to Philosophy	3
PL 101	Introduction to Philosophy	3
PL 202	Logical Reasoning	3
PL 220H	Honors Ethics and Human Values	3
PL 220	Ethics and Human Values	3
PL 236	Philosophy of Language	3
PL 238	Philosophy of Technology and Social Transformation	3

PL 240	Philosophy of Sport (SPS 240)	3
PL 250	Philosophy of Art	3
PL 265	Living Religions of the World	3
PL 266	Diverse Global Philosophies	3
PL 267	Philosophy of Religion	3
PL 332	Ancient Philosophy	3
PL 333	Modern Philosophy	3
PL 334	Medieval Philosophy	3
PL 335	Contemporary Philosophy	3
PL 338	Paradoxes	3
WS 235	Literature by Women (EN 235)	3

## Fine Arts

Code	Title	Credits
AR 101	Introduction to Art	3
AR 102	Art History: Ancient Through Medieval	3
AR 102H	Honors Art History I	3
AR 103H	Art History: Renaissance Through Contemporary	3
AR 103	Art History: Renaissance Through Contemporary	3
AR 104	Survey of Non-Western Art	3
AR 105	American Art	3
AR 140	Basic Visual Design	3
AR 158	Photography I	3
AR 175	Special Topics in Art History	3
AR 210	The Creative Process	3
AR 240	Graphic Design	3
AR 241	Color Theory	3
AR 242	Cartooning	3
AR 250	Studio Art: Special Topic	3
AR 251	Studio Art: Drawing (AR303)	3
AR 252	Studio Art: Painting (AR304)	3
AR 253	Studio Art: Sculpture	3
AR 254	Studio Art: Printmaking	3
AR 255	Studio Art: Introduction to Darkroom Photography	3
AR 257	AP Studio Art Introduction to Studio Methods	3
AR 258	Photography II	3
AR 262	Studio Art: Watercolor	3
AR 263	Studio Art: Collage	3
AR 280	History of Modern Design	3
AR 300	Special Topics in Art History	3
AR 303	Studio Art: Advanced (AR251) Drawing	3
AR 304	Studio Art: Advanced (AR252) Painting	3
AR 305	Special Topics in Studio Art	3
AR 317	Art of the Italian Renaissance	3
AR 325	Women Artists (WS 315)	3
AR 335	Digital Photography	3



AR 342	Illustration	3
AR 360	Innovation in the Arts and Sciences(PL 360)	3
AR 380	Interactive Art (PL 380)	3
DR 101	Understanding Theater	3
DR 140	Stagecraft	3
DR 150	Performance Fundamentals	3
DR 160	Acting I	3
DR 181	Improvisational Acting	3
DR 200	Special Topics	3
DR 210	Hands On: An Introduction to Puppetry	3
DR 220	Voice and Movement	3
DR 230	Directing for the Theater	3
DR 257	Design for the Theater	3
DR 260	Acting for Film/TV	3
DR 270	World Theater History & Dramatic Literature I	3
DR 275	World Theater History and Dramatic Literature II	3
DR 286	Comparative Drama/ Play Analysis	3
DR 290	Acting for Classical Stage	3
DR 300	Special Topics	3
DR 305	Theater for Young Audiences (ED 362)	3
DR 307	Drafting and Rendering for Theater	3
DR 310	Laboratory in Theater and Community	3
DR 320	Advanced Voice and Movement	3
DR 325	Theater Seminar	3
DR 330	Advanced Directing	3
DR 335	Musical Theater Performance	3
DR 340	Scenic Design	3
DR 341	Lighting Design for the Theater	3
DR 342	Costume Design	3
DR 345	Dance for the Musical Theater	3
DR 350	Playwriting	3
DR 360	Advanced Acting	3
DR 375	History and Dramatic Literature of the Contemporary Theater	3
DR 380	Theater Administration	3
DR 386	Modern Drama	3
DR 386H	Honors-Modern Drama	3
EN 220	The Short Story as a Genre	3
FTM 102	Understanding Film	3
FTM 320	History of Film I (to 1975)	3
FTM 322	History of Film (and Television) II	3
IT 211	Italian Cinema (in Eng.)	3
MU 110	Private Music Lessons	1
MU 130H	Honors Understanding Music	3
MU 130	Understanding Music	3
MU 150	American Popular Music: From the Blues to Hip Hop	3

MU 175	Special Topics in Music	3
MU 190	Quinnipiac University Singers	1
MU 191	Hamden Symphony Orchestra at Quinnipiac	1
MU 194	Jazz Ensemble	1
MU 200	Special Topics	3
MU 210	History of Musical Drama: from Opera to Broadway	3
MU 211H	Honors History of Jazz	3
MU 211	History of Jazz	3
MU 213	Music of the 20th Century	3
MU 230	Music Theory I	3
MU 250	Music and Disabilities	3
MU 280	Music and Our Life's Work	4
MU 330	Music Theory II	3

## Policy for Students Who Fail FYS 101

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

## FYS 101 Policy for Transfer Students

A student who transfers to Quinnipiac with less than sophomore standing (fewer than 27 credits) shall enroll in FYS 101 in his/her first semester at Quinnipiac. Students who transfer to Quinnipiac with 27 or more credits must substitute any UC-designated course for FYS 101, to count toward the general education credits needed to graduate. They also will complete a series of self-guided online modules by the start of their second semester at Quinnipiac, designed to ensure students successfully complete their remaining general education requirements and prepare for the integrative capstone experience.

## Bachelor of Business Administration

Program Contact: Amy Paros (amy.paros@qu.edu) 203-582-7755

## Degree Completion Program

This online program is designed for business professionals who already have an associate's degree and would like to pursue a four-year degree in business.

Non-traditional, adult professionals who are looking to change careers or increase their opportunities as well as recent associate's degree graduates who wish to continue their studies may complete this program part-time via a distance education format through QU Online with a curriculum that builds on the individual's prior educational preparation.

## Bachelor of Business Administration Degree Completion Program Curriculum

Code	Title	Credits
<b>Degree Requirements</b>		

**BBA Core Curriculum (36 credits)**

BBA 205	Introduction to Information Systems	3
BBA 215	Financial Accounting	3
BBA 220	Managerial Accounting	3
BBA 225	Essentials of Management and Organizational Behavior	3
BBA 230	Business Law and Society	3
BBA 240	Fundamentals of Financial Management	3
BBA 245	Marketing Principles	3
BBA 310	Advanced Business Communications	3
BBA 320	Project Management	3
BBA 350	Applications of Business Analytics	3
BBA 490	Strategic Management	3
EC 272	Advanced Applied Statistics	3

**University Curriculum (46 credits)**

BBA 210	Globalization and International Business	3
BBA 420	Corporate Sustainability	3
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 170	Probability and Data Analysis	3
UC Core and Advanced Core <sup>1</sup>		25

**BBA Electives**

Complete 9 credits of 300- or 400-level online business courses, including the following BBA courses:

BBA 330	Digital and Social Media Marketing	
BBA 340	Negotiation and Persuasion	
BBA 410	Career Advancement and Organizational Presence	
BBA 440	Change Management	

**Open Electives (30 credits)**

Total Credits	121
---------------	-----

<sup>1</sup> 3 credits of fine arts, 6 credits of humanities, 7 credits of science and 9 credits of UC electives. Students can complete this requirement in part with up to four 4-credit advanced core courses.

Admission requirements include an associate's degree from a regionally accredited college or university, or equivalent course work totaling a minimum of 60 transferrable credits, with a grade point average of at least 2.5; transcripts from all post-secondary institutions attended; and a resume.

The application process is managed through QU Online Admissions (<https://quonline.quinnipiac.edu/become-a-student/admissions-process.php>).

## Department of Accounting

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

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

## Mission Statement

The mission of the Department of Accounting is to prepare students for successful careers in accounting and related fields. The department's mission is guided by the missions of the university and the School of Business. To fulfill our mission, we strive to:

Create and support a learning environment that produces students who are inquisitive, thoughtful and engaged participants in the process of continuous learning and development, and who have:

- an understanding of business and accounting concepts and requisite technical skills
- critical thinking skills required to identify problems, gather and interpret information with an appropriate level of professional skepticism, evaluate alternatives and formulate solutions
- an understanding of ethical issues in accounting, personal responsibility and integrity
- skills for working in collaborative environments
- respect for diverse opinions and cultural backgrounds
- effective verbal and written communication skills.

Recruit and retain faculty who, in collaboration with students, accounting professionals and the business community:

- deliver current and engaging curricula informed by practice and research
- foster an engaging learning environment that promotes an expectation of the highest ethical standards and practices
- produce research that advances knowledge and informs their teaching, including contributions to practice, pedagogical, case and discipline-based scholarship
- contribute to department service, school and university communities and the broader academic community
- Bachelor of Science in Accounting (p. 166)
- Bachelor of Science in Computer Information Systems and Accounting (p. 168)  
Students who wish to specialize in computer information systems with applications in accounting may earn a dual degree in computer information systems and accounting.
- Minor in Accounting (p. 166)
- Master of Science in Accounting (p. 289)
- Accelerated Dual-Degree BS/MSA (3+1) (p. 290)

- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 291)

## Bachelor of Science in Accounting

Program Contact: Nelson Alino (Nelson.Alino@qu.edu) 203-582-3827

The Bachelor of Science in Accounting program at Quinnipiac University provides a foundation in the principles, concepts and practices of accounting, and equips graduates with general business knowledge along with technical expertise that is necessary for success in early careers in accounting and related fields.

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

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

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

### BS in Accounting Curriculum

A total of 122 credits is required for graduation with the degree of BS in Accounting. Accounting majors must earn a minimum grade of a B- in the following courses to receive credit.

Code	Title	Credits
AC 211	Financial Accounting (formerly AC 101)	3
AC 212	Managerial Accounting (formerly AC 102)	3
AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 307	Intermediate Accounting III	3

An Accounting major earning a grade below B- in any of these courses must repeat the course. In addition, Accounting majors must earn a minimum grade of C- in all other accounting and law courses.

A minimum cumulative GPA of 3.0 is required for entry into the Accounting major. In addition, a minimum cumulative GPA of 3.0 is required for graduation with a degree in Accounting.

Code	Title	Credits
<b>Business Core Curriculum</b>		
	Complete the Business Core Curriculum (p. 160)	43
<b>University Curriculum</b>		

Complete the University Curriculum for School of Business (p. 160)	34
--	----

#### Accounting Core

AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 307	Intermediate Accounting III	3
AC 323	Cost Accounting	3
AC 335	Accounting Systems	3
AC 405	Advanced Accounting	3
AC 411	Auditing Theory and Practice	3
AC 412	Advanced Auditing	3
AC 431	Federal Income Taxation of Individuals	3
AC 432	Federal Income Taxation of Business Entities	3

#### Open Electives

Select 15 credits	15
<b>Total Credits</b>	<b>122</b>

### Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

### Learning Goals

Students who complete the Bachelor of Science in Accounting program successfully will:

- demonstrate technical competencies in accounting
- develop an understanding of ethical issues in accounting, personal responsibility and integrity
- demonstrate skills in working in collaborative environments
- demonstrate effective written and verbal communication skills
- respect diverse opinions and cultural backgrounds

### Minor in Accounting

Program Contact: Nelson Alino (nelson.alino@qu.edu) 203-582-3827

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

You don't have to work in business or finance to reap the benefits of accounting. The tools and broad perspective the accounting minor offers can prove useful in virtually every profession, as well as in your personal life. If you're interested in augmenting your major and broadening your professional skills, this is a great way to gain a familiarity with the central tenets of accounting.

This six-course program examines managerial and financial accounting and offers a number of electives such as Auditing Theory and Practice and Advanced Federal Income Tax Procedure. Our faculty brings a wealth of experience to the classroom, having worked as certified public accountants, business professionals and lawyers.

## Accounting Minor Curriculum

The minor in accounting requires six courses. Students wishing to minor in accounting must complete:

Code	Title	Credits
AC 211	Financial Accounting	3
AC 212	Managerial Accounting	3
AC 305	Intermediate Accounting I	3
Select three of the following:		9
AC 306	Intermediate Accounting II	
AC 307	Intermediate Accounting III	
AC 323	Cost Accounting	
AC 335	Accounting Systems	
AC/CIS 350	Advanced Excel Programming (CIS 350)	
AC 405	Advanced Accounting	
AC 411	Auditing Theory and Practice	
AC 412	Advanced Auditing	
AC 431	Federal Income Taxation of Individuals	
AC 432	Federal Income Taxation of Business Entities	
Total Credits		18

## Department of Computer Information Systems

Graduates of the Computer Information Systems program are business problem solvers who assist firms to be more competitive via the use of technology. Those who choose the Computer Information Systems major enjoy technology and also enjoy working with people.

The department prides itself on excellence in teaching, and fosters a supportive learning environment that provides students with the opportunity to develop the expertise required to distinguish themselves both academically and professionally. Career tracks of program graduates include high-demand positions in data management, network management, information systems security administration, systems analysis, web development and mobile applications support.

The demand for CIS graduates over the next decade is outstanding with job growth projected to increase rapidly. Currently there are more career openings for CIS majors than there are graduates available to fill the positions; consequently, starting salaries are among the highest of all undergraduate business majors. All CIS students who qualify complete internships, many resulting in offers of full-time employment upon graduation.

- Bachelor of Science in Computer Information Systems (p. 167)
- Bachelor of Science in Computer Information Systems and Accounting (p. 168)
- Master of Science in Business Analytics (p. 292)

- Minor in Computer Information Systems (p. 169)
- Minor in Business Analytics (p. 169)

## Bachelor of Science in Computer Information Systems

Program Contact: Wendy Ceccucci (wendy.ceccucci@qu.edu)  
203-582-8269

Computer-based information systems have become a critical component to both the development of products and services as well as the management of organizations. Information systems are vital to problem identification, analysis and decision making at all levels of management. The major in Computer Information Systems focuses on the development of computer systems that improve the performance of people in organizations. Information systems professionals must analyze the evolving role of information and organizational processes. Their work includes the design, creation, implementation and maintenance of the information systems that form the backbone of today's global economy.

Students who major in computer information systems are in high demand. They acquire advanced skills, including an understanding of the role information systems play in organizations. Graduates are able to analyze and design information systems that meet their company's needs, use data management tools to develop databases, and effectively manage communications and security.

With this degree, you can work as a project manager, computer programmer, systems analyst, security specialist or database manager. You'll study the role of information systems in organizations, including the use of information technology for strategic decision making and competitive advantage, effective and efficient electronic business and electronic commerce strategies. You'll manage projects and develop applications.

## BS in Computer Information Systems Curriculum

As with all programs within the School of Business, students must meet the requirements of the University Curriculum (p. 41), the School of Business Core Curriculum, and the specific requirements of the major for a total of 122 credits:

Code	Title	Credits
<b>Business Core Curriculum</b>		
Complete the Business Core Curriculum (p. 160)		43
<b>University Curriculum</b>		
Complete the University Curriculum for School of Business (p. 160)		34
<b>Computer Information Systems Core</b>		
CIS 125	Systems Analysis and Design	3
CIS 245	Object-Oriented Programming	3
CIS 301	Enterprise Systems	3
CIS 351	Database Programming and Design	3
CIS 440	IT Project Management	3
CIS 484	Information Systems Internship	3
CIS 490	Computer Information Systems Capstone	3

**CIS electives**

Select 9 credits	9
<b>Open electives</b>	
Select 15 credits	15
Total Credits	122

## Learning Objectives

Students who major in Computer Information Systems are provided with specific skills, including:

- Understanding the role of information systems in organizations, including the use of information technology for strategic decision making and competitive advantage, effective and efficient electronic business and electronic commerce strategies, enterprise resource planning to support their business strategy, and supply chain management.
- Analysis and design of information systems that meet enterprise needs, including both a comprehensive understanding and experience using the system development life cycle and alternative design methodologies.
- Alternative information technology architectures, including both hardware and software alternatives, that satisfy current and future business needs.
- A thorough understanding of data management, including the development of databases, the effective use of data warehouses, and data security considerations.
- The role of networking, data communications and wireless computing in supporting organizational effectiveness, including hands-on experience in developing and configuring network environments.

To achieve these learning goals, the program is built upon a carefully structured sequence of required core courses, a distribution of elective courses within the program, and a required internship. As with all programs within the School of Business, students must meet the requirements of the University Curriculum, the School of Business core curriculum, and the specific requirements of the major.

### Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Bachelor of Science in Computer Information Systems and Accounting

Program Contact: Wendy Ceccucci (Wendy.Ceccucci@qu.edu)  
203-582-8269

There is a great industry demand for students who wish to specialize in computer information systems with applications in accounting.

In the digital age, the languages of business and technology are mutually inclusive. Dual competency doubles your skill set, and positions you for

success in a multitude of roles. We'll teach you to design and maintain financial databases, assess the cost of hardware and software, and manage teams of IT professionals. These skills are crucial to commercial businesses, hospitals, banks, law offices and nonprofit organizations.

As the architect of a company's technological infrastructure, you'll implement and secure its accounting information system. You'll ensure that financial information is accurate and accessible to managers, CFOs, auditors and others. These responsibilities prepare you for leadership roles as an information technology accountant, systems auditor, IT director and chief information officer.

Internships with companies such as Aetna, BBC America, The Hartford and United Technologies help you hone your skills and prepare you for immediate employment in the area of your interest.

A minimum cumulative GPA of 3.0 is required for entry into this program, and a minimum cumulative GPA of 3.0 is required for graduation with this degree.

## BS in Computer Information Systems and Accounting Curriculum

Students may earn a Bachelor of Science in computer information systems and accounting by completing the requirements of the University Curriculum (p. 41), the Business Core Curriculum, and specific requirements outlined below for a total of 128 credits. Computer Information Systems/Accounting majors must earn a minimum grade of a B- in the following courses to receive credit: AC 211, AC 212, AC 305, AC 306 and AC 307. A Computer Information Systems/Accounting major earning a grade below B- in any of these courses must repeat the course. In addition, Computer Information Systems/Accounting majors must earn a minimum grade of C- in all other accounting and law courses.

Code	Title	Credits
<b>Business Core Curriculum</b>		
Complete the Business Core Curriculum (p. 160)		43
<b>University Curriculum</b>		
Complete the University Curriculum for School of Business (p. 160)		34
<b>Accounting Course Work</b>		
AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 307	Intermediate Accounting III	3
AC 323	Cost Accounting	3
AC 335	Accounting Systems	3
AC 411	Auditing Theory and Practice	3
AC 412	Advanced Auditing	3
AC 431	Federal Income Taxation of Individuals	3
AC 432	Federal Income Taxation of Business Entities	3
<b>Computer Information Systems Course Work</b>		
CIS 125	Systems Analysis and Design	3
CIS 245	Object-Oriented Programming	3
CIS 301	Enterprise Systems	3
CIS 351	Database Programming and Design	3
CIS 440	IT Project Management	3
CIS 484	Information Systems Internship	3



CIS 490	Computer Information Systems Capstone	3
<b>CIS elective</b>		3
<b>Total Credits</b>		128

## Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Minor in Business Analytics

### Minor in Business Analytics

The minor in Business Analytics (BA) is designed to develop the skills to extract, analyze, interpret, and present data for business decision-making. The program emphasizes analytical and statistical tools that enable students to mine, analyze, evaluate and present data in a variety of environments.

### Minor in Business Analytics Curriculum

Code	Title	Credits
<b>The minor in business analytics requires the completion of 18 credits as follows:</b>		
<b>Required Courses (12 Credits)</b>		
CIS 350	Advanced Excel Programming (AC 350)	3
CIS 355	Data Visualization	3
BAN 300	Statistical Programming	3
BAN 400	Data Mining	3
<b>Elective Courses (6 Credits)</b>		6
BAN 310	Web Analytics	
BAN 410	Social Media Analytics	
FIN 325	Financial Analytics	
IB 362	Cross-Cultural Business Research Part 1	
MK 319	Marketing Analytics	
MG 342	Supply Chain Analytics	
<b>Total Credits</b>		18

## Minor in Computer Information Systems

Information systems are vital to businesses. They are used in problem solving, analysis and decision making at all levels of management. This minor provides you with a strong, functional background in information technology. Proficiency in web programming, data management, networking and data security help you to resolve a range of business issues for many different employers. The ability to track supply chains,

and improve electronic business and e-commerce strategies gives you an additional advantage in administrative and managerial roles.

Courses not only make you a more effective user of information technology, but a more informed consumer as well. You'll be able to assess the strengths and weaknesses of various programs, hardware and software on the market, ensuring that the right ones are chosen and implemented. Whether you plan to work for yourself, or in fields as diverse as telecommunications, health care and law, you'll know that the technology you depend on functions effectively and reliably, and that important information is protected at all times.

The minor in computer information systems complements the major in a wide variety of disciplines. It provides the students with the skills to serve as effective users of information technology within their respective major areas and allows them to become more savvy personal consumers of information technology. The minor is structured to provide each student with the opportunity to select courses that support his or her own interests.

## Computer Information Systems Minor Curriculum

The minor in computer information systems requires the completion of 18 credits as follows:

Code	Title	Credits
<b>CIS Minor Requirements:</b>		
CIS 101	Introduction to Information Systems	3
CIS 125	Systems Analysis and Design	3
Choose four CIS electives from the following:		12
CIS 245	Object-Oriented Programming	
CIS 265	Mobile Application Development	
CIS 267	HTML and CSS	
CIS 270	E-Business Systems	
CIS 301	Enterprise Systems	
CIS 330	Networking and Data Communications	
CIS 350	Advanced Excel Programming (AC 350)	
CIS 351	Database Programming and Design	
CIS 355	Data Visualization	
CIS 381	Web Development	
CIS 400	Emerging Topics	
CIS 411	Information Systems Security	
CIS 427	Information Systems Strategy	
CIS 440	IT Project Management	
CIS 484	Information Systems Internship	
<b>Total Credits</b>		18

## Department of Entrepreneurship and Strategy

Although some Entrepreneurship and Small Business Management majors will indeed launch their own new business upon graduation, most opt to begin their careers in already established organizations. Other students in the program come from a family business, and ultimately use

their knowledge and skills to develop ideas and plans to be implemented when they join the business after graduation. Successful completion of the major provides students with the ability to integrate and apply their business acumen in both directed and self-managed activities.

The department values experiential learning and direct contact with businesses, practitioners and entrepreneurs, and provides students majoring in Entrepreneurship and Small Business Management with many extracurricular opportunities to expand their skills and stretch their capabilities. These currently include: 1) ENACTUS, which provides students with an opportunity to apply what they have learned about the free enterprise system to do social good; 2) the Entrepreneurship Club, a Quinnipiac University chapter of the national Collegiate Entrepreneurs' Organization, dedicated to bolstering inventive students, their ideas and their entrepreneurial spirit; and 3) the Connecticut Venture Group and the Connecticut State Department of Economic and Community Development, which sponsors an annual statewide business model competition.

- Bachelor of Science in Entrepreneurship and Small Business Management (p. 170)
- Minor in Entrepreneurship and Small Business Management (p. 171)

# Bachelor of Science in Entrepreneurship and Small Business Management

Program Contact: Patrice Luoma (Patrice.Luoma@quinnipiac.edu) 203-582-8320

Increasingly recognized as an important driver for both the national and international economy, entrepreneurship is more than the creation of a new business venture. Rather, entrepreneurship encompasses seeking opportunity, identifying and acknowledging risk and most importantly persisting until the idea becomes reality. At Quinnipiac University, we strive to develop this perspective in our students; to enable them to apply their entrepreneurial perspective and skills to realize innovative ideas in a variety of settings including profit and not-for-profit organizations, new and existing ventures, and in business and non-business activities. The development of this perspective has special relevance for the small business environment that many of our students seek upon graduation.

The program includes a rigorous and rounded academic curriculum complemented by extracurricular and service learning involvement in the region's business activity. The program develops entrepreneurial thinking, establishes a foundation in sound business practices along with an appreciation and understanding of the arts and sciences, and hones the skills necessary for successful entrepreneurship and small business management.

This is accomplished through a distinct and innovative curriculum. The program is highly experiential, allowing students to work on team and individual projects to develop and improve businesses and business ideas. Students compete in regional and national business plan competitions and interact with various agencies and financial institutions supportive of entrepreneur and small business success.

The program involves local, regional and national companies and small business owners sharing their expertise and experiences as an important element in the program's educational process.

## BS in Entrepreneurship and Small Business Management Curriculum

Students majoring in entrepreneurship are required to complete 122 credits.

Code	Title	Credits
<b>Business Core Curriculum</b>		
Complete the Business Core Curriculum (p. 160)		43
<b>University Curriculum</b>		
Complete the University Curriculum for School of Business (p. 160)		34
<b>Entrepreneurship &amp; Small Business Management Core</b>		
ENT 210	Fundamentals of Entrepreneurship	3
ENT 250	Entrepreneurial Skills	3
ENT 310	Entrepreneurial Creativity	3
ENT 320	Small Business Marketing	3
ENT 330	Entrepreneurial Finance	3
ENT 340	Opportunity Recognition and Negotiation	3
ENT 410	Business Plan Creation	3
ENT 488	Entrepreneurship Internship	3
Complete one of the following options:		6
Option A:		
ENT 420 & ENT 430	Entrepreneurial Implementation I and Entrepreneurial Implementation II	
Option B:		
Select two of the following entrepreneurship electives:		
ENT 290	Digital Businesses	
ENT 299	Special Topics in Entrepreneurship	
ENT 371	Business Plan Competition	
ENT 490	Field Projects	
IB 320	Introduction to Global Entrepreneurship	
MG 340	Supply Chain Logistics and Technology	
SB 360	International Business Immersion	
<b>Open Electives</b>		
Select 15 credits		15
Total Credits		122

### Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Minor in Entrepreneurship and Small Business Management

Program Contact: Patrice Luoma  
(Patrice.Luoma@quinnipiac.edu) 203-582-8320

A minor in entrepreneurship and small business management gives you a strong foundation in sound business practices, sharpens your business management skills and teaches you how to think like an entrepreneur. This minor provides the expertise necessary for professionals in any field who must run their own business operation. You'll create business plans, engage in entrepreneurial activities and work on team and individual projects to develop and improve business ideas.

You'll learn from a rich network of faculty and staff that provides the guidance necessary to launch a business or join a burgeoning company. In the classroom, during internships and at networking events, you can tap into the expertise and experience of local and national company executives, as well as small business owners who have achieved success.

Both business and non-business school students are encouraged to minor in entrepreneurship and small business management. The minor enables students to supplement their main area of interest with the basic skills necessary to create a business plan and engage in the entrepreneurial activities and learning experiences offered by the university.

## Entrepreneurship and Small Business Management Minor Curriculum

Code	Title	Credits
<b>Required Courses</b>		
ENT 210	Fundamentals of Entrepreneurship	3
Select five of the following:		15
ENT 250	Entrepreneurial Skills	
ENT 290	Digital Businesses	
ENT 299	Special Topics in Entrepreneurship	
ENT 310	Entrepreneurial Creativity	
ENT 320	Small Business Marketing	
ENT 330	Entrepreneurial Finance	
ENT 340	Opportunity Recognition and Negotiation	
ENT 371	Business Plan Competition	
ENT 410	Business Plan Creation	
Total Credits		18

## Department of Finance

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

The BS in Finance prepares graduates for career opportunities in both the financial services sector as well as in nonfinancial businesses. Students can focus on courses that include investment management, including equities and fixed income analysis, asset valuation and

portfolio management; wealth management and financial planning; and corporate finance. The program also prepares students for graduate work in finance, business administration, law and other related disciplines.

## Mission Statement

The mission of the Department of Finance is to provide a high-quality educational experience for students; produce high-quality scholarly research; and contribute to the intellectual and cultural life of the university and community.

- Bachelor of Science in Finance (p. 171)
- Minor in Finance (p. 172)

## Bachelor of Science in Finance

Program Contact: Thomas Coe (Thomas.Coe@qu.edu) 203-582-3455

Students who choose to major in Finance gain an understanding of key financial skills and concepts, and hone their analytical and scientific reasoning skills. They will receive hands-on experience in money management, develop proficiency in data gathering and also learn the importance of ethical considerations in financial decision making. Our graduates are able to explain core financial terms and concepts and apply them to real business and financial problems. They understand modern financial theory and its application to corporate financial decision making, valuation, financial markets and institutions, and portfolio management.

Student learning opportunities are enhanced by the resources available within the Terry W. Goodwin '67 Financial Technology Center. The center allows students to access real-time financial data, develop financial models, conduct trading simulations and analyze financial and economic data. Students have the opportunity to participate in the Student-Managed Portfolio, an extension of the University's endowment fund. Leadership and educational opportunities come from participating in the Global Asset Management Education (G.A.M.E.) Forum as well as intercollegiate "Fed Challenge," "Investment Research Challenge" and Rotman Trading competitions.

Extracurricular activities include the Investment Club and the Economics and Finance Club. These student-led organizations sponsor investment challenges, campus speakers and trips to financial markets and institutions. The clubs also provide students peer-centered opportunities to develop their networking, team building and leadership skills. Outstanding students are eligible to be inducted into the Financial Management Association (FMA) National Honor Society.

## Investment Management Focus

Students who seek to focus on a program that prepares them to pursue their interest in careers within the financial services sector, specifically working in the areas of investment banking, portfolio management and investment analysis. Upon completion of the finance core and suggested investment management courses, students will have the educational requirements to sit for the Chartered Financial Analyst (CFA) Level I examination.

## Wealth Management and Financial Planning Focus

The purpose of offering a financial planning track is so students can pursue their interest in careers in wealth management, financial planning and retail investment and insurance brokerage services. Graduates have

the opportunity to work within law and accounting firms that provide comprehensive financial planning and services. As part of the curriculum, students receive instruction in risk management and insurance services, investment planning, retirement and estate planning, employee benefit planning and tax planning. Upon completion of the finance core and suggested wealth management and financial planning courses, students will have the educational requirements to sit for the Certified Financial Planner (CFP) certification examination. Also, students may elect to sit for the FINRA Series 7, 63, and 66 licensing exams. Alternately, students who take additional required mathematics courses may elect to sit for the Financial Risk Manager (FRM) exams.

Corporate Finance Focus

Students may wish to focus in courses that prepare them for careers in the nonfinancial sector, mainly the management and operations of large and small corporations. Upon completion of the finance core and suggested corporate finance courses, students will have the educational requirements to sit for the Certified Management Accountant (CMA) certification exam, which demonstrates knowledge and proficiency in corporate financial planning and analysis, decision support and ethics. Alternatively, students may prepare to sit for the Certified Treasury Professional (CTP) designation, which exhibits knowledge and skills needed of treasury professionals.

BS in Finance Curriculum

Graduation with a BS in finance requires that the student complete 122 credits.

Code	Title	Credits
<b>Business Core Curriculum</b>		
Complete the Business Core Curriculum (p. 160)		43
<b>University Curriculum</b>		
Complete the University Curriculum for School of Business (p. 160)		34
<b>Finance Core</b>		
FIN 310	Investment Analysis	3
FIN 320	Financial Modeling	3
FIN 350	Financial Markets and Institutions	3
FIN 360	Financial Statement Analysis	3
FIN 380	Intermediate Corporate Finance	3
FIN 485	Derivative Securities	3
<b>Finance Electives</b>		
Students must complete 12 credits of finance electives. Of these 12 credits, students may apply up to 3 credits from the following courses toward their finance elective requirements:		12
AC 305	Intermediate Accounting I	
AC 323	Cost Accounting	
AC 431	Federal Income Taxation of Individuals	
CIS 350	Advanced Excel Programming (AC 350)	
IB 335	International Finance	
SB 360	International Business Immersion	
<b>Open Electives</b>		

Select 15 credits	15
Total Credits	122

Undergraduate Program Objectives

- **Introductory financial processes:** Develop the ability to explain core financial terms and concepts and their application to real business and financial problems.
- **Advanced financial knowledge:** Develop an understanding of modern financial theory and its application to corporate financial decision making, valuation, financial markets and institutions, and portfolio management.
- **Critical, analytical and scientific reasoning:** Develop technical proficiency in gathering information, utilizing databases, and employing standard software to organize, model and analyze data.
- **Social and ethical considerations:** Develop an understanding of the importance of ethical considerations in financial practices and decisions.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in Finance

Program Contact: Thomas Coe (thomas.coe@qu.edu) 203-582-3455

The tools you'll acquire as a finance minor can be applied in fields as varied as health care and technology, public policy and nonprofit work. A basic understanding of how to create budgets and analyze financial data is an appealing skillset—one that employers look for, and one that can help you in whichever career path you decide to pursue.

You'll examine issues of financial management, global investment, financial markets and corporate finance. And, while developing a foundation in these core areas, you'll have some flexibility to complement the program with one non-finance course. Our Terry W. Goodwin '67 Financial Technology Center is a great resource for exploring your interest in finance and offers opportunities to practice building financial models and analyzing real-time economic data.

Finance Minor Curriculum

Students wishing to minor in finance must complete 18 credits.

Code	Title	Credits
FIN 201	Fundamentals of Financial Management	3
Select five of the following six finance core courses:		15
FIN 310	Investment Analysis	
FIN 320	Financial Modeling	

FIN 350	Financial Markets and Institutions
FIN 360	Financial Statement Analysis
FIN 380	Intermediate Corporate Finance
FIN 485	Derivative Securities
<hr/>	
Total Credits	18

Students may request permission to use one non-finance course to fulfill their minor requirements.

## Department of International Business

The world around us is fast changing and bringing new challenges for future managers every single day. As new technologies bring international buyers and sellers closer together, opportunities expand for entrepreneurs, small business managers and multinational corporations. In addition, it is critical that we—as voters, as future employees and as citizens of our increasingly globalized world—understand the pros and cons of this process.

What goes on outside of the United States affects us, and the better we understand it, the better we can operate within it. Recognizing the necessity of global awareness for success in today's business world, the Department of International Business at Quinnipiac prepares students for a wide range of careers in practically every field and type of organization: business, not-for-profit, and government.

The program's purpose is to offer a curriculum that helps nurture and develop students' abilities and interests. Students are exposed to a multiplicity of perspectives and challenged to develop a broad and inquisitive mindset. Concurrently, practical knowledge and skills also are emphasized through the active development of technical and business-related skills. This dual focus is accomplished through specific functional courses that provide students with the theoretical foundations needed for sound practical decisions; a focus on developing key conceptual, analytical and practical competencies; the development of an additional area of competence early in the program with a broad range of options including in business, arts, and sciences; frequent interaction with the local business community through adjunct faculty, guest speakers, participation in smaller projects for local businesses, field trips and international as well as domestic internships; and hands-on experience with two certificate programs: export marketing and international purchasing.

Study abroad programs (<http://catalog.qu.edu/general-information/study-abroad>) offer the opportunity for immersion in a foreign country to better understand its language, history, politics, business and culture. Quinnipiac University has semester-abroad programs in various countries such as Austria, Australia, China, England, Ireland, Italy, France, Germany, Mexico, New Zealand, South Africa and Spain. The university also assists students in seeking out opportunities in a broad spectrum of other countries. A growing number of students take advantage of internships while studying abroad, greatly enhancing their insights into those countries as well as enhancing their resumes.

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

## Program Learning Outcomes

On completion of the BS in Business Administration with a major in International Business, students are able to:

1. provide evidence of critical thinking skills, especially as related to solving problems within multicultural business environments – both domestic and international.
2. produce a professional integrated international business plan that reflects an in-depth understanding of social, economic, and political institutional aspects of the target market and the ability to appropriately apply functional business knowledge (e.g. marketing, marketing research, management, finance, logistics) within a global context.
3. demonstrate a high degree of cultural intelligence that reflects their diversity awareness and sensitivity to others.
4. provide evidence of quantitative skills through their capability to appraise financial risks and returns, the use of online surveys, statistical packages and the interpretation of the results of their research.
5. demonstrate effective communication skills, especially in cross-cultural settings, both orally and in written form, by producing and presenting individual and group reports on international business projects and assignments.

- Bachelor of Science in International Business (p. 173)
- Minor in International Business (p. 175)
- Global Supply Chain Certificate (p. 174)

## Bachelor of Science in International Business

Program Contact: Robert Engle ([Robert.Engle@qu.edu](mailto:Robert.Engle@qu.edu)) 203-582-3610

Corporations, nonprofits and government agencies all over the world need talented professionals with the ability to successfully work in culturally diverse environments and have a knowledge of global markets and international business trends. As an international business major, you'll learn how to work with culturally diverse businesses and populations, and further develop your critical thinking and analytical skills. You will also develop a foundation in international finance, international marketing, global supply chain, and international management and strategy, as well as learn how to work with international data and its sources. Graduates with this background have the ability to develop careers in a wide range of areas including, but not limited to, global supply chain, international marketing and marketing research, business development, financial analysis and business consulting.

IB majors can graduate with a state-approved certificate, Global Supply Chain (p. 174). As an IB major we encourage you to immerse yourself in a foreign country with our study-abroad program to better understand its history, politics, business and culture. Many students complete an internship while studying abroad in such countries as Italy, Argentina, China and Japan.

Collaboration with local businesses, as well as major firms in neighboring New York City, allows you to apply the knowledge you've gained in a real-world setting. Internships with companies such as Aetna, Johnson & Johnson, Deloitte, Sikorsky, and Perrier provide you with further experience and opportunities to network.



On completion of the BS in Business Administration with a major in International Business, students are able to produce a professional integrated business plan for potential investors that reflects their understanding of informal and formal institutional aspects of the target market and their ability to **critically** apply functional business knowledge to a global context. They develop both **quantitative skills** and **communication skills**, and are able to apply those skills to appraise financial risks and returns, analyse online surveys and interpret the results of their research.

## BS in International Business Curriculum

The BS in International Business requires the completion of 122 credits.

Code	Title	Credits
<b>Business Core Curriculum</b>		
Complete the Business Core Curriculum (p. 160)		43
<b>University Curriculum</b>		
Complete the University Curriculum for School of Business (p. 160)		34
<b>International Business Core</b>		
IB 313	International Marketing Research	3
IB 324	Negotiating Internationally	3
IB 335	International Finance	3
IB 352	International Management	3
IB 345	Global Supply Chain	3
IB 401	International Strategy and Business Plan	3
<b>International Business Electives</b>		
Select three of the following:		9
IB 300	Special Topics in International Business	
IB 311	International Marketing	
IB 320	Introduction to Global Entrepreneurship	
IB 355	Advanced Topics in International Financial Management	
IB 362	Cross-Cultural Business Research Part 1	
IB 363	Cross-Cultural Business Research Part 2	
IB 488	International Business Internship	
SB 360	International Business Immersion	
MG 342	Supply Chain Analytics	
<b>Open Electives</b>		
Select 18 credits <sup>1</sup>		18
Total Credits		122

<sup>1</sup> Students can choose any course they want. However, it is recommended that students choose open courses that could be applied to their minor. Note: Students placed in MA 107 have 15 credits available under electives.

## Study Abroad Requirement

Students are required to study abroad, ideally for a semester but in special circumstances a shorter program is possible (e.g., J-term,

Summer etc.). Please see the department chair if you have further questions. Foreign students are exempt from this requirement.

## Program Learning Outcomes

On completion of the BS in Business Administration with a major in International Business, students are able to:

1. produce a professional integrated business plan for potential investors that reflects their understanding of informal and formal institutional aspects of the target market and their ability to **critically** apply functional business knowledge to a global context.
2. demonstrate a high degree of cultural intelligence that reflects their **diversity awareness and sensitivity** to others.
3. provide evidence of **quantitative skills** through their capability to appraise financial risks and returns, the use of online surveys (e.g., SurveyMonkey, Qualtrics), statistical packages (e.g., SPSS, Excel) and the interpretation of the results of their research.
4. demonstrate effective **communication skills**, especially in cross-cultural settings, both orally and in written form, by producing and presenting individual and group reports on international business projects and assignments.

## Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Global Supply Chain Certificate

Program Contact: Robert Engle (Robert.Engle@qu.edu) 203-582-3610

Facing a growing demand for trained global supply chain personnel in virtually all industries today, this career-directed program is designed in response to the growing needs of companies moving toward global sourcing of their raw materials and components, as well as, exporting of their products to foreign markets. This State of Connecticut-approved certificate addresses a range of knowledge and skills necessary for a strong foundation in global supply chain activities.

The five courses of the certificate program can be applied to the BS in International Business.

## Global Supply Chain Certificate Program of Study

Code	Title	Credits
<b>Required</b>		
IB 201	Globalization and International Business	3
IB 324	Negotiating Internationally	3
IB 335	International Finance	3
IB 345	Global Supply Chain	3

Choose one of the following courses<sup>1</sup>

3

IB 362	Cross-Cultural Business Research Part 1
IB 488	International Business Internship
MG 342	Supply Chain Analytics
Total Credits	

15

<sup>1</sup> Elective replaces IB 352 International Management

## Minor in International Business

Program Contact: Robert Engle (Robert.Engle@qu.edu) 203-582-3610

Multinational corporations and nonprofits alike look for talented professionals who have the core business skills and the technological competence to represent and grow their interests abroad. A minor in international business increases your knowledge of both the global marketplace and global business trends. You'll learn how traditional disciplines such as finance, marketing and sales vary in international settings, as well as how to adapt managerial and leadership techniques to the needs of foreign environments.

This program also helps develop vital communication skills as well as a sense of cultural awareness. Electives ground you in the social, economic and political context of international business. You'll learn to think globally, and how to effectively negotiate across many different cultures. Whatever your career goals entail, the international business minor contributes an important level of depth to your education, and can open doors to careers both at home and abroad.

## International Business Minor Curriculum

Students wishing to minor in international business must complete 18 credits.

Code	Title	Credits
<b>Required courses</b>		
IB 201	Globalization and International Business	3
IB 352	International Management	3
Select four of the following:		12
IB 105	International Business Environment	
IB 300	Special Topics in International Business	
IB 311	International Marketing	
IB 313	International Marketing Research	
IB 320	Introduction to Global Entrepreneurship	
IB 324	Negotiating Internationally	
IB 335	International Finance	
IB 345	Global Supply Chain	
IB 355	Advanced Topics in International Financial Management	
IB 362	Cross-Cultural Business Research Part 1	
IB 363	Cross-Cultural Business Research Part 2	

IB 488	International Business Internship
Total Credits	

18

## Department of Management

The mission of the Department of Management is driven by a faculty commitment to serving students in ways that develop them as *whole managers and leaders* capable of excelling in and integrating both behavioral and technical skills. Students completing the Bachelor of Science in Management gain foundational knowledge of management theory and research. In addition, they garner real-world, hands-on application of those skills to assist organizations in achieving their strategic plans and goals.

In particular, students completing a degree in management are able to administer a variety of management systems to assess employee and organizational needs in different types of organizational environments; communicate models, theories and concepts in written, oral and digital formats to management at any level; develop recommendations for improvement to organizational processes, practices or policies; demonstrate persuasion, empathy, fairness and an ability to handle conflict when dealing with and responding to coworkers, supervisors, subordinates, customers or suppliers; and acquire advanced knowledge of theoretical underpinnings and current best practices in organizational processes.

- Bachelor of Science in Management (p. 175)
- Minor in Management (p. 176)

## Bachelor of Science in Management

Program Contact: [Julia Fullick](mailto:Julia.Fullick-Jagiela@quinnipiac.edu) (Julia.Fullick-Jagiela@quinnipiac.edu) 203-582-5034

Students in the Management program develop the behavioral and technical skills they need to become effective managers and leaders. Students completing the Bachelor of Science in Management gain foundational knowledge of management theory and research. In addition, they garner real-world, hands-on experience and build skills that can help them assist organizations in achieving their strategic plans and goals.

Management professionals have the big picture perspective to navigate the challenges businesses face in a modern economy. We'll teach you the organizational and critical thinking skills necessary to be an effective leader in human resources, sports management and more.

You'll learn to assess an organization's unique operational needs and how to apply a variety of management strategies to ensure greater efficiency. Effective communication and interpersonal skills are essential, and you'll hone those skills during group work and with cultural awareness and behavioral courses that train you to lead a diverse team of employees.

## BS in Management Curriculum

Students majoring in Management are required to complete 122 credits.

Code	Title	Credits
<b>Business Core Curriculum</b>		
Complete the Business Core Curriculum (p. 160)		43
<b>University Curriculum</b>		

Complete the University Curriculum for School of Business (p. 160) 34

#### Management Core

MG 301	Group and Virtual Team Processes	3
MG 302	Human Resource Management	3
MG 321	Decision Making for Managers	3
MG 335	Project Management	3
MG 402	Management Senior Seminar	3

#### Open Electives

Select 15 credits 15

#### Management Concentrations

Select one of the following: 15

Complete Human Resource Management (HRM) Track
Complete Operations and Supply Chain Management (OSCM) Track
Complete General Management

Total Credits 122

#### Human Resource Management (HRM) Track

Code	Title	Credits
MG 306	Staffing: Recruitment, Selection and Placement	3
MG 311	Advancing Employment Relations	3
MG 345	Training and Development	3
MG 355	Compensation and Benefits	3
IB 352	International Management	3

May substitute any Management (MG) elective (not included in MG core) in place of one of the five courses above. If MG 488 Internship is selected, must be in HRM area.

Total Credits 15

#### Operations and Supply Chain Management (OSCM) Track

Code	Title	Credits
MG 340	Supply Chain Logistics and Technology	3
MG 341	Service Operations Management	3
MG 342	Supply Chain Analytics	3
IB 345	Global Supply Chain	3
Select one Management (MG) elective (not included in MG core)		3

Total Credits 15

#### General Management

Code	Title	Credits
Requires completion of five courses from Management (MG) level 200 or higher (not included in the MG core)		15

#### Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Minor in Management

Program Contact: Julia Fullick (Julia.Fullick-Jagiela@quinnipiac.edu)  
203-582-5034

Whether you plan to work at a startup, a large business or a nonprofit, having the skills to guide your staff through the challenges of a modern working environment will make you a valuable asset in any field. Our management minor gives you the foundational skills and knowledge to assess employee and organizational needs, develop effective communication practices and conflict resolution skills to ensure that employees are content and effective members of a team. You also will gain a broad perspective on how businesses operate efficiently.

This program can be largely customized. Of the six courses you'll take to complete the minor, only one—Essentials of Management & Organizational Behavior—is required. You are free to choose the remaining five from courses that explore key areas such as supply chain management, human resources and project management.

## Management Minor Curriculum

The minor in management requires a total of 18 credits.

Code	Title	Credits
MG 210	Essentials of Management and Organizational Behavior	3
Select five additional management courses from the following:		15
MG 211	Operations Management	
MG 240	Software Applications for Business	
MG 260	Power and Politics of Leadership	
MG 301	Group and Virtual Team Processes	
MG 302	Human Resource Management	
MG 306	Staffing: Recruitment, Selection and Placement	
MG 311	Advancing Employment Relations	
MG 312	Sports Management (SPS 312)	
MG 315	Self Management	
MG 320	Emotional Intelligence in the Workplace	
MG 321	Decision Making for Managers	
MG 335	Project Management	
MG 340	Supply Chain Logistics and Technology	
MG 341	Service Operations Management	
MG 342	Supply Chain Analytics	
MG 345	Training and Development	
MG 355	Compensation and Benefits	
Total Credits		18

## Department of Marketing

The Department of Marketing seeks to empower students with the knowledge and tools necessary to compete successfully in today's challenging global business environment. Ethical considerations, international aspects and cultural diversity topics are included throughout the department's programs of study. The department aims to offer high-quality teaching and a small-group learning environment. Through a variety of classroom and internship experiences, and global exchange programs, majors are prepared to apply academic concepts to business situations and also to use them as personal resources in planning their future. In addition, students are prepared to enhance their knowledge of the field through active pursuit of lifelong learning. In support of these objectives, the department offers resources to carry out and enhance faculty activities such as classroom teaching, supervision of internships and independent studies, individual and club advising, professional development, research and the ongoing development of these majors.

- Bachelor of Science in Marketing (p. 177)
- Bachelor of Science in Biomedical Marketing (p. 177)
- Minor in Marketing (p. 178)

## Bachelor of Science in Biomedical Marketing

Program Contact: Abhik Roy (Abhik.Roy@qu.edu) 203-582-8465

The marketing of biomedical products, including pharmaceuticals, is a fast growing industry, and a large number of companies specializing in biomedical sciences are located in the Northeast, many in Connecticut. The department offers a degree in biomedical marketing, aimed at satisfying the need for students with knowledge of the fundamentals of marketing as well as an understanding of the science behind the development of biomedical products. At completion of the program, a Quinnipiac graduate has a degree unique among colleges and universities in the Northeast. Our graduates find jobs in the marketing departments of pharmaceutical companies and biotechnology firms, as medical sales representatives, marketing diagnostic testing products to laboratories or medical equipment to hospitals and clinics, or marketing over-the-counter drugs for consumer product companies.

## BS in Biomedical Marketing Curriculum

The Bachelor of Science in Biomedical Marketing requires the completion of 121 credits as outlined here:

Code	Title	Credits
<b>Business Core Curriculum</b>		
Complete the Business Core Curriculum (p. 160)		43
<b>University Curriculum</b>		
Complete the University Curriculum for School of Business (p. 160) <sup>1</sup>		21
<b>Biomedical Science Core</b>		
BMS 117	The Human Organism	3
BMS 117L	The Human Organism Lab	1
BMS 162	Human Health	3
BMS 276	Drug Development	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3

CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3

### Biomedical Marketing Core

MK 332	Integrated Marketing Communications	3
MK 333	Marketing Channels and Distribution	3
MK 334	Product and Pricing Strategy	3
MK 370	Marketing Research	3
MK 383	Professional Selling and Sales Management	3
MK 401	Seminar in Marketing Strategy	3
MK 405	Seminar in Biomedical Marketing Strategy	3
MK 495	Biomedical Marketing Internship	3
Select one Biomedical Marketing Elective of the following:		3

MK 210	Consumer Behavior
MK 324	Business-To-Business Marketing
MK 340	Database Marketing
MK 355	Services Marketing

### Open Electives

Complete 9 credits	9
Total Credits	121

<sup>1</sup> The science requirements in the Biomedical Marketing program also satisfy 13 credits within the University Curriculum.

## Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Bachelor of Science in Marketing

Program Contact: Abhik Roy (abhik.roy@qu.edu) 203-582-8465

The Bachelor of Science in Marketing is designed to provide students with a comprehensive understanding of marketing concepts and practices. The marketing major combines core business courses with specialized marketing courses focusing on technical skills such as market research and on decision making in marketing communications, channels, product strategy and general marketing strategy.

A student chapter of the American Marketing Association is active on campus, and the Quinnipiac University Polling Institute offers opportunities for students to gain hands-on experience conducting survey research. Students are encouraged to take advantage of the many internship opportunities available to Quinnipiac marketing students.

Graduates find career opportunities in a variety of businesses such as pharmaceutical manufacturers, financial institutions, high-tech firms, retailers and small businesses. In addition, marketing career opportunities exist outside business organizations, in government, trade associations, health organizations and not-for-profit institutions. The marketing program also provides students with the necessary prerequisites for graduate education.

## BS in Marketing Curriculum

The BS in Marketing requires the completion of 122 credits as outlined below:

Code	Title	Credits
<b>Business Core Curriculum</b>		
Complete the Business Core Curriculum (p. 160)		43
<b>University Curriculum</b>		
Complete the University Curriculum for School of Business (p. 160)		34
<b>Marketing Core</b>		
MK 210	Consumer Behavior	3
MK 320	Marketing Research	3
MK 332	Integrated Marketing Communications	3
MK 333	Marketing Channels and Distribution	3
MK 334	Product and Pricing Strategy	3
MK 401	Seminar in Marketing Strategy	3
<b>Marketing Electives</b>		
Select 6 credits of the following:		6
MK 301	Internet Marketing	
MK 312	Advertising	
MK 315	Media Planning	
MK 319	Marketing Analytics	
MK 324	Business-To-Business Marketing	
MK 340	Database Marketing	
MK 352	Retail Management	
MK 355	Services Marketing	
MK 383	Professional Selling and Sales Management	
MK 450	Marketing History	
MK 488	Marketing Internship	
IB 345	Global Supply Chain	
<b>Open Electives</b>		
Complete 18 credits		21
<b>Total Credits</b>		<b>122</b>

### Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Minor in Marketing

Program Contact: Abhik Roy (abhik.roy@qu.edu) 203-582-8465

Throughout modern history, the field of marketing has adapted and evolved with each new breakthrough in technology, from the printing press to radio to the Internet. And now with mobile technology and social media, marketing professionals can find an audience virtually anytime, anywhere, with some creative and innovative ideas. But the fundamentals of marketing aren't only useful for selling products. Those skills play a crucial role in politics, education and the nonprofit world as well.

This program will familiarize you with the essential concepts of marketing and consumer behavior, and you'll have the flexibility to tailor the minor to your interests by choosing half the courses you take from our diverse marketing curriculum. With the approval of the department chair, you can select classes that examine areas such as advertising, media planning, internet marketing and marketing history.

## Marketing Minor Curriculum

The marketing minor requires the completion of 18 credits.

Code	Title	Credits
MK 201	Marketing Principles	3
MK 210	Consumer Behavior	3
MK 320	Marketing Research	3
Select 9 additional credits of marketing courses approved by the chair of the department		9
<b>Total Credits</b>		<b>18</b>

## Minor in Business

Program Contact: Michael Taylor (michael.taylor@qu.edu) 203-582-3949

Business acumen doesn't just apply to traditional business owners, marketing executives and financial planners. Sound judgment and the ability to make quick decisions are skills that translate to virtually every field and trade. The business minor gives you a broad understanding of the major disciplines at work daily in companies of all sizes and specialties. Whether you're an independent photographer, a website designer or a software engineer, you'll learn how to effectively market your services to stand out from the competition. Accounting skills enable you to better manage your own money and personal resources, while a working knowledge of finance and investment strategies may help you to one day turn a side passion into a viable business.

The business world is about more than just dollars and cents. Leadership qualities are universal, whether you're in a boardroom, classroom or operating room. Organizational skills, creative problem solving and an ability to assess strengths and weaknesses make you a valuable asset to a host of employers, and prepare you for future supervisory and management roles.



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

## Business Minor Curriculum

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

Code	Title	Credits
AC 211	Financial Accounting	3
FIN 201	Fundamentals of Financial Management <sup>1</sup>	3
MG 210	Essentials of Management and Organizational Behavior	3
MK 201	Marketing Principles <sup>1</sup>	3
Select any two business electives		6
Total Credits		18

<sup>1</sup> Note: EC 111 is a prerequisite for FIN 201 and MK 201.

# SCHOOL OF COMMUNICATIONS

## Center for Communications and Engineering

Ed McMahon Mass Communications Center, School of Business

203-582-8492 (central office)

### Administrative Offices

Title	Name	Phone	Email
Dean	Mark Contreras	203-582-3641	Mark.Contreras@qu.edu
Associate Dean	Terry Bloom	203-582-8440	Terry.Bloom@qu.edu
Assistant Dean for Student Services	Danielle Reinhart	203-582-8501	Danielle.Reinhart@qu.edu
Director, Advising & Student Development	Lila Carney	203-582-8358	Lila.Carney@qu.edu
Academic Advisor for Student Services	Rosa Nieves	203-582-3498	Rosa.Nieves@qu.edu
Graduate Program Director, Interactive Media and Communications	Phillip Simon	203-582-8274	Phillip.Simon@qu.edu
Graduate Program Director, Journalism and Sports Journalism	Molly Yanity	203-582-5031	Molly.Yanity@qu.edu
Graduate Program Director, Public Relations	Alexander Laskin	203-582-8470	Alexander.Laskin@qu.edu
Director of the McMahon Center	Peter Sumby	203-582-3413	Peter.Sumby@qu.edu
Assistant Director, McMahon Center	Michael Schleif	203-582-3120	Michael.Schleif@qu.edu

### Departments

Department	Chairperson	Phone	Email
Film, Television and Media Arts	Liam O'Brien	203-582-8438	Liam.O'Brien@qu.edu
Interactive Media and Design	Pattie Belle Hastings	203-582-8450	PattieBelle.Hastings@qu.edu
Journalism	Margarita Diaz	203-582-8785	Margarita.Diaz@qu.edu
Media Studies (BA in Communications)	Lisa Burns	203-582-8548	Lisa.Burns@qu.edu

Strategic Communication (BA in Advertising and Integrated Communications & BA in Public Relations)	Hilary Fussell	203-582-3682	Hilary.FussellSisco@qu.edu
--	----------------	--------------	----------------------------

## Undergraduate Studies

### School Requirements

Beyond the University Curriculum requirements, students pursuing a bachelor of arts degree in the School of Communications must complete the following:

- 9 credits in the school-wide core
- all major requirements (outlined below)
- a minor (typically 18 credits) to be chosen in consultation with the student's adviser
- 2 credits in the Seminars for Success: COM 101 and COM 201
- 6 credits in the area of "global issues and cultures." The School of Communications maintains a list of acceptable courses to satisfy this requirement.
- two additional courses outside the School of Communications, one of which must be at the 200 level or higher.
- *Note:* The BA and BFA degrees in film, television and media arts requires DR 150, DR 160 or DR 220 and one additional course outside the School of Communications at the 200-level or higher. Students pursuing the BFA degree are not required to complete a minor.

**Academic Expectations:** Students are expected to achieve a B- (2.67 GPA) or better in School of Communications courses during their first semester in the School of Communications. Students who do not meet this standard will be notified and are required to meet with a representative from the dean's office to address their academic progress and develop a plan for improvement.

**Transfer credits:** The School of Communications accepts up to 18 transfer credits toward major requirements. Additional courses may apply to UC or additional elective courses as appropriate.

### Advising

Academic advising in the School of Communications fosters a collaborative relationship between student and adviser. Our academic advising program is dedicated to guiding undergraduates in achieving intellectual and personal growth and preparing them for professional success in a diverse and changing global community. Faculty and staff of the School of Communications advise all students. During each student's undergraduate career, he or she is paired with a faculty adviser who will serve as a guide and mentor. Although the primary responsibility for course selection rests with the student, the adviser assists in reviewing the student's program plan and discussing course selection during a mandatory advising meeting each semester prior to course registration. Students are required to schedule and attend a meeting with their assigned adviser each semester by their advising deadline.

*Note:* The primary responsibility for the completion of all prerequisites for courses belongs to the student. Students who take courses without the proper prerequisites, or who complete the prerequisites after taking the courses, may lose credits toward their degree requirements. Students may not repeat a course for credit except to remove an F grade or, under

special circumstances, to remove a C- or D grade in a school requirement, a prerequisite, or a major.

## Career Development

In the School of Communications, staff work with students to explore majors and career interests through individual appointments and group sessions, guide them through the career development process, and provide assistance with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through internships and community service, as well as part-time and summer employment. Workshops on career-related topics are presented each semester, as well as programs connecting students with alumni and employers.

## Mission Statement

The School of Communications fosters student success and leadership in a rapidly changing world of communication by offering a liberal education built on a practical and theoretical foundation of scholarship and ethics, a command of evolving technologies, and a respect for diversity.

Our faculty members are scholars, artists and professionals who excel in teaching, research and creative endeavors. They remain engaged in their professions, leading to a highly relevant teaching environment for our students.

The school offers bachelor's degrees in advertising and integrated communications; film, television and media arts; graphic and interactive design; journalism; media studies; and public relations, as well as master's degrees in interactive media; journalism; public relations and sports journalism. The school also has well-established relationships with more than 1,000 private and nonprofit communications organizations, offering advanced students internship opportunities in professional settings. Students are encouraged to explore and advance their educational and professional interests while gaining the critical practical experience and training to develop a portfolio of work before they graduate.

To assist in the twin goals of offering our faculty a high-level view of innovations in the media world as well as to offer our students high-quality internships and post-graduation employment, the school has created an advisory board. The School of Communications Advisory Board (<https://www.qu.edu/schools/communications/advisory-board.html>) consists of CEOs and other high-level media industry leaders.

On campus, students work in one of the finest university educational facilities in the Northeast — the Ed McMahon Mass Communications Center. The center features a spacious, professional level, all-digital high-definition television studio, media innovation classroom, 4K collaborative editing suites, and a 7.1 surround sound screening theater. The center is equipped with state-of-the-art technology, including numerous iMac stations running the latest applications for digital media production, and is staffed with highly skilled media professionals to instruct and assist students. Additional classrooms and labs, along with the "Hub" student computer center, the Virtual Reality/360 lab, a design studio, a Remote Equipment Depot, and independent study facilities, are located in the Center for Communications and Engineering, which also houses the school's faculty and administrative offices.

School of Communications graduates enter the communications professions equipped with the training, education and experience to excel in their chosen career.

## Bachelor of Arts

- Bachelor of Arts in Advertising and Integrated Communications (p. 190)
- Bachelor of Arts in Communications (p. 188) (Media Studies)
- Bachelor of Arts in Film, Television and Media Arts (p. 182)
- Bachelor of Arts in Graphic and Interactive Design (p. 185)
- Bachelor of Arts in Journalism (p. 186)
- Bachelor of Arts in Public Relations (p. 191)

## Bachelor of Fine Arts

- Bachelor of Fine Arts in Film, Television and Media Arts (p. 183)

## Dual-Degree Programs

- Accelerated Dual-Degree BA/MS or BFA/MS (3+1) (p. 193)
- Dual-Degree BA/MS or BS/MS in Interactive Media and Communications (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Journalism (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Public Relations (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Sports Journalism (4+1) (p. 300)

## Minors

- Minor in Advertising and Integrated Communications (p. 192)
- Minor in Journalism (p. 188)
- Minor in Media Studies (p. 189)
- Minor in Public Relations (p. 192)
- Minor in Film and Television (p. 184)

## Master's Degrees

- Master of Science in Interactive Media and Communications (p. 294)
- Master of Science in Journalism (p. 295)
- Master of Science in Public Relations (p. 296)
- Master of Science in Public Relations - Online/Professional Track (p. 297)
- Master of Science in Sports Journalism (p. 298)

## Dual-Degree Programs

- Dual-Degree BA/MS or BS/MS in Interactive Media and Communications (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Journalism (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Public Relations (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Sports Journalism (4+1) (p. 300)

## Certificates

- Graduate Certificate in Social Media (p. 300)
- Graduate Certificate in User Experience Design (p. 300)

## Department of Film, Television and Media Arts

The Department of Film, Television and Media Arts offers specialized programs that educate students in contemporary media practice, and demand that they excel as technically accomplished, aesthetically grounded and expressively mature professionals. These programs are

dedicated to skilled storytelling and the creation of documentary and narrative works in visual and audio media as well as other informative and entertaining programming for delivery on film, television, DVD, the Internet, mobile devices and all emerging media platforms.

To achieve these goals, students in the Department of Film, Television and Media Arts are immersed in techniques of visual storytelling that demand expertise in single and multi-camera video production and writing and producing for film, radio, television and the Internet. Because we believe that good media practice requires a solid understanding of media history and theory, this curriculum is balanced with courses that explore the role and impact of mass media in society. Formal course work is not only taught on campus but in recent years has taken place in Tralee, Ireland; Nice, France; and in Cape Town and Kruger National Park, South Africa.

- Bachelor of Arts in Film, Television and Media Arts (p. 182)
- Bachelor of Fine Arts in Film, Television and Media Arts (p. 183)
- Minor in Film and Television (p. 184)

## Bachelor of Arts in Film, Television and Media Arts

Program Contact: Liam O'Brien (Lobrien@qu.edu) 203-582-8438

Students in Film, Television and Media Arts explore sequentially all dimensions of visual and audio storytelling beginning with the historical, cultural, business and professional contexts within which their own work will develop. They learn to conceive and organize ideas clearly and forcefully through writing and to shape those ideas for expression through image and sound. After mastering a full spectrum of basic techniques, students are immersed in the complex grammar of image and sound editing and the challenging artistry of lighting for both single and multi-camera environments. Mastering the acquisition, composition and manipulation of moving images and sound, they are expected to create and execute compelling stories—factual or fictional—for current and developing distribution platforms.

Graduates of the Film, Television and Media Arts programs are well positioned to pursue careers in the creation and distribution of a broad range of digital material for all current and emerging media platforms. They are prepared to work for corporate, entertainment and not-for-profit institutions engaged in delivering entertainment and information programming to audiences around the world and have a firm foundation to pursue graduate (MFA) work.

## Programs of Study

The standard degree in Film, Television and Media Arts is the 45-credit bachelor of arts, in addition to the University Curriculum (p. 41) and the completion of a minor. Students enrolled in the BA in Film, Television and Media Arts are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either inside or outside the School of Communications. However, a student majoring in Film, Television and Media Arts may not minor in film and television.

## BA in Film, Television and Media Arts Curriculum (with minor)

Code	Title	Credits
University Curriculum <sup>1</sup>		46

Required School of Communications core courses <sup>2</sup>		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
FTM Drama Requirement, select one course		
DR 150	Performance Fundamentals	3
or DR 160	Acting I	
or DR 220	Voice and Movement	
Any course outside of the SoC at the 200-level or higher		3
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required FTM courses		
FTM 102	Understanding Film	3
FTM 110	Single Camera Production	3
FTM 112	Multicamera Production	3
FTM 240	Analysis of the Moving Image	3
FTM 245	Intermediate Production	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
FTM 493	Senior Project Colloquy: Preproduction	3
FTM 495	Senior Project: Production	3
Electives		
Select three of the following:		9
FTM 230	Animation and Mobile Media	
FTM 310	Projects in Animation and Mobile Media	
FTM 320	History of Film I (to 1975)	
FTM 322	History of Film (and Television) II	
FTM 342	Directing Film and Television	
FTM 355	Documentary Production	
FTM 375	Projects in Single Camera and Lighting	
FTM 380	Projects in Audio Production (EN 303 GDD 303)	
FTM 390	Projects in Multicamera Production	
FTM 392	Post-Production Techniques	
FTM 393	Advanced Animation Techniques	
FTM 397	Summer Production Project	
COM 490	Communications Career Internship	
Other courses with chair's approval		
Minor Courses		18
Total Credits		123

- <sup>1</sup> All students must complete the 46 credits of the University Curriculum (p. 41). Students majoring in Film, Television and Media Arts will complete their Integrative Capstone Requirement within the major with FTM 495. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

- <sup>2</sup> Core must be completed by end of sophomore year.

## Minor Requirement

Students majoring in the BA in Film, Television and Media Arts program are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student enrolled in the BA in Film, Television and Media Arts program may not minor in the film and television minor offered by the School of Communications.

## Learning Outcomes

Upon completion of the FTM program, students will:

- develop the ability to conceptualize and produce visual stories demonstrating aesthetic competence, fluency with visual grammar, and an appreciation of the historical context from which new forms and stories are created. (*creative thinking and visual literacy*)
- acquire the facility to create effective content for visual media, as well as an ability to demonstrate both written and oral proficiency within a variety of professional formats and delivery platforms. (*written and oral communication*)
- develop the skills needed to critically analyze the work of others as a means to problem-solve and better inform students' own original creative output. Achieve a proficiency in creating professional quality work within the parameters and practical limitations of a broad spectrum of production environments. Recognize works of art as visual arguments, and be able to use analytical skills to assess their effectiveness. (*critical thinking and reasoning*)
- learn to plan and produce effectively across a wide array of technical contexts, demonstrating facility and expertise with preproduction, production and postproduction phases of film, television and interactive media creation. (*information fluency*)
- demonstrate an ability to work effectively within groups and production teams, to understand and manage collaborations and to act ethically, constructively and responsibly in the process of achieving individual and common goals. (*social intelligence*)
- acquire an understanding of and respect for the similarities and differences among human communities, including a recognition and appreciation for the unique talents and contributions of all individuals. (*diversity awareness and sensitivity*)
- learn to recognize and analyze media-related issues and influence decisions and actions at the local, national and global community, and to become engaged as responsible citizens. (*responsible citizenship*)

## Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the

senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Bachelor of Fine Arts in Film, Television and Media Arts

Program Contact: Liam O'Brien (Lobrien@qu.edu) 203-582-8438

Students in Film, Television and Media Arts explore sequentially all dimensions of visual and audio storytelling beginning with the historical, cultural, business and professional contexts within which their own work will develop. They learn to conceive and organize ideas clearly and forcefully through writing and to shape those ideas for expression through image and sound. After mastering a full spectrum of basic techniques, students are immersed in the complex grammar of image and sound editing and the challenging artistry of lighting for both single and multi-camera environments. Mastering the acquisition, composition and manipulation of moving images and sound, they are expected to create and execute compelling stories—factual or fictional—for current and developing distribution platforms.

Graduates of the Film, Television and Media Arts programs are well positioned to pursue careers in the creation and distribution of a broad range of digital material for all current and emerging media platforms. They are prepared to work for corporate, entertainment and not-for-profit institutions engaged in delivering entertainment and information programming to audiences around the world and have a firm foundation to pursue graduate (MFA) work.

## Programs of Study

The department offers a highly competitive 63-credit bachelor of fine arts degree. Candidacy for this degree can only be obtained through a successful separate application that includes a portfolio review. Candidates for the BFA are selected in September or February of a student's sophomore year or by separate application after admission to Quinnipiac.

Students enrolled in the BFA program in film, television and media arts are not required to take a minor.

## BFA in Film, Television and Media Arts Curriculum

Code	Title	Credits
University Curriculum <sup>1</sup>		46
Required School of Communications core courses <sup>2</sup>		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
FTM drama requirement, select one course		
DR 150	Performance Fundamentals	3
or DR 160	Acting I	
or DR 220	Voice and Movement	



Any course outside the School of Communications at the 200-level or higher		3
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
<b>Required FTM courses</b>		
FTM 102	Understanding Film	3
FTM 110	Single Camera Production	3
FTM 112	Multicamera Production	3
FTM 240	Analysis of the Moving Image	3
FTM 245	Intermediate Production	3
FTM 320	History of Film I (to 1975)	3
FTM 322	History of Film (and Television) II	3
FTM 342	Directing Film and Television	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
FTM 493	Senior Project Colloquy: Preproduction	3
FTM 495	Senior Project: Production	3
COM 490	Communications Career Internship	3
<b>Electives</b>		
Select five of the following:		15
FTM 230	Animation and Mobile Media	
FTM 310	Projects in Animation and Mobile Media	
FTM 355	Documentary Production	
FTM 375	Projects in Single Camera and Lighting	
FTM 380	Projects in Audio Production (EN 303 GDD 303)	
FTM 390	Projects in Multicamera Production	
FTM 392	Post-Production Techniques	
FTM 393	Advanced Animation Techniques	
FTM 397	Summer Production Project	
COM 491	Communications Career Internship II	
Other courses with chair's approval		
Total Credits		123

<sup>1</sup> All students must complete the 46 credits of the University Curriculum (p. 41). Students majoring in Film, Television and Media Arts will complete their Integrative Capstone Requirement within the major with FTM 495. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

<sup>2</sup> Core must be completed by end of sophomore year.

## Learning Outcomes

Upon completion of the FTM program, students will:

- develop the ability to conceptualize and produce visual stories demonstrating aesthetic competence, fluency with visual grammar, and an appreciation of the historical context from which new forms and stories are created. (*creative thinking and visual literacy*)

- acquire the facility to create effective content for visual media, as well as an ability to demonstrate both written and oral proficiency within a variety of professional formats and delivery platforms. (*written and oral communication*)
- develop the skills needed to critically analyze the work of others as a means to problem-solve and better inform students' own original creative output. Achieve a proficiency in creating professional quality work within the parameters and practical limitations of a broad spectrum of production environments. Recognize works of art as visual arguments, and be able to use analytical skills to assess their effectiveness. (*critical thinking and reasoning*)
- learn to plan and produce effectively across a wide array of technical contexts, demonstrating facility and expertise with preproduction, production and postproduction phases of film, television and interactive media creation. (*information fluency*)
- demonstrate an ability to work effectively within groups and production teams, to understand and manage collaborations and to act ethically, constructively and responsibly in the process of achieving individual and common goals. (*social intelligence*)
- acquire an understanding of and respect for the similarities and differences among human communities, including a recognition and appreciation for the unique talents and contributions of all individuals. (*diversity awareness and sensitivity*)
- learn to recognize and analyze media-related issues and influence decisions and actions at the local, national and global community, and to become engaged as responsible citizens. (*responsible citizenship*)

**Please note:** Current high school students, transfer students and matriculated Quinnipiac University students who wish to be considered for the BFA program should download a BFA application from the Film, Television and Media Arts (<https://www.qu.edu/schools/communications/programs/ba-bfa-film-television-media-arts.html#ourprograms>) page on Quinnipiac's website.

## Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Film and Television

Program Contact: Liam O'Brien (Lobrien@qu.edu) 203-582-8438

A minor in film and television will broaden your appreciation for visual storytelling as an art form, and familiarize you with the basics of screenwriting and film production. You'll explore the rich history of cinema and television and develop a foundation in the theories and techniques that make characters and stories spring to life.

Quinnipiac's proximity to the media epicenter of New York City provides exciting opportunities to enrich your academic experience through internships. You will benefit from access to a vast network of alumni

who work as media professionals and are eager to mentor you. You're also free to explore the many facets of multimedia production with the sophisticated equipment in Quinnipiac's Ed McMahon Mass Communications Center, all-digital media state-of-the-art production environment where students create sophisticated broadcast-quality video content and programming, as well as high tech multimedia productions for web and mobile.

The 18-credit minor in film and television provides students with a substantive understanding of the history, theory and storytelling techniques of production practice.

## Film and Television Minor Curriculum

For students majoring from **within** or **outside** of the School of Communications, required minor courses are:

Code	Title	Credits
<b>Minor requirements</b>		
FTM 102	Understanding Film	3
FTM 240	Analysis of the Moving Image	3
FTM 320	History of Film I (to 1975)	3
FTM 322	History of Film (and Television) II	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
Total Credits		18

## Department of Interactive Media and Design

Interaction design involves the careful study of how people interact with products, systems and services, and how to make those experiences more usable, meaningful and persuasive. While immersed in practicing the multi-phase design process, students become skilled in typography, storytelling, sketching, prototyping and delivering design solutions that include printed matter, motion graphics, websites and mobile applications.

Each student in the program has the opportunity to specialize and distinguish his or her experience and portfolio through internships, study abroad, the Quinnipiac in LA program (p. 41), a complementary minor and a range of other experiential workshops and activities offered throughout the year.

The need for interaction designers continues to increase across all industries. Our students are highly sought after for their cutting-edge skill set—demand exceeds supply. Our capstone course prepares the students for entry into the workforce and culminates in a formal portfolio review conducted by industry professionals. Our graduates leave the program with the ability to discuss their work and process while prepared to meet any design challenge.

- Bachelor of Arts in Graphic and Interactive Design (p. 185)
- Master of Science in Interactive Media and Communications (p. 294)

## Bachelor of Arts in Graphic and Interactive Design

Program Contact: Pattie Belle Hastings (PattieBelle.Hastings@qu.edu) 203-582-8450

The Graphic and Interactive Design major provides students with in-depth, hands-on experience in the design and authoring of original interactive work for a range of media including web, print, motion graphics and mobile devices. Students have the opportunity to study graphic design and interactive design, emphasizing creative thinking, visual literacy and technological proficiency. The program provides a rigorous curriculum of conceptualization, problem solving, innovation, critical thinking and visualization. It acknowledges that design is a cultural catalyst that bridges commerce and social causes. Students graduating from this program are well prepared to meet the challenges within the field of interactive and graphic design. The areas of study are always evolving and include typography, print design, motion graphics, web design and mobile interaction design.

There are a total of 33 credits in the major. The first 24 credits are derived from graphic and interactive design required courses. An additional 9 credits (three courses) are chosen from a list of graphic and interactive design electives.

## BA in Graphic and Interactive Design Curriculum

Code	Title	Credits
<b>University Curriculum</b> <sup>1</sup>		46
<b>Required School of Communications core courses</b> <sup>2</sup>		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
<b>School of Communications Requirements</b>		
Global Issues and Cultures, select two courses		6
Additional courses outside the School of Communications, one of which must be at the 200-level or higher		6
<b>Seminars for Success</b>		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
<b>Required Graphic and Interactive Design courses</b>		
GID 110	Design Research and Methods	3
GID 161	Web Design I	3
GID 250	Web Design II	3
GID 270	Typography I	3
GID 301	Motion Graphics I	3
GID 315	Mobile Interaction Design	3
GID 410	Web Design III	3
GID 480	Senior Seminar and Portfolio	3
<b>Graphic and Interactive Design Electives</b> <sup>3</sup>		
Select three of the following with the recommendation of the student's adviser:		9
AR 158	Photography I	
AR 258	Photography II	

COM 490	Communications Career Internship	
CSC 110	Programming and Problem Solving	
GID 200	Special Topics in Graphics and Interactive Design	
GID 210	Graphic Design History	
GID 300	Special Topics in GID	
GID 305	Digital Photography	
GID 370	Typography II	
GID 399/499	Advanced Independent Studio Work in Graphic and Interactive Design	
GID 400	Special Topics in GID	
GID 420	Alternative Interfaces	
GID 440	Motion Graphics II	
<b>Minor Courses</b>		<b>18</b>
Total Credits		120

<sup>1</sup> All students must complete the 46 credits of the University Curriculum (p. 41). Students majoring in Graphic and Interactive Design will complete their Integrative Capstone Requirement within the major with GID 480. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

<sup>2</sup> Core must be completed by end of sophomore year.

<sup>3</sup> Substitutions to this list are permitted with prior approval of the student's adviser and the director of graphic and interactive design.

## Minor Requirement

Students enrolled in the BA in Graphic and Interactive Design program are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications.

## Learning Outcomes

Graduates from the BA in Graphic and Interactive Design program:

- **Solve creative problems**—students are able to solve creative problems within the field of design, including research and synthesis of technical, aesthetic and conceptual knowledge. This is demonstrated by the ability to create and develop visual responses to communication problems, including understanding of hierarchy, typography, aesthetics, composition and construction of meaningful images.
- **Communicate ideas**—students are able to communicate their ideas professionally and connect with their intended audience using visual, oral and written presentation skills relevant to their field. This is evident in the ability to construct verbal and written arguments for solutions that address the needs of the organization or community.
- **Actualize concepts**—students are able to actualize technical, aesthetic and conceptual decisions based on an understanding of design principles and by using appropriate tools and technology. This includes knowing how to learn technology with the recognition that technological change is constant.
- **Evaluate solutions**—students are able to evaluate work in their field, including their own work, using professional terminology and demonstrating fluency in the use of the formal vocabulary and concepts of design. This includes recognizing the influence of major cultural and aesthetic trends, both historical and contemporary, on design products and services.

- **Implement processes**—students are able to implement design processes with a strategic understanding of how communication is planned, produced and distributed. This is exhibited by the ability to solve communication problems including identifying the problem, researching, analysis, solution generating, prototyping, user testing and outcome evaluation.
- **Produce professional design**—students are able to produce a body of design work suitable for seeking professional opportunities in their chosen branch of design. This body of work demonstrates effective use of typography, images, diagrams, motion, sequencing and color with an informed consideration of content, elements, structure and style.

## Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Department of Journalism

The Quinnipiac undergraduate program in journalism focuses on the principles and practices of news writing and reporting across multiple platforms in a perpetually evolving media landscape. Required courses provide a strong foundation in writing, reporting and diverse storytelling skills.

The wide range of elective courses enables students to focus on a specific medium (such as television), or news subject (such as sports), or take courses across platforms based on their interests and career goals.

The program culminates in a capstone course during which students demonstrate their acquired knowledge and execute a sustained investigative project under the guidance of a faculty adviser.

- Bachelor of Arts in Journalism (p. 186)
- Master of Science in Journalism (p. 295)
- Master of Science in Sports Journalism (p. 298)
- Minor in Journalism (p. 188)

## Bachelor of Arts in Journalism

Program Contact: Margarita Diaz (Margarita.Diaz@qu.edu) 203-582-8785

The Quinnipiac undergraduate Bachelor of Arts in Journalism program focuses on the principles and practices of news writing and reporting across multiple platforms. The program's mission is to prepare journalism professionals who are superior writers and can effectively report on the diversity of the human experience.

The wide range of elective courses enables students to focus on a specific medium (such as television) or news subject (such as sports) or take courses across platforms based on their interests and career goals.

## BA in Journalism Curriculum

Code	Title	Credits
<b>University Curriculum</b> <sup>1</sup>		46
<b>Required School of Communications core courses:</b> <sup>2</sup>		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
<b>School of Communications Requirements</b>		
Global Issues and Cultures, select two courses		6
Additional courses outside of the SoC, one of which must be at the 200 level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
<b>Required Journalism Courses</b>		
JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing	3
JRN 263	Broadcast News Writing	3
JRN 275	News Reporting	3
JRN 380	Fundamentals of Digital Journalism	3
JRN 450	Senior Seminar	3
JRN 498	Journalism Capstone	4
COM 490	Communications Career Internship	3
<b>Electives</b>		
Select four of the following, with at least two from the "writing-intensive" list:		12
Writing-Intensive Electives:		
JRN 280	The Art of the Podcast (SPS 280)	
JRN 285	Mobile Journalism: the Future of News	
JRN 291	Reporting for Television I	
JRN 300	Special Topics in Journalism	
JRN 311	Reporting for Television II	
JRN 325	Telling Global Stories	
JRN 341	Sporting Culture Through Nonfiction	
JRN 343	Literary Journalism in the '60s	
JRN 360	Watchdog Reporting	
JRN/SPS 361	Sports Reporting (SPS 361)	
JRN 365	Effective Editing	
JRN 470	Narrative Journalism	
JRN 480	Advanced Digital Journalism	
JRN 495	Advanced Reporting	
JRN 496	The QNN Newscast	
Other courses with chair's approval		
<b>Other Electives</b>		
JRN 315	The Art of Journalistic Interviewing	
JRN/SPS 362	The Story of Football (SPS 362)	
JRN 372	Entrepreneurial Media (The MIC Project)	

JRN 395	Broadcast Performance	
COM 215	Social Media: Leveraging the Digital Age	
FTM 372	Screenwriting	
FTM 380	Projects in Audio Production (EN 303 GDD 303)	
MSS 231	Media and Society	
MSS/WS 311	Diversity in the Media (WS 311)	
MSS/WS 345	Media Users and Audiences (WS 345)	
MSS/SPS 420	Sports, Media and Society (SPS 420)	
STC 201	Writing for Strategic Communications	
Other courses with chair's approval		
Minor Courses		18
Total Credits		124

<sup>1</sup> All students must complete the 46 credits of the University Curriculum (p. 41). Students majoring in Journalism will complete their Integrative Capstone Requirement within the major with JRN 498. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

<sup>2</sup> Core must be completed by end of sophomore year.

## Minor Requirement

Students enrolled in the Bachelor of Arts in Journalism program are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. Students are encouraged to minor outside the School of Communications to acquire subject knowledge beyond their primary field of study, but may choose to minor in any program within or outside the School of Communications in consultation with their advisers.

## Learning Outcomes

Students who graduate from the Department of Journalism will:

- Demonstrate the ability to research, report, write, shoot and edit news stories that conform to professional journalism standards, including the ability to apply basic numerical and statistical concepts.
- Demonstrate command of the techniques used to produce and present news in digital, broadcast and print environments, and understand the interconnectedness of these systems.
- Demonstrate familiarity with the history of journalism, its social responsibility and the underpinnings of its practice in a culturally and racially diverse society.
- Understand the implications of the First Amendment and the role journalism plays in a democracy.
- Engage in the ethical practice of journalism.

## Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective

freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Journalism

Program Contact: Margarita Diaz (Margarita.Diaz@qu.edu) 203-582-8785

News media continue to evolve as the trends, tools and technologies of the digital age bring vast quantities of information to new generations of audiences. The journalism minor teaches you to harness these technologies, and to apply techniques of news gathering, interviewing and story creation. Courses expose you to the many elements of multimedia production, and develop the skills necessary to produce timely and informative content for traditional print, television, radio and digital formats.

The minor focuses on the production of quality journalistic content as well as becoming a more sophisticated consumer of it. You'll gain an understanding of the professional ethics underpinning news reporting, as well as the importance of journalism to the first amendment and the vital role it plays in a free society. A refined voice, strong storytelling capability and a sharp editorial eye are beneficial to PR specialists, advertisers, publishers and a range of other professions in the communications fields and beyond.

Students wishing to minor in journalism must complete 18 credits.

### Journalism Minor Curriculum

For students whose majors are **outside** of the School of Communications, required minor courses are:

Code	Title	Credits
COM 140	Storytelling	3
JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing	3
or JRN 263	Broadcast News Writing	
JRN 275	News Reporting	3
Complete two elective courses at the 290 level or above		6
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

Code	Title	Credits
JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing	3
or JRN 263	Broadcast News Writing	
JRN 275	News Reporting	3
Complete one writing-intensive elective		3
Complete two elective courses at the 290 level or above		6
Total Credits		18

## Department of Media Studies

The breadth and flexibility of the communications BA/media studies program allows students to pursue their specific interests while developing the effective communication skills and critical and creative thinking abilities employers are seeking. With the guidance of a faculty adviser, students craft individualized programs of study based on their personal and professional goals. Our graduates work in a variety of professional fields including film and television, music and radio, magazines, news, sports, fashion, public relations, marketing, advertising and media research. Some of our alumni also have pursued graduate degrees in business, law, education, journalism, public relations and interactive media.

- Bachelor of Arts in Communications (p. 188)
- Minor in Media Studies (p. 189)

## Bachelor of Arts in Communications

Program Contact: Lisa Burns (Lisa.Burns@qu.edu) 203-582-8548

The BA in Communications program aims to equip students with an adaptable approach to the rapidly evolving nature of media-related careers. The breadth and flexibility of the major enables a strategic integration of courses in which students learn professional practices, analytical techniques and expertise on the media's wider social, cultural and economic relationships.

Communications students obtain positions in diverse professional environments, including television networks, the music industry, public relations and marketing firms, advertising agencies and media research organizations. The program also prepares students to enter graduate training in business, law, journalism, public relations and education.

### BA in Communications Curriculum (Media Studies)

Code	Title	Credits
University Curriculum <sup>1</sup>		46
<sup>2</sup> Required School of Communications core courses		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures: select two courses		6
Additional courses outside the SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required Media Studies Courses		
MSS 231	Media and Society	3
MSS 332	Media Research Methods	3
MSS 340	Communications Law and Policy	3
MSS 450	Senior Seminar	3
MSS 495	Media Trend Forecasting and Strategy	3
COM 490	Communications Career Internship	3



**Electives**

Select three of the following: 9

MSS 220	Media, History and Memory <sup>3</sup>
MSS/WS 311	Diversity in the Media (WS 311)
MSS 320	Communication Technologies: Evolution and Impact
MSS/WS 345	Media Users and Audiences (WS 345)
MSS 346	Global Communication
MSS 349/PO 348	Political Communication (PO 348)
MSS 400	Special Topics
MSS/SPS 420	Sports, Media and Society (SPS 420)
And/or any FTM, IDD, JRN or STC courses	
Other non-School of Communications courses with chair's approval	

**Open electives**

Complete 6 credits 6

**Minor Courses** 18

Total Credits 120

- <sup>1</sup> All students must complete the 46 credits of the University Curriculum (p. 41). Students majoring in Communications (Media Studies) will complete their Integrative Capstone Requirement within the major with MSS 495. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.
- <sup>2</sup> Core must be completed by end of sophomore year.
- <sup>3</sup> MSS 220 can also be taken as a UC Humanities under *Disciplinary Inquiry* or under Part 1 or 2 of *UC Personal Inquiry*.

**Minor Requirement**

All students majoring in communications are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in communications/media studies may not minor in media studies.

**Learning Outcomes**

The program's required courses emphasize the skills and expertise sought by both demanding employers and competitive graduate programs, fostering students' abilities to do the following:

- apply knowledge gained from their course work and creative problem solving skills to real-world situations facing media organizations, producers and users, showing a capacity for innovation and imaginative thinking
- plan, conduct, analyze and report original media research findings based on a survey, focus group, social media tracking or content analysis
- interpret secondary media research for media professionals and media consumers/users
- critically analyze current media issues, trends and events and convey in written and oral reports their observations on how media theory relates to industry practice and audience/user interpretation

- demonstrate a professional level of written and oral communication skills and the ability to effectively communicate ideas to various audiences through a variety of traditional and new media message delivery formats
- articulate the importance of media literacy and how understanding the media's influence benefits media consumers and professionals in a democracy like the U.S. and in an information-based global economy
- recognize the diversity of groups and perspectives in a global society in relation to the media's influence on the construction of culture and identity.

**Admission Requirements: School of Communications**

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

**Minor in Media Studies**

Program Contact: Lisa Burns (Lisa.Burns@qu.edu) 203-582-8548

Media outlets have the power to influence the government, society and the business world. News stories can shape perceptions and public opinion in profound ways. This program examines how the media landscape has evolved over time and addresses the industry's need to continually adapt to new technology to remain relevant and effective. You'll learn to spot trends and analyze consumer behavior in ways that complement your major in fields such as political science, advertising, marketing and business.

The program is flexible and can be adapted to match your interests and career goals. You will take several required courses focused around media industries and trends, then choose from a diverse range of communications electives. Plus, you'll have access to our Ed McMahon Mass Communications Center—an all-digital media production environment where students create sophisticated broadcast-quality video content and programming, as well as high-tech multimedia productions for web and mobile.

Students wishing to minor in media studies must complete 18 credits.

**Media Studies Minor Curriculum**

For students whose majors are **outside** the School of Communications, required minor courses are:

Code	Title	Credits
COM 120	Media Industries and Trends	3
MSS 220	Media, History and Memory	3
300- or 400-level media studies course		3

Select three elective courses from media studies or another School of Communications department, depending on the student's interests 9

Total Credits 18

For students whose majors are **within** the School of Communications, required minor courses are:

Code	Title	Credits
MSS 231	Media and Society	3
MSS 450	Senior Seminar	3
300- or 400-level media studies course		3
Select three media studies elective courses		9
Total Credits		18

## Department of Strategic Communication

The mission of the Department of Strategic Communication is to prepare our students, through theory and practice, for success in public relations, advertising and related industries. The department offers two degrees: a bachelor of arts in advertising and integrated communications and a bachelor of arts in public relations.

The BA in Advertising and Integrated Communications program prepares students to understand and apply principles of advertising, branding and audience analytics in creating campaigns that maximize the strategic impact of content for web, social media, mobile devices and traditional media.

The BA in Public Relations program prepares students to be entry-level practitioners for careers in agency, corporate, government and nonprofit public relations. Among the most important essential learning outcomes stressed in the major are critical thinking and reasoning skills. Our graduates offer strategic counsel to their employers and clients through writing, research and implementation.

- Bachelor of Arts in Advertising and Integrated Communications (p. 190)
- Bachelor of Arts in Public Relations (p. 191)
- Master of Science in Public Relations (p. 296)
- Master of Science in Public Relations - Online/Professional Track (p. 297)
- Minor in Advertising and Integrated Communications (p. 192)
- Minor in Public Relations (p. 192)

## Bachelor of Arts in Advertising and Integrated Communications

Program Contact: Hilary Fussell Sisco  
(Hilary.FussellSisco@qu.edu) 203-582-3682

The BA in Advertising and Integrated Communications program prepares students to understand and apply principles of advertising, branding and audience analytics in creating campaigns that maximize the strategic impact of content for web, social media, mobile devices and traditional media. Students use their knowledge of planning, media systems, audience and consumer trends, principles of storytelling, visual design and multimedia production to strategize and create content

appropriate for such environments as advertising, public relations and social media agencies, branded content newsrooms, media organizations and corporate communications.

## BA in Advertising and Integrated Communications Curriculum

Code	Title	Credits
<b>University Curriculum</b> <sup>1</sup>		46
<b>Required School of Communications core courses</b>		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
<b>School of Communications Requirements</b>		
Global Issues and Cultures, select two courses		6
Additional courses outside the SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
<b>Required major courses</b>		
STC 102	Principles of Advertising and Integrated Communications	3
JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
	or FTM 110 Single Camera Production	
STC 201	Writing for Strategic Communications	3
STC 215	Web, Mobile, and Interactive Design	3
STC 320	Strategies for Social Media	3
STC 332	Communication Research and Analysis	3
STC 335	Media Systems and Planning	3
STC 410	Branding Strategies	3
STC 485	Advertising and Integrated Communications Campaigns	3
COM 490	Communications Career Internship	3
<b>Open elective</b>		
Any School of Communications elective		3
<b>Minor Courses</b>		18
Total Credits		120

<sup>1</sup> All students must complete the 46 credits of the University Curriculum (p. 41). Students majoring in Advertising and Integrated Communications will complete their Integrative Capstone Requirement within the major with STC 485. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

## Minor Requirement

All students majoring in advertising and integrated communications are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in advertising and integrated communications may not minor within the Department of

Strategic Communication in advertising and integrated communications or public relations.

## Learning Outcomes

By the time they have completed this program, students are able to:

- analyze, assess and strategically employ data related to audiences and media content
- understand the modern media landscape and how to capitalize on the strengths of different media technologies
- understand the principles of branding, cohesive messaging and reputation management
- understand how advertising, public relations and content creation integrate for an overall communications campaign
- understand basic multimedia production techniques, articulate which approaches are best used for particular circumstances, and work effectively with content creators to produce sophisticated deliverables related to digital campaigns
- write effectively in a variety of formats for maximum audience impact
- manage large-scale campaigns from concept to delivery

## Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Bachelor of Arts in Public Relations

Program Contact: Hilary Fussell Sisco (Hilary.FussellSisco@qu.edu)  
203-582-3682

The Bachelor of Arts in Public Relations program prepares entry-level practitioners for careers in agency, corporate, government and nonprofit public relations. Among the most important essential learning outcomes stressed in the major are critical thinking and reasoning skills. Our graduates must have the ability to be more than just communicators. They need to be able to offer strategic counsel to their employers and clients. In the senior-level Public Relations Campaigns class, students carry out activities for a real-world client including conducting primary research, reviewing secondary research, proposing strategies and objectives and producing a written campaign plan that includes collateral materials and evaluation methods. The plan is then orally presented to the client.

## BA in Public Relations Curriculum

Code	Title	Credits
<b>University Curriculum</b> <sup>1</sup>		46
<b>Required School of Communications core courses</b>		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3

<b>School of Communications Requirements</b>		
Global Issues and Cultures, select two courses		6
Additional courses outside of SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
<b>Required major courses</b>		
STC 101	Principles of Public Relations	3
STC 201	Writing for Strategic Communications	3
STC 332	Communication Research and Analysis	3
MSS 340	Communications Law and Policy	3
STC 450	Crisis Communication Management	3
STC 495	Public Relations Campaigns	3
COM 490	Communications Career Internship	3
<b>Electives</b>		
Select three STC electives such as:		9
STC 311	Sports Public Relations (SPS 311)	
STC 341	Corporate Public Relations	
STC 343	Nonprofit Public Relations	
STC 344	Global Strategic Communications Management	
STC 345	Investor Relations	
STC 346	Strategic Health Communication	
STC 347	Fundraising	
STC 348	Public Relations Event Planning	
STC 400	Special Topics	
STC 401	Bateman Competition Research	
STC 402	Bateman Competition Campaigns	
Other courses with chair's approval		
<b>Open elective</b>		
Select any School of Communications elective		3
<b>Minor Courses</b>		18
<b>Total Credits</b>		120

<sup>1</sup> All students must complete the 46 credits of the University Curriculum (p. 41). Students majoring in Public Relations will complete their Integrative Capstone Requirement within the major with STC 495. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

## Minor Requirement

All students majoring in public relations are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in public relations may not minor within the Department of Strategic Communication in public relations or advertising and integrated communications.

## Learning Outcomes

Students who graduate with a Bachelor of Arts in Public Relations should be able to:

- Plan, conduct, analyze and report primary research findings based on a survey, focus group or other appropriate research means, as well as interpret secondary industry research for a client.
- Propose measurable, attainable objectives for a client based on primary and secondary research findings and produce a campaign strategy designed to help the client achieve its goals.
- Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- Demonstrate an ability to work effectively and responsibly within groups and manage relationships with clients, team members and publics to achieve individual and common goals.
- Propose an evaluation of a campaign to measure the campaign's effectiveness.

## Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Minor in Advertising and Integrated Communications

Program Contact: Hilary Fussell Sisco (Hilary.FussellSisco@qu.edu) 203-582-3682

This minor teaches the foundational elements of advertising and integrated communications. Students are able to think creatively and strategically about digital and social media strategy, content production, media buying and planning, branding and writing for diverse audiences.

This program perfectly complements majors inside and outside the School of Communications, such as psychology, marketing, political science, media studies or journalism. Students take required courses, such as Principles of Advertising, and Writing for Strategic Communications, and then select elective courses that focus on their own particular areas of interest in the field.

Students wishing to minor in advertising and integrated communications must complete 18 credits. This minor is not available to public relations majors.

**Please Note:** The Advertising and Integrated Communications minor is only available to those students in Catalog Year 2016-17 or later.

## Advertising and Integrated Communications Minor Curriculum

The Advertising and Integrated Communications minor is only available to those students in Catalog Year 2016-17 or later. Students wishing to minor in advertising and integrated communications must complete 18 credits. This minor is not available to public relations majors.

For students whose majors are **outside** the School of Communications, required minor courses are:

Code	Title	Credits
COM 140	Storytelling	3
STC 102	Principles of Advertising and Integrated Communications	3
STC 201	Writing for Strategic Communications	3
Select three elective courses from Strategic Communication (STC). Two must be at the 300+ level.		9
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

Code	Title	Credits
STC 102	Principles of Advertising and Integrated Communications	3
STC 201	Writing for Strategic Communications	3
Select four elective courses from Strategic Communication (STC). Two of these courses must be at the 300+ level.		12
Total Credits		18

## Minor in Public Relations

Program Contact: Hilary Fussell Sisco (Hilary.FussellSisco@qu.edu) 203-582-3682

This minor provides a solid foundation in the principles of public relations and teaches you to think strategically when crafting a media relations plan. You'll also learn to write persuasively for a diverse audience.

This program perfectly complements a major in marketing, political science or journalism, but it also can be customized. You will take required courses, such as the Principles of Public Relations, and Writing for Strategic Communications, and then select elective courses that focus on your own particular areas of interest, such as sports public relations, international public relations and event planning.

Students wishing to minor in public relations must complete 18 credits.

## Public Relations Minor Curriculum

For students whose majors are **outside** the School of Communications, required minor courses are:

Code	Title	Credits
COM 140	Storytelling	3
STC 101	Principles of Public Relations	3

STC 201	Writing for Strategic Communications	3
Select three elective courses from STC courses. Two must be at the 300+ level.		9
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

Code	Title	Credits
STC 101	Principles of Public Relations	3
STC 201	Writing for Strategic Communications	3
Select four elective courses from STC other than the student's major. Two of these courses must be at the 300+ level.		12
Total Credits		18

## Accelerated Dual-Degree BA/MS or BFA/MS (3+1)

The Accelerated Dual-Degree BA/MS or BFA/MS (3+1) program is designed for outstanding School of Communications students—those who rank in the top 20 percent of their high school class and have a combined SAT score of 1200 (or ACT of 27).

Students are invited to the program as freshmen and complete the bachelor's degree at an accelerated pace (three years as opposed to the typical four).

Program features include:

- flat tuition and fees for the entire four years, with academic scholarships carrying over from the third to the fourth (graduate) year
- dedicated housing for students in the program, including a dedicated residential assistant
- an academic adviser who also serves as the director of the program within the school

For more information about this program, visit the Quinnipiac website, Accelerated Dual-Degree BA/MS or BFA/MS (3+1) (<https://www.qu.edu/schools/communications/programs/accelerated-four-year-ba-bfa-ms-program.html>) page.



# SCHOOL OF EDUCATION

North Haven Campus

Main Office: 203-582-3354

## Administrative Officers

Title	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	Anne.Dichele@qu.edu
Associate Dean	Beth Larkins-Strathy	203-582-3510	Beth.Larkins-Strathy@qu.edu
Director, Master of Arts in Teaching	Christina Pavlak	203-582-3192	Christina.pavlak@qu.edu
Director, Educational Leadership	Gail Gilmore	203-582-3289	Gail.Gilmore@qu.edu
Director, Instructional Design	Ruth Schwartz	203-582-8419	Ruth.Schwartz@qu.edu
Director, Special Education	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu

## Mission Statement

The mission of the School of Education is to lead our graduates to acquire the knowledge, skills and dispositions to serve successfully in their role as *educator* and *school leader*. The school defines the concept of educator as three-dimensional in nature, and believes that successful educators are *teachers*, *learners* and *leaders*. Graduates of the School of Education are expected to be *teachers* who establish conditions for all students to learn, *learners* who continue to learn as they continue their professional careers, and *leaders* who influence the culture of their schools in ways that support best practices in teaching and learning. Inherent in our mission is a commitment to graduate educators who recognize the potential of schooling to promote social change required for social justice.

## Master of Arts in Teaching

- Dual-Degree (p. 274)BA/MAT or BS/MAT in Elementary Education (p. 274) (4+1) (p. 274)
- Dual-Degree (p. 276)BA/MAT or BS/MAT in Secondary Education (p. 276) (4+1) (p. 276)
- Graduate MAT Degree in Elementary Education (p. 303)
- Graduate MAT Degree in Secondary Education (p. 301)

## Master of Science

- MS in Instructional Design (p. 304) (online-only program)
- MS in Teacher Leadership (p. 307) (online-only program)
- MS in Special Education (p. 306) (online-only program)

## Sixth-Year Diploma

- Sixth-Year Diploma in Educational Leadership (p. 308)

## Certificate

- Special Education Certificate of Completion (p. 310)
- Online Course Design Certificate (p. 308)

# SCHOOL OF ENGINEERING

## Center for Communications and Engineering

203-582-7985 (central office)

### Administrative Officers

Title	Name	Phone	Email
Dean	Justin W. Kile	203-582-3372	justin.kile@qu.edu
Associate Dean	Corey Kiassat	203-582-5020	corey.kiassat@qu.edu
Associate Dean for Career Development	Jill Koehler	203-582-3655	jill.koehler@qu.edu

### Programs

Program	Name	Phone	Email
Civil Engineering	John Greenleaf	203-582-5018	john.greenleaf@qu.edu
Computer Science	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Mechanical Engineering	Lynn Byers	203-582-5028	lynn.byers@qu.edu
Industrial Engineering	Emre Tokgoz	203-582-7909	emre.tokgoz@qu.edu
Software Engineering	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Cybersecurity	Fred Scholl	203-582-7394	frederick.scholl@qu.edu

## Career Development

In the School of Engineering, various career development personnel work with students to plan the academic and professional components of each student's education. They explore career interests, guide students through a career development process and provide assistance with internships, resume preparation and employment interviews.

## Internship Program

School of Engineering students gain valuable career experience by participating in a professional experience. The professional experience may be either an internship, typically paid, or a research project.

## Mission Statement

Educate and inspire students in a high-quality engineering learning community that facilitates their transformation into professionals, leaders, citizens and lifelong learners.

## Student Outcomes

Graduates of the engineering programs are prepared for professional practice in engineering and industry as well as for advanced study at the graduate level. Specifically graduates of the engineering programs will have:

1. an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors

3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Graduates of the computer science program are prepared for professional practice as well as advanced study at the graduate level. Specifically graduates of the computer science program will have an ability to:

1. analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
2. design, implement and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. communicate effectively in a variety of professional contexts
4. recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
6. apply computer science theory and software development fundamentals to produce computing-based solutions

## Bachelor of Science

- Bachelor of Science in Civil Engineering (p. 197)
- Bachelor of Science in Computer Science (p. 198)
- Bachelor of Science in Industrial Engineering (p. 199)
- Bachelor of Science in Mechanical Engineering (p. 200)
- Bachelor of Science in Software Engineering (p. 202)

## Bachelor of Arts

- Bachelor of Arts in Computer Science (p. 196)

## Minors

- Minor in Computer Science (p. 203)

## Master of Science

- Cybersecurity (p. 310)

## Department of Engineering

The Department of Engineering prepares students for careers that allow them to change the world for the better. The challenges of the 21st century for both the U.S. and the world are great, but for engineers and computer scientists, they offer exciting challenges and a world of possibilities. Our programs are aimed at developing creative problem

solvers, who learn math, science and fundamentals so that they can apply them in solving the ever-changing problems of tomorrow. Our emphasis on application and learning by doing, all in a small class setting, prepares our graduates to successfully enter the workforce or pursue further education.

Quinnipiac's Bachelor of Science programs in Civil, Industrial, Mechanical and Software Engineering are accredited by the Engineering Accreditation Commission of ABET, [abet.org](http://www.abet.org) (<http://www.abet.org>).

## Bachelor of Science

- Bachelor of Science in Civil Engineering (p. 197)
- Bachelor of Science in Computer Science (p. 198)
- Bachelor of Science in Industrial Engineering (p. 199)
- Bachelor of Science in Mechanical Engineering (p. 200)
- Bachelor of Science in Software Engineering (p. 202)

## Bachelor of Arts

- Bachelor of Arts in Computer Science (p. 196)

## Minor

- Minor in Computer Science (p. 203)

## Master of Science

- Master of Science in Cyber Security (p. 310)

## Bachelor of Arts in Computer Science

Program Contact: Jonathan Blake ([Jonathan.Blake@quinnipiac.edu](mailto:Jonathan.Blake@quinnipiac.edu))  
203-582-8539

Computers and computing have become increasingly integrated into our society and continually shape our lives. One does not have to look far to find examples of computing's significant impact, from smart phone applications to credit checking systems to self-driving cars. Society needs graduates with not only strong technical skills but also significant knowledge in these application domain areas. The Bachelor of Arts program in Computer Science offers a balanced curriculum that supports students as they combine study in computer science with other disciplines across the university. The program promotes this interdisciplinary work by providing a technical core with breadth requirements, a flexible elective structure, and required directed study outside the major. The curriculum is designed to prepare students to contribute to both established and emerging application domains.

## BA in Computer Science Curriculum

Note: a minimum grade of C- is required for all computer science course prerequisites unless otherwise stated.

Code	Title	Credits
<b>University Curriculum</b>		
<b>Foundations of Inquiry:</b>		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
<b>Quantitative Literacy:</b>		

MA 205	Introduction to Discrete Mathematics (CSC 205)	3
<b>Disciplinary Inquiry:</b>		
Take four UC courses from within Sciences (with lab), Humanities, Social Sciences, Fine Arts: <sup>1</sup>		13
<b>Personal Inquiry I:</b>		
Take three UC courses from within Sciences, Humanities, Social Sciences, Fine Arts <sup>1</sup>		9-10
<b>Personal Inquiry II:</b>		
Choose one of the following: <sup>2</sup>		3
MA 141	Calculus of a Single Variable	
MA 229	Linear Algebra	
Take additional UC credits (the mathematics elective below could count) <sup>4</sup>		5-9
<b>Additional Requirements:</b>		
MA elective <sup>5</sup>		3
ENR 395	Professional Development Seminar	1
<b>Directed Study</b>		
Complete minimum 18 credits of approved directed study outside Computer Science <sup>6</sup>		18
<b>Computer Science Core Requirements</b>		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures and Abstraction Lab	4
SER 120 & 120L	Object-Oriented Design and Programming and Object-Oriented Design and Programming Lab	4
CSC 210 & 210L	Computer Architecture and Organization and Computer Architecture and Organization Lab	4
CSC 215	Algorithm Design and Analysis	3
CSC 225	Introduction to Software Development (SER 225)	3
CSC 493	Senior Thesis 1	1
CSC 494	Senior Thesis 2	3
CSC Electives (Take 9 credits of CSC elective courses) <sup>3</sup>		9
Total Credits		99-104

<sup>1</sup> Courses must be from different areas.

<sup>2</sup> Counts in this category only if MA 141 is taken.

<sup>3</sup> Can be a software engineering elective (SER 210 or any 300-level or above SER course).

<sup>4</sup> Must meet a minimum of 18 credits in Personal Inquiry I & II.

<sup>5</sup> Must be MA 140 or higher

<sup>6</sup> A minor or second major will satisfy this requirement

Complete additional course work to reach 120 credits. This course work must include any missing UC credits from Personal Inquiry above.

## Learning Objectives

Within four to seven years of graduation, Computer Science majors are expected to:

1. demonstrate core computer science knowledge and skills;
2. demonstrate ethical behavior in their pursuits;
3. have achieved sustained employment and/or be pursuing additional educational opportunities;
4. pursue lifelong learning by maintaining currency in their field as they develop as professionals;
5. demonstrate professional and personal growth by seeking leadership and mentoring roles in their profession and community.

## Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Bachelor of Science in Civil Engineering

Program Contact: John Greenleaf  
(john.greenleaf@quinnipiac.edu) 203-582-5018

The BS in Civil Engineering has a broad-based curriculum that provides exposure to technical issues and design in a number of civil engineering sub-disciplines including: structural, environmental, geotechnical, hydraulic/water resources and construction management. Civil engineering projects are often multidisciplinary in nature and can involve large public works. Specifically, civil engineers design, build and maintain a variety of projects including: roads, buildings, tunnels, retaining walls, dams, bridges, airports, water supplies and sewerage systems.

Through exposure to the University Curriculum, foundational course work in science and mathematics, major field courses and extracurricular activities, students graduating with a BS in Civil Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency, creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity, and social intelligence.

## BS in Civil Engineering Curriculum

The program requires 127 credits as outlined here:

A minimum grade of C- is required to satisfy the prerequisites of all civil engineering courses having the CER designation.

### University Curriculum Requirements (47 credits) Foundations of Inquiry

FYS 101 First-Year Seminar (3 credits)  
EN 101 Introduction to Academic Reading and Writing (3 credits)  
EN 102 Academic Writing and Research (3 credits)

### Quantitative Literacy

MA 265 Linear Algebra and Differential Equations (4 credits)

### Disciplinary Inquiry

CHE 110 General Chemistry (3 credits) & CHE 110L Lab (1 credit)  
EC 111 Principles of Microeconomics (3 credits)  
Humanities (choose one course – 3 credits)  
Fine Arts (choose one course – 3 credits)

### Personal Inquiry

BIO 101 General Biology I (3 credits) & BIO 101L Lab (1 credit)  
MA 151 Calculus I (4 credits)  
MA 152 Calculus II (4 credits)  
Two courses from Humanities, Fine Arts or Social Science (must be from two different areas – 6 credits)

### Integrative Capstone

University Capstone course (3 credits)

In addition to the University Curriculum requirements, students majoring in Civil Engineering must take the following:

Code	Title	Credits
<b>Foundational Courses for Civil Engineering</b>		
MA 251	Calculus III	4
PHY 121	University Physics	4
PHY 122	University Physics II	4
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
<b>Common Engineering Curriculum</b>		
ENR 110	The World of an Engineer	3
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
<b>Civil Engineering Courses</b>		
MER 210 & 210L	Fundamentals of Engineering Mechanics and Design and Fundamentals of Engineering Mechanics and Design Lab	4
MER 220 & 220L	Mechanics of Materials and Mechanics of Materials Lab	4
MER 310	Fluid Mechanics	3
CER 210	Infrastructure Engineering	3
CER 220	Civil Engineering Site Design	3
CER 310	Structural Analysis	3
CER 320 & 320L	Design of Reinforced Concrete and Design of Concrete Structures Lab	4
CER 330	Fundamentals of Environmental Engineering	3
CER 340 & 340L	Introduction to Geotechnical Engineering and Foundation Design and Introduction to Geotechnical Engineering and Foundation Design Lab	4

CER 350 & 350L	Hydrology/Hydraulic Design and Hydrology/Hydraulic Design Lab	4
CER 360	Construction Management	3
CER 445	Advanced Geotechnical Engineering and Foundation Design	3
CER 455	Advanced Environmental Engineering	3
CER 490	Engineering Professional Experience	1
CER 498	Design of Civil Engineering Systems	3
Select two Civil Engineering Electives		6
Technical Elective <sup>1</sup>		3
Total Credits		80

<sup>1</sup> Includes any CER elective or a 200-level or higher MER, IER, SER, MA, BIO or CHE course with department chair approval.

## Learning Objectives

Graduates of the Civil Engineering program shall become successful professionals recognized for their:

1. Resourcefulness in the application of new knowledge, tools and technology to changing problems and circumstances in the natural and built environment;
2. Communication of complex ideas and problems to a professional audience;
3. Ethical behavior and capacity for finding engineering solutions that consider both the technical and social consequences of their work;
4. Leadership, mentorship and contributions to their profession and community;
5. Pursuit of intellectual, personal and professional development.

## Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Bachelor of Science in Computer Science

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu)  
203-582-8539

Pervasive and ever-changing computing technology provides the infrastructure for our globally connected world. Computer scientists are among the professionals who conceive, design, build and deploy critical software and hardware to support and advance this infrastructure. The Computer Science program prepares computer scientists who are able to contribute immediately and effectively to this project. Computer Science

graduates possess a solid grounding in core knowledge that they can apply to solve new and emerging problems with innovative solutions. Since new computing knowledge is regularly generated, computer science graduates are able to independently identify, learn and apply new concepts.

## BS in Computer Science Curriculum

Note: a minimum grade of C- is required for all computer science course prerequisites unless otherwise stated.

Code	Title	Credits
<b>University Curriculum</b>		
<b>Foundations of Inquiry:</b>		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
<b>Quantitative Literacy:</b>		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
<b>Disciplinary Inquiry:</b>		
Take one of the following Natural Science courses: <sup>1</sup>		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
PHY 121	University Physics	
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
Humanities, Social Sciences, Fine Arts: <sup>2</sup>		9
<b>Personal Inquiry I:</b>		
Take second semester of Natural Science course chosen above <sup>1</sup>		4
Take two additional courses from within Humanities, Social Sciences, Fine Arts <sup>2</sup>		6
<b>Personal Inquiry II:</b>		
Choose one of the following:		3-4
MA 141	Calculus of a Single Variable	
MA 151	Calculus I	
Take an additional 4-5 UC credits (the mathematics elective below could count) <sup>4</sup>		5
<b>Additional Requirements:</b>		
MA 229	Linear Algebra	3
MA electives (take 5-6 additional credits). All MA courses must be at the 140 level or higher. <sup>5</sup>		5-6
Additional Math/Science courses <sup>6</sup>		7
ENR 395	Professional Development Seminar	1
<b>Computer Science Core Requirements</b>		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures and Abstraction Lab	4



SER 120 & 120L	Object-Oriented Design and Programming and Object-Oriented Design and Programming Lab	4
CSC 210 & 210L	Computer Architecture and Organization and Computer Architecture and Organization Lab	4
CSC 215	Algorithm Design and Analysis	3
CSC 225	Introduction to Software Development (SER 225)	3
CSC 310	Operating Systems and Systems Programming	3
CSC 315	Theory of Computation (MA 315)	3
Take one of the following:		3
CSC 325	Database Systems (SER 325)	
CSC 340	Networking and Distributed Processing	
CSC 491	Senior Project 1	3
CSC 492	Senior Project 2	3
CSC Electives (Take 9 credits of CSC elective courses) <sup>3</sup>		9
Total Credits		105-107

<sup>1</sup> Must take the full-year sequence.

<sup>2</sup> Courses must be from different areas.

<sup>3</sup> Can be a software engineering elective (SER 210 or any 300-level or above SER course).

<sup>4</sup> Must meet a minimum of 18 credits in Personal Inquiry I & II.

<sup>5</sup> Total math credits must equal a minimum of 15.

<sup>6</sup> Total math/science credits must equal a minimum of 30.

Complete additional course work to reach 120 credits. This course work must include any missing UC credits from Personal Inquiry above.

## Learning Objectives

Within four to seven years of graduation, computer science majors are expected to:

1. demonstrate core computer science knowledge and skills;
2. demonstrate ethical behavior in their pursuits;
3. have achieved sustained employment and/or be pursuing additional educational opportunities;
4. pursue lifelong learning by maintaining currency in their field as they develop as professionals;
5. demonstrate professional and personal growth by seeking leadership and mentoring roles in their profession and community.

## Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the

senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Bachelor of Science in Industrial Engineering

Program Contact: Emre Tokgoz (emre.tokgoz@quinnipiac.edu)  
203-582-7909

Industrial engineers are employed throughout various industries, including manufacturing, health care and service, to determine the most effective and efficient ways to utilize resources. Industrial engineers are concerned with increasing productivity through the effective management of people, processes and technology. Through exposure to the University Curriculum, foundational course work in science, mathematics, major field courses and extracurricular activities, students graduating with a BS in Industrial Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency and creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

## BS in Industrial Engineering Curriculum

The program requires 120 credits as outlined here:

Code	Title	Credits
<b>University Curriculum</b>		
<b>Foundations of Inquiry:</b>		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
<b>Quantitative Literacy:</b>		
MA 285	Applied Statistics	3
<b>Disciplinary Inquiry:</b>		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
Humanities		3
Social Science		3
Fine Arts		3
<b>Personal Inquiry:</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
MA 151	Calculus I	4
MA 152	Calculus II	4
Humanities, Social Science, Fine Arts (2 classes; must be from two different areas)		6
<b>Integrative Capstone:</b>		
University Capstone		3
Total Credits		46

In addition to the University Curriculum, students majoring in Industrial Engineering must complete the following requirements:

Code	Title	Credits
<b>Foundational Courses for Industrial Engineering</b>		
MA 251	Calculus III	4
PHY 121	University Physics	4
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
Select one of the following Mathematics and Science Electives:		3
BIO 102	General Biology II	
BIO 208	Introduction to Forensic Science	
CHE 111	General Chemistry II	
MA 205	Introduction to Discrete Mathematics (CSC 205)	
MA 229	Linear Algebra	
MA 301	Foundations of Advanced Mathematics	
MA 365	Ordinary Differential Equations	
PHY 122	University Physics II	
<b>Common Engineering Curriculum</b>		
ENR 110	The World of an Engineer	3
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
<b>Industrial Engineering Courses</b>		
IER 310	Operations Research I	3
IER 320	Production Systems	3
IER 330	Lean Systems Engineering	3
IER 335	Systems Engineering and Management	3
IER 340	Physical Human Factors and the Workplace	1
IER 360	Operations Planning and Control	3
IER 430	Statistical Process Control	3
IER 465	Cognitive Human Factors and the Workplace	2
IER 490	Engineering Professional Experience	1
IER 491	Capstone Project I	3
IER 498	Capstone Project II	3
<b>Industrial Engineering Electives</b>		
IER Technical Electives <sup>1</sup>		12
CER, IER, MER, SER Technical Electives <sup>2</sup>		3
Open Electives		9
Total Credits		74

<sup>1</sup> All IER courses that are not required for an IE degree.

<sup>2</sup> One additional IER technical elective or any 300-level or higher ENR, CER, MER, SER courses that are not required for an IE degree.

Depending on math sequence taken, additional UC electives may be required.

## Learning Objectives

Within four to seven years after graduation, industrial engineering alumni are expected to:

1. attain sustained employment in professional positions of increasing responsibility and impact;
2. successfully pursue professional training, engineering certification, advanced professional degrees or graduate studies;
3. demonstrate professional and intellectual growth as managers and leaders in their profession, society and communities.

## Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Bachelor of Science in Mechanical Engineering

Program Contact: Lynn Byers (Lynn.Byers@quinnipiac.edu)  
203-582-5028

Mechanical engineers are employed in the research, design, development and manufacturing of a broad range of tools, engines, machines and other mechanical devices and components. Through exposure to the University Curriculum, foundational course work in science, mathematics, major field courses, and extracurricular activities, students graduating with a BS in Mechanical Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency, creative thinking and visual literacy. They are prepared to enter the profession or to pursue graduate studies with a solid foundation in the breadth of mechanical engineering. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

## BS in Mechanical Engineering Curriculum

The Bachelor of Science in Mechanical Engineering program requires 128 credits.

Code	Title	Credits
<b>University Curriculum</b>		
<b>Foundations of Inquiry:</b>		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
<b>Quantitative Literacy:</b>		
MA 285	Applied Statistics	3
<b>Disciplinary Inquiry:</b>		

CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EC 111	Principles of Microeconomics	3
Humanities		3
Fine Arts		3
<b>Personal Inquiry:</b>		
Choose one of the following:		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
MA 151	Calculus I	4
MA 152	Calculus II	4
Humanities, Social Science, Fine Arts (2 classes; must be from two different areas)		6
<b>Integrative Capstone:</b>		
University Capstone		3
Total Credits		46

In addition to the University Curriculum, students majoring in Mechanical Engineering must complete the following requirements:

Code	Title	Credits
<b>Foundational Courses for Mechanical Engineering</b>		
MA 251	Calculus III	4
MA 265	Linear Algebra and Differential Equations	4
PHY 121	University Physics	4
PHY 122	University Physics II	4
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
<b>Common Engineering Curriculum</b>		
ENR 110	The World of an Engineer	3
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
<b>Mechanical Engineering Courses</b>		
MER 210 & 210L	Fundamentals of Engineering Mechanics and Design and Fundamentals of Engineering Mechanics and Design Lab	4
MER 220 & 220L	Mechanics of Materials and Mechanics of Materials Lab	4
MER 221	Dynamics	3
MER 230 & 230L	Engineering Materials and Engineering Materials Lab	4
MER 250	Computer Aided Design	3
MER 310	Fluid Mechanics	3
MER 320	Thermodynamics	3
MER 330 & 330L	Introduction to Circuits and Introduction to Circuits Lab	4
MER 340 & 340L	Manufacturing/Machine Component Design and Manufacturing/Machine Component Design Lab	4

MER 350	Mechanical Engineering Design	3
MER 360	Heat Transfer	3
MER 470 & 470L	Dynamic Modeling and Control and Dynamic Modeling and Controls Lab	4
MER 490	Engineering Professional Experience	1
MER 498	ME Major Design Experience	3
<b>Mechanical Engineering Electives</b>		
Select two of the following MER technical electives:		6
MER 387	Introduction to Applied Aerodynamics	
MER 388	Helicopter Aeronautics	
MER 450	Environmentally Conscious Design and Manufacturing	
MER 460	Mechanical Measurement and Data Acquisition	
MER 472	Energy Conversion Systems	
MER 475	Mechatronics	
MER 481	Aircraft Performance/Static Stability	
MER 486	Vibration Engineering	
MER 489	Advanced Study in Mechanical Engineering	
MER 491	Biomedical Engineering	
<b>Technical elective</b>		
Select one of the following:		3
One additional MER technical elective from above		
CER 310	Structural Analysis	
IER 320	Production Systems	
IER 420	Industrial Control Systems	
IER 430	Statistical Process Control	
Other 200-level or higher CER, IER or SER course with program director approval		
Total Credits		82

## Learning Objectives

Within four to seven years after graduation, mechanical engineering alumni are expected to:

- attain a position(s) of responsibility in which they:
  - work effectively in teams
  - manage resources
  - solve complex problems
  - communicate information
  - influence decisions
  - act ethically
  - balance constraints
- realize self-development through formal and informal learning opportunities;
- achieve sustained employment and/or further education in a technical/professional field;

4. enhance their capacity to engage independently in meaningful creative endeavors.

## Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

# Bachelor of Science in Software Engineering

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu)  
203-582-8539

Computers are ubiquitous, and thus so is the code to run devices, applications and even the machines themselves. The most complicated artifacts built by humans are software systems, and software engineers design and develop these systems. Using cutting edge engineering principles and practices in a hands-on team-oriented environment, software engineering students learn how to build the code of the future.

Through exposure to the University Curriculum, foundational course work in science, mathematics, major field courses and extracurricular activities, students graduating with a BS in Software Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency and creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

## BS in Software Engineering Curriculum

Note: a minimum grade of C- is required for all computer science and software engineering course prerequisites, unless otherwise stated.

Code	Title	Credits
<b>University Curriculum</b>		
<b>Foundations of Inquiry:</b>		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
<b>Quantitative Literacy:</b>		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
<b>Disciplinary Inquiry:</b>		
Natural Sciences (Take one UC 4-credit science course with lab)		4
Humanities, Social Sciences, Fine Arts <sup>1</sup>		9
<b>Personal Inquiry:</b> <sup>2</sup>		
Natural Sciences (Take one UC science course)		3

Additional Humanities, Social Sciences and Fine Arts <sup>3</sup> 6

### Integrative Capstone:

University Capstone		3
MA 141	Calculus of a Single Variable	3

### Common Engineering Curriculum

ENR 110	The World of an Engineer	3
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1

### Additional Mathematics Courses <sup>4</sup>

MA 285	Applied Statistics	3
Mathematics Electives (Take two from the following list):		6

MA 152	Calculus II
MA 229	Linear Algebra
MA 301	Foundations of Advanced Mathematics
MA 305	Discrete Mathematics
MA 315	Theory of Computation (CSC 315)
MA 318	Cryptography (CSC 318)
MA 361	Numerical Analysis (CSC 361)
MA 378	Mathematical Modeling

### Additional Science Courses

Select one year of lab science from the following options: 8

Option 1:	
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab
Option 2:	
BIO 101 & 101L	General Biology I and General Biology I Lab
BIO 102 & 102L	General Biology II and General Biology Lab II
Option 3:	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab
Option 4:	
PHY 121	University Physics
PHY 122	University Physics II

### Software Engineering Courses

CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures and Abstraction Lab	4
CSC 215	Algorithm Design and Analysis	3

SER 120 & 120L	Object-Oriented Design and Programming and Object-Oriented Design and Programming Lab	4
SER 210	Software Engineering Design and Development	3
SER 225	Introduction to Software Development (CSC 225)	3
SER 305	Advanced Computational Problem Solving	3
SER 320	Software Design and Architecture	3
SER 330	Software Quality Assurance	3
SER 340	Software Requirements Analysis	3
SER 350	Software Project Management	3
SER 490	Engineering Professional Experience	1
SER 491	Senior Capstone I	3
SER 492	Senior Capstone II	3
CSC Elective SCS 210 or any SCS course at the 300-level or above <sup>5</sup>		3
SER Elective: Any two additional SER courses at the 300-level or above		6
<b>Open Electives</b>		
Free Elective (UC if needed)		3
Total Credits		119

- <sup>1</sup> Must take one course from each area.
- <sup>2</sup> An additional 5 credits of UC courses must be taken in the Additional Mathematics Courses, Additional Science Courses, or Open Course categories.
- <sup>3</sup> Take two classes, each from a different area.
- <sup>4</sup> Must take a total of 30 credits of mathematics and science courses.
- <sup>5</sup> Waived with approved minor.

## Learning Objectives

Within four to seven years of graduation, alumni of the Software Engineering program are expected to achieve the following objectives:

- Be seen as models of ethical behavior in their profession and community
- Achieve sustained employment in a professional field and/or pursue additional educational opportunities
- Continue lifelong learning as they develop professionally and maintain currency with software engineering knowledge and skills
- Demonstrate professional and personal growth through leadership and mentoring roles

## Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## Minor in Computer Science

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu)  
203-582-8539

Computer literacy is a vital asset in nearly every modern profession. The minor in computer science teaches you the basic computing and problem solving expertise necessary to address a wide range of issues, from cyber-attacks to software glitches and server overload. A working knowledge of operating systems, network security and database maintenance increases not only your independence, but also your value to employers in business, media, higher education, health care and many other fields.

The minor's deep list of electives gives you the opportunity to focus on the topics that best complement your major and future career goals. Proficiency in programming languages and computer graphics enables you to handle web design and other creative needs for employers, while skills such as cryptography and algorithm analysis are especially useful in many engineering disciplines.

To complete a minor in computer science, a student is required to take a total of six courses (20 or 21 credits).

## Computer Science Minor Curriculum

To complete a minor in computer science, a student is required to take a total of six courses (20 or 21 credits).

Code	Title	Credits
<b>Take the following courses:</b>		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures and Abstraction Lab	4
CSC 205	Introduction to Discrete Mathematics (MA 205)	3
<b>Take at least one of the following courses:</b>		
CSC 210 & 210L	Computer Architecture and Organization and Computer Architecture and Organization Lab	4
CSC 215	Algorithm Design and Analysis	3
<b>Take courses from the following list to complete the 6-course requirement:<sup>1</sup></b>		
CSC 225	Introduction to Software Development (SER 225)	3
CSC 310	Operating Systems and Systems Programming	3
CSC 315	Theory of Computation (MA 315)	3
CSC 318	Cryptography (MA 318)	3
CSC 320	Compilers	3
CSC 340	Networking and Distributed Processing	3
CSC 345	Computer Graphics	3



CSC 350	Intelligent Systems	3
CSC 355	Programming Language Concepts	3
CSC 361	Numerical Analysis (MA 361)	3
CSC 375	Advanced Topics in Computer Science (SER 300)	3

<sup>1</sup> At least one of these courses must be at the 300-level. Additional courses not listed could be substituted with prior approval from the chair.

# SCHOOL OF HEALTH SCIENCES

## Center for Medicine, Nursing and Health Sciences

North Haven Campus

## Echlin Center, second floor, Mount Carmel Campus

203-582-8710 (central office)

### Administrative Offices

Title	Name	Phone	Email
Dean	William Kohlhepp	203-582-5226	William.Kohlhepp@qu.edu
Senior Associate Dean	Betsey C. Smith	203-582-8327	Betsey.Smith@qu.edu
Associate Dean	Shelley L. Candler	203-582-3650	Shelley.Candler@qu.edu
Assistant Dean for Career Development	Cynthia Christie	203-582-3656	Cynthia.Christie@qu.edu
Assistant Dean for Student Services	Colleen A. Thompson	203-582-8118	Colleen.Thompson@qu.edu
Coordinator of Fitness, Leisure and Wellness	Debora H. Lavigne	203-582-7943	Debora.Lavigne@qu.edu

## Departments/Programs

### Undergraduate Programs

Program	Name	Phone	Email
Athletic Training	Stephen Straub	203-582-8443	Stephen.Straub@qu.edu
Biomedical Sciences			
Biomedical Sciences	Thomas Martin	203-582-3368	Thomas.Martin@qu.edu
Health Science Studies	Christine G. Fitzgerald	203-582-8688	Chris.Fitzgerald@qu.edu
Microbiology and Immunology	Thomas Martin	203-582-3368	Thomas.Martin@qu.edu
Diagnostic Imaging	John Candler	203-582-6205	John.Candler@qu.edu
Diagnostic Medical Sonography	Marisa Hale	203-582-8264	Marisa.Hale@qu.edu
Radiologic Sciences	Alicia Giaimo	203-582-3814	Alicia.Giaimo@qu.edu

### Dual-Degree Programs

Program	Name	Phone	Email
BS in Health Science Studies/ MSW (3+2)	Christine Fitzgerald	203-582-8688	Christine.Fitzgerald@qu.edu

BS/MHS in Biomedical Sciences (concentration in Medical Sciences & Microbiology)	Thomas Martin	203-582-3368	Thomas.Martin@qu.edu
Entry-Level Master's Physician Assistant	Laurie Seeger	203-582-3882	Laurie.Seeger@qu.edu
Occupational Therapy	Salvador Bondoc	203-582-3727	Salvador.Bondoc@qu.edu
BSHS-MOT Occupational Therapy	Roseanna Tufano	203-582-5363	Roseanna.Tufano@qu.edu
Physical Therapy BS/DPT	Katherine Harris	203-582-8511	Katherine.Harris@qu.edu

### Graduate Programs

Program	Name	Phone	Email
Master of Health Sciences			
Advanced Medical Imaging and Leadership	John Candler	203-582-6205	John.Candler@qu.edu
Cardiovascular Perfusion	Michael J. Smith	203-582-3427	Michael.Smith@qu.edu
Biomedical Sciences	Dwayne Boucaud	203-582-3768	Dwayne.Boucaud@qu.edu
Pathologists' Assistant	Robert Cottrell	203-582-8456	Robert.Cottrell@qu.edu
Physician Assistant	Dennis Brown	203-582-3708	Dennis.Brown2@qu.edu
Radiologist Assistant	John Candler	203-582-6205	John.Candler@qu.edu
Master of Social Work	Stephanie Jacobson	203-582-8907	Stephanie.Jacobson@qu.edu

### Post-Professional Programs

Program	Name	Phone	Email
Occupational Therapy			
Online Occupational Therapy Doctorate (OTD)	Barbara Nadeau	203-582-8691	Barbara.Nadeau@qu.edu

### Career Development

In the School of Health Sciences, the assistant dean for career development works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

### Fitness, Leisure and Wellness

Quinnipiac's School of Health Sciences offers courses that promote and encourage personal growth in the areas of fitness, leisure and

wellness. In keeping with the school's mission, the courses are dedicated and focused on the development of the entire person with the goal of encouraging the essential habits of lifetime fitness, leisure and wellness. Classes take place on both the Mount Carmel and York Hill campuses, as well as at off-campus locations. See FLW course descriptions (p. 441) for a detailed list of offerings.

## Additional Requirements

Academic programs with clinical components use multiple clinical education centers. Students are responsible for their transportation to and from these clinical agencies.

## Background Checks

Students should be aware that certain clinical sites or internship locations may require a criminal background check before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining such a background check. The cost of the background check is the responsibility of each individual student.

## Technical Standards for Admission

Students admitted to all programs in the School of Health Sciences must be able to meet their program's technical standards and or essential functions. Technical standards are developed by accreditation agencies and organizations to establish the essential qualities and standards considered necessary to achieve the skills, knowledge and competencies for entry-level practice. Information on technical standards and essential functions may be found in the catalog, on the website or by contacting the individual program chairperson.

## Academic Good Standing

All undergraduate and graduate students in the School of Health Sciences are expected to maintain the required minimum GPA set forth by their respective program of study (if applicable). Each program may have additional benchmarks that must be met to progress within the program of study. The student should refer to the program's description in the Quinnipiac University Catalog and to the program's student handbook (if applicable) for clarification for what is required to maintain his/her status within the program.

At the end of each semester, the program directors will compile a list of students who are deficient in meeting academic or clinical/professional achievement requirements. Utilizing the review process established by his/her program, the student will be notified via email of his/her status in the program. Deficient students may be: a) placed on probation, b) suspended or c) dismissed. Students placed on probation remain in their program but in order to progress, must meet the performance standards specified in their probation notification letter. For further clarification please see the Program Level Academic Good Standing Policy (p. 51).

## Mission Statement

The Quinnipiac University School of Health Sciences offers a comprehensive spectrum of health science programs designed to address both the evolving health needs of society and the practical implementation of innovative methods and procedures based on the latest scientific discoveries. Building upon a solid foundation in the basic sciences and liberal arts, the School of Health Sciences offers a student-centered learning environment with interprofessional collaboration, innovative teaching and hands-on experience. The School of Health Sciences seeks to integrate theory, research and practice to best prepare

health care practitioners and biomedical scientists who can demonstrate leadership in their disciplines and in the global community.

## Vision Statement

The School of Health Sciences strives to develop forward-thinking, compassionate practitioners and scientists with broad professional competencies who can shape a rapidly changing biomedical and social landscape in pursuit of excellence in health care delivery. The school will be a nationally recognized school of choice for students, faculty and employers who share this vision.

## Values Statement

The School of Health Sciences values an interprofessional, client/patient-centered health care model and the translational science that supports it. Students are held to high ethical standards as they utilize critical thinking, scientific evidence and knowledge of diverse cultures and communities to improve health outcomes. We value an experiential learning environment where faculty integrate inquiry with their professional expertise and build collaborative relationships that empower students to solve health-related challenges in a socially responsible manner.

## Bachelor of Science

- Bachelor of Science in Athletic Training (p. 207)
- Bachelor of Science in Biomedical Sciences (p. 215)
- Bachelor of Science in Diagnostic Medical Sonography (p. 228)
- Bachelor of Science in Health Science Studies (p. 217)
- Bachelor of Science in Microbiology and Immunology (p. 220)
- Bachelor of Science in Radiologic Sciences (p. 233)
- Online Health Science Studies (p. 227)
  - BS Completion Track

## Dual-Degree Programs

- Entry-Level Dual-Degree BS in Health Science Studies/MOT (p. 240) (Freshman Entry)
- Entry-Level Master's Physician Assistant (p. 251) (Freshman Entry)
- Entry-Level Doctor of Physical Therapy (p. 245) (Freshman Entry)
  - Dual-Degree BS in Health Science Studies/DPT (3+3) (p. 247)
  - Dual-Degree BS in Health Science Studies/DPT (4+3) (p. 249)
  - Dual-Degree BS in Athletic Training/DPT (4+3) (p. 211)
- Dual-Degree BS/MHS in Biomedical Sciences (concentrations in Medical Sciences or Microbiology) (p. 222)
- Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 213)

## Minors

- Minor in Biomedical Sciences (p. 226)
- Minor in Microbiology and Immunology (p. 226)

## Graduate Programs

### Master of Health Science

- Advanced Medical Imaging and Leadership (p. 312)
- Cardiovascular Perfusion (p. 316)
- Biomedical Sciences (p. 314) with concentrations in:
  - Medical Sciences
  - Microbiology

- Pathologists' Assistant (p. 326)
- Physician Assistant (p. 328)
- Radiologist Assistant (p. 331)

## Master of Social Work

- Master of Social Work (p. 320)

## Doctoral Degrees

- Online Post-Professional Occupational Therapy Doctorate (OTD) (p. 324)
- Entry-Level Doctor of Physical Therapy (DPT) (p. 247)

## Certificate Programs

- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 323) (Post-Professional)

# Department of Athletic Training and Sports Medicine

Athletic trainers work with all types of patients to prevent and treat injuries, from student-athletes to members of professional sports teams.

At Quinnipiac, the program in Athletic Training emphasizes practical clinical experience along with a strong foundation in anatomy and physiology, nutrition, and fitness and conditioning, among other subjects. The program values personal responsibility and critical decision making in the development of high quality patient-centered care. You'll work with student-athletes from Quinnipiac's Division I volleyball, soccer, field hockey, cross country, tennis, basketball and ice hockey teams as well as athletes in local high schools and community-based health care settings, all under the supervision of certified athletic trainers and other licensed health care providers.

The Department of Athletic Training and Sports Medicine is a vibrant seven member group with expertise across the domains of athletic training. Faculty are active in aspects of sports health care and education at the state, regional and national level. Faculty members collaborate with other health care educators across the School of Health Sciences, School of Medicine and School of Nursing to deliver an interprofessional educational experience.

The department sponsors educational programming culminating in a BS in Athletic Training, qualifying the student to sit for the national certification exam, and collaborates with the Department of Physical Therapy in offering a Dual-Degree BS in Athletic Training/DPT (4+3) program.

- Bachelor of Science in Athletic Training (p. 207)
- Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (p. 211) (4+3)

## Bachelor of Science in Athletic Training

Program Contact: Stephen Straub (Stephen.Straub@quinnipiac.edu) 203-582-8443

The Bachelor of Science in Athletic Training program at Quinnipiac is a four-year undergraduate program preparing students to sit for the national certification exam (BOCATC.org (<http://www.bocac.org>)), which permits the student to work as a Certified Athletic Trainer (nata.org

(<http://www.nata.org>)). This direct-entry program is accredited by the Commission on Accreditation of Athletic Training Education (caate.net (<https://caate.net>)) and offers a highly personalized learning environment featuring small classes and ready access to faculty, which reflects the university's commitment to excellence in teaching, as well as support for scholarship and professional development. The Athletic Training and Sports Medicine faculty share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments, and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people.

## BS in Athletic Training Curriculum Preprofessional Component

Examination and an evaluation of high school units presented determine initial placement in the English and mathematics courses. The minimum mathematics requirement is MA 275. It is strongly suggested that biology and athletic training courses are completed in the appropriate semesters as indicated. The following courses must be completed with a C- or better and a minimum GPA of 2.67.

Code	Title	Credits
BIO 101 & 101L	General Biology I and General Biology I Lab	4
BIO 102 & 102L	General Biology II and General Biology Lab II	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab <sup>1</sup>	4
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab <sup>1</sup>	4
MA 275	Biostatistics	3
Total Credits		27

Where applicable, courses may be used to satisfy University Curriculum requirements. Progression to the professional component occurs in the fourth semester or second year, spring semester.

The following courses must be completed with a minimum of a B- at Quinnipiac and prior to entry into the professional component of the athletic training program. All AT courses must be taken at Quinnipiac.

Code	Title	Credits
AT 114	Introduction to Athletic Training/ Sports Medicine	2
AT 115	Introduction to Kinesiology	3

AT 116	Introduction to Fitness and Conditioning	2	CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab <sup>1</sup>	4
AT 214	Care and Prevention of Athletic Injuries	3	EN 102	Academic Writing and Research(UC) Freshman Composition	3
AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab	3		Credits	18
AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries	4	<b>Second Year</b>		
Total Credits			<b>Fall Semester</b>		
			AT 214	Care and Prevention of Athletic Injuries	3
			AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab	3
			AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries	4
			BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
			MA 275	Biostatistics(UC) Quantitative Literacy	3
				Credits	17

## Professional Component

The Admissions Progression and Retention Committee for the program in athletic training is responsible for evaluating and screening candidates for the professional component of the program. Program requirements are established in conjunction with the guidelines established by the Educational Council of the National Athletic Trainers' Association and are acceptable to the school and university administration. While a good deal of the athletic training students' clinical assignments (clinical practicum I–V) occur at Quinnipiac, off-campus assignments also are required. Students are responsible for transportation to and from all off-campus sites and should plan to have a vehicle by the fourth semester. Most off-campus sites are within 15 miles from the main campus. Moreover, students involved in varsity athletics normally require additional semester(s) to complete the program.

The curriculum for the professional courses in the program is subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

## Athletic Training Curriculum

Course	Title	Credits		
<b>First Year</b>			Credits	
<b>Fall Semester</b>			<b>Third Year</b>	
BIO 101 & 101L	General Biology I and General Biology I Lab(UC) science	4	<b>Fall Semester</b>	
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab <sup>1</sup>	4	AT 350 & 350L	Evaluation and Treatment of Upper Extremity Musculoskeletal Injuries and Evaluation and Treatment of Musculoskeletal Injuries Lab
EN 101	Introduction to Academic Reading and Writing(UC) Freshman Composition	3	AT 351 & 351L	General Medical Conditions and Treatment and General Medical Conditions and Treatments Lab
UC Fine Arts		3	AT 390	Clinical Practicum II, Athletic Protective Equipment
FYS 101	First-Year Seminar	3	AT 390C	Clinical Practicum II, Clinical
Credits		17	BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab
<b>Spring Semester</b>			PS 101	Introduction to Psychology (UC social science)
AT 114	Introduction to Athletic Training/Sports Medicine <sup>2</sup>	2	Credits	
AT 115	Introduction to Kinesiology	3	<b>Spring Semester</b>	
AT 116	Introduction to Fitness and Conditioning <sup>2</sup>	2	AT 330	Nutrition for Sport and Fitness
BIO 102 & 102L	General Biology II and General Biology Lab II(UC) Science	4		



AT 352 & 352L	Evaluation and Treatment of Spinal Injuries and Evaluation and Treatment of the Spinal Injuries Lab	4
AT 391C	Clinical Practicum III	1
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
PS 272	Abnormal Psychology (UC social science)	3
Credits		15

#### Fourth Year

##### Fall Semester

AT 450	Administration and Management in Athletic Training	3
AT 490C	Clinical Practicum IV	1
QU 420	Integrative Capstone	3
UC Electives (2)		6
Credits		13

##### Spring Semester

AT 491	Clinical Practicum V, Professional and Career Preparation	2
AT 491C	Clinical Practicum V, Clinical	1
UC Elective		3
UC Humanities		3
UC Humanities		3
Credits		12
Total Credits		127

<sup>1</sup> Students enrolled in the AT/DPT dual program or interested in certain graduate programs should substitute CHE 110–CHE 111 for CHE 101–CHE 102.

<sup>2</sup> These AT courses have a laboratory and/or clinical component.

<sup>\*\*</sup> Students admitted to the AT/DPT dual major need to take PHY 110, PHY 111 and MA 141 (Total credits 132).

A GPA of 3.0 must be maintained each semester during the professional component; C, D and F grades are unacceptable in the professional component of the program.

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

## Departmental and Program Mission Statement

The mission of the Department of Athletic Training and Sports Medicine is to provide a quality education program through which students obtain the knowledge and psychomotor skills necessary to practice as athletic trainers certified by the Board of Certification. Importance is placed upon the provision of opportunities within the curriculum for the development of skills encompassing the domains of athletic training. Strong emphasis is placed on the practical clinical experience coupled with specific professional course work. Recognizing the importance of excellence in teaching and instruction, the faculty, in its commitment to the combination of diverse clinical and intellectual experiences, collaborates in educating students.

The Athletic Training education program offers a highly personalized learning environment featuring small classes and ready access to faculty; reflecting the university's commitment to excellence in teaching, the

Athletic Training and Sports Medicine faculty share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people.

## Athletic Training Education Program Goals

Students will:

- display personal responsibility in meeting professional expectations
- become clinicians who provide high-quality, patient-centered care, including:
  - quality patient interactions
  - quality patient care and clinical decision making
  - interprofessional collaboration
  - use of evidence-based practice
- display critical and creative thinking in the appraisal of current evidence and in the resulting patient care
- develop entry-level competence necessary for the profession of athletic training

The program will:

- provide effective clinical placement sites supervised by willing and participatory preceptors
- demonstrate excellence in teaching
- provide professional mentorship to guide students through their undergraduate experience to their selected post-graduate placement

## Direct Entry

Candidates applying for admission to the Athletic Training program from high school are required to have at least three years of high school college preparatory mathematics, one year of biology, one year of chemistry and one year of physics. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University admission requirements.

All applications must include three letters of reference. A personal interview may be requested with representatives of the Admissions Office to discuss program requirements and the applicant's professional interests and commitments.

Applications are accepted for admission to the fall semester only.

Admission to Quinnipiac University does not guarantee admission to the Athletic Training program, unless officially accepted into the program. Students enrolled in the program's preprofessional component (semesters 1–3) must achieve a B- or better in AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 and a minimum cumulative GPA of 2.67 upon completion of all additional preprofessional requirements including all program science and math requirements to qualify for admission into the professional component of the program (D and F grades in the required science and math courses are unacceptable).

All AT courses must be taken and completed at Quinnipiac University. Professional component students (semesters 4–8) must earn at least a B- in all professional component courses and maintain a GPA of 3.0 each semester during the professional component. Students who fail

to maintain these grade requirements are subject to dismissal from the program.

Students enrolled in the Athletic Training program, or other majors that provide prerequisite requirements for the graduate DPT program, may apply for entry into the three-year Doctor of Physical Therapy graduate program after attending an information session in the fall of their BS program. Admission is competitive and is based on performance and space availability.

## Technical Standards for Admission

The Athletic Training program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training program establish the essential qualities considered necessary for admitted students to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency: Commission on Accreditation of Athletic Training Education (CAATE).

All students admitted to the program must meet the established abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or may be dismissed from the program.

Candidates for selection to the program are required to verify that they understand and meet the technical standards or that they believe that, with certain reasonable accommodations, the technical standards can be met. Verification of understanding includes the student reading, signing and returning a copy of the Technical Standards Agreement to the program director during the spring semester of freshman year. Click the link for a listing of the technical standards and agreement form ([https://www.qu.edu/content/dam/qu/documents/shs/athtraining\\_TechStdCAATE.pdf](https://www.qu.edu/content/dam/qu/documents/shs/athtraining_TechStdCAATE.pdf)) for the Athletic Training program. **It is recommended the student read and understand the agreement form prior to enrollment at the university. Please address any questions to the Office of Student Accessibility.**

## Background Check and Immunizations

All students entering the Athletic Training program, and the health care professions in general, should be aware that most professional credentialing agencies require a background check prior to awarding professional credentials. Information regarding background checks for those seeking to become certified athletic trainers can be found at [bocatc.org](http://www.bocatc.org). (<http://www.bocatc.org/state-regulation/state-regulatory-news>)

For Athletic Training, the affidavit portion of the certification exam application requires candidates to report any felony or misdemeanor conviction along with any judgments of negligence, malpractice or misconduct. During the application process for the national certifying examination, candidates must submit an explanation of the events that led to the conviction(s), copy of court documents(s), including, but not limited to, an arrest report, sentence recommendation, compliance of all court requirements and proof of payment of all related fines.

Candidates may request a predetermination of eligibility at any time by submitting their documentation prior to their application. The Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee's decision. Please

review the Professional Practice and Disciplinary Guidelines and Procedures for details.

Students enrolled in the Quinnipiac University Athletic Training program will be required to complete criminal and sex offender background checks and submit required health and immunization records (including titer testing) prior to initiation of clinical rotations. The cost of the background checks and health assurance measures are the responsibility of the individual student. A complete listing of the immunizations is available on the program website.

## Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Athletic Training program based on space availability. These students must meet the course requirements, performance standards (GPA of 2.67) and technical standards of the program. The students must complete the general science requirements, AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 prior to entry into the professional component of the program or the fourth semester of the course sequence. AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 must be taken at Quinnipiac.

Athletic Training courses from the student's previous institution will not be considered for replacement of BMS 300, BMS 301 or any of the athletic training courses offered at Quinnipiac.

## Transfer Students from within Quinnipiac

Students currently attending Quinnipiac in another program may be accepted into the Athletic Training program based on space availability and review of qualifications by the program director. Students may apply through the department upon completion of the general science requirements, AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 prior to entry into the professional component of the program or the fourth semester of the course sequence. These students must meet the course requirements, performance standards (GPA of 2.67) and technical standards ([https://www.qu.edu/content/dam/qu/documents/shs/athtraining\\_TechStdCAATE.pdf](https://www.qu.edu/content/dam/qu/documents/shs/athtraining_TechStdCAATE.pdf)) of the program.

The Athletic Training education program at Quinnipiac University is accredited by:

The Commission on Accreditation Athletic of Training Education (CAATE.net (<http://caate.net>)),

6850 Austin Center Blvd., Suite 100

Austin, TX 78731-3184

Phone: 512-733-9700

The program received a 10-year accreditation (the maximum available) in 2008. The re-accreditation process will commence in June 2018 with the submission of a self-study report to CAATE.

To become a Certified Athletic Trainer, a candidate must pass a national certification examination. The program has a three-year aggregate first-time pass rate of 98 percent. Here are our certification examination results by year:

## Additional program costs:

As a clinical education program, the Athletic Training major requires some expenses that go beyond standard university tuition and fees:

- Clinical Education Travel** (gas, parking, public transportation) – Students will have at least two clinical rotation experiences that take place off campus. For this rotation, the student typically travels 4 to 5 times per week for practice, games and treatments. While a car is not absolutely required, it increases the variety and flexibility of clinical experiences available to the student. These rotations start during the sophomore year. **Costs - variable**
- Immunizations:** Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. **Costs – variable (please check with your insurance carrier)**
- Background Check:** All students must undergo a background check prior to the start for clinical observations in the sophomore year. This check must be updated at the start of the senior year. **Costs – approximately \$75 per review depending on the home state**
- Liability Insurance:** All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- My Record Tracker:** Consistent with School of Health Sciences policy, students must sign up for and maintain an online account with MRT. This program tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost - approximately \$18 per year**
- Professional Association Membership:** Students are strongly encouraged (but not required) to join the professional association (NATA). **Costs - \$55 per year**
- BOC Certification Exam:** Professional certification is limited to those who pass the BOC certification examination (typically taken during the last semester of enrollment). **Costs - \$300 for NATA members; \$375 for non-NATA members**

## Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (4+3)

Program Contacts: Katherine Harris  
(katherine.harris@quinnipiac.edu) 203-582-8511 and Stephen Straub  
(stephen.straub@quinnipiac.edu) 203-582-8443

Select candidates from high school may apply to the Dual-Degree BS in Athletic Training/DPT (4+3) program. Upon completion of four years of study, students receive a Bachelor of Science in Athletic Training/Sports Medicine and are guaranteed admission into the three-year graduate DPT program. All preprofessional requirements of the professional graduate DPT program are required for those students selected for admission into the combined AT-DPT degree.

Undergraduate students should follow the course selection grid as outlined under the undergraduate AT program with the appropriate dual

major alternatives. See Physical Therapy (p. 243) for the additional required standards to successfully complete the preprofessional component of that program. Additionally, all athletic training classes must be completed with a B- or better and an overall GPA of 3.2.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

## Curriculum for Dual-Degree BS in Athletic Training/DPT (4+3)

A total of 132 credits is required for completion of the BS in Athletic Training.

Course	Title	Credits
<b>First Year</b>		
<b>Spring Semester</b>		
AT 114	Introduction to Athletic Training/Sports Medicine	2
AT 115	Introduction to Kinesiology	3
AT 116	Introduction to Fitness and Conditioning <sup>1</sup>	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
Credits		18
<b>Fall Semester</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 141	Calculus of a Single Variable	3
Credits		17
<b>Second Year</b>		
<b>Spring Semester</b>		
AT 215 & 215L	Therapeutic Modalities and Therapeutic Modalities Lab <sup>1</sup>	4
AT 210	Introduction to Evidence-Based Practice	2
AT 251 & 251L	Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries and Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries Lab <sup>1</sup>	4
AT 290 & 290C	Clinical Practicum I, Risk Management and Injury Prevention and Clinical Practicum I <sup>1</sup>	3
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
Credits		17
<b>Fall Semester</b>		
AT 214	Care and Prevention of Athletic Injuries <sup>1</sup>	3
AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab <sup>1</sup>	3

AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries <sup>1</sup>	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
MA 275	Biostatistics	3
Credits		17

**Third Year****Spring Semester**

AT 351 & 351L	General Medical Conditions and Treatment and General Medical Conditions and Treatments Lab <sup>1</sup>	4
AT 352 & 352L	Evaluation and Treatment of Spinal Injuries and Evaluation and Treatment of the Spinal Injuries Lab <sup>1</sup>	4
AT 391C	Clinical Practicum III	1
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
PS 101	Introduction to Psychology	3
Credits		16

**Fall Semester**

AT 330	Nutrition for Sport and Fitness	3
AT 350 & 350L	Evaluation and Treatment of Upper Extremity Musculoskeletal Injuries and Evaluation and Treatment of Musculoskeletal Injuries Lab <sup>1</sup>	4
AT 390 & 390C	Clinical Practicum II, Athletic Protective Equipment and Clinical Practicum II, Clinical <sup>1</sup>	3
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
UC elective		3
Credits		17

**Fourth Year****Spring Semester**

AT 491 & 491C	Clinical Practicum V, Professional and Career Preparation and Clinical Practicum V, Clinical <sup>1</sup>	3
PHY 111 & 111L	General Physics II and General Physics II Lab	4
UC Fine Arts		3
UC Humanities		3
UC Humanities		3
Credits		16

**Fall Semester**

AT 450	Administration and Management in Athletic Training	3
AT 490C	Clinical Practicum IV	1
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PS 272	Abnormal Psychology	3

QU 420	Integrative Capstone	3
Credits		14
Total Credits		132

<sup>1</sup> These AT courses have a laboratory and/or clinical component.

For information about the graduate portion of the program, please see Doctor of Physical Therapy (p. 318).

## Mission Statement

The mission of the Department of Athletic Training and Sports Medicine is to provide a quality education program through which students obtain the knowledge and psychomotor skills necessary to practice as athletic trainers certified by the Board of Certification. Importance is placed upon the provision of opportunities within the curriculum for the development of skills encompassing the domains of athletic training. Strong emphasis is placed on the practical clinical experience coupled with specific professional course work. Recognizing the importance of excellence in teaching and instruction, the faculty, in its commitment to the combination of diverse clinical and intellectual experiences, collaborates in educating students.

The athletic training education program offers a highly personalized learning environment featuring small classes and ready access to faculty; reflecting the university's commitment to excellence in teaching. The Athletic Training and Sports Medicine faculty share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people.

## Admission

Candidates applying for admission to the physical therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 13).

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Undergraduate Admissions Office a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac University does not guarantee admission to the



professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

## Department of Biomedical Sciences

The programs within the Department of Biomedical Sciences provide students with knowledge and skills of the rapidly expanding fields of basic science, medicine and research. The integration of courses from these areas with a broad range of courses taken from other disciplines—such as the arts and sciences and business—provides the student with the maximum educational background and the critical thinking skills required to succeed in the increasingly demanding field of biomedical sciences.

The department offers four programs leading to the bachelor of science degree: Biomedical Sciences, Health Science Studies, Microbiology and Immunology, plus a Dual-Degree Bachelor/Master of Health Science in Biomedical Sciences. Because of the expansion of medical information and techniques, the department also offers several graduate degree programs including Cardiovascular Perfusion, Pathologists' Assistant and Biomedical Sciences (with concentrations in Medical Sciences and Microbiology). The focus of each of these programs is to educate students for the critical thinking necessary to function successfully within their chosen profession.

The Department of Biomedical Sciences integrates and coordinates the activities of related biomedical sciences programs that may be conveniently grouped under the generic title "biomedical sciences." The inclusion of these programs, which have many elements in common, under the direction of a single administrative unit, encourages the mixing of ideas and disciplines. It allows both the lateral and the upward mobility of students enrolled in closely related curricula and permits the faculty to cut across traditional disciplinary boundaries.

The rapid expansion of basic medical information, methodology and technology in recent years has increased the demand for specially trained personnel to perform in the clinical and research laboratories of hospitals, medical schools and government health facilities, and in the pharmaceutical and biotechnology industries. The health care system has a need for development of interdisciplinary skills to keep pace with sophisticated scientific developments and their applications in the biomedical sciences.

Students in biomedical science programs can enroll in independent study courses in biomedical science, microbiology and health sciences that enable them to collaborate with faculty in research laboratories. By definition, an independent study includes course content not offered by another Quinnipiac Catalog course. However, it must involve contact hours and scholarly activities equivalent to any regularly offered course. These courses often include review of the scientific literature in the field of the research project and creation of a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students are limited to no more than 8 credits of Biomedical Science (BMS) and/or Health Science (HSC) independent studies.

Students should refer to Pre-Medical Studies (p. 38) for information about the Pre-Medical Studies Program.

## Bachelor's Degree Programs

- Bachelor of Science in Biomedical Sciences (p. 215)
- Bachelor of Science in Health Science Studies (p. 217)

- Bachelor of Science in Microbiology and Immunology (p. 220)
- Online Health Science Studies (p. 227)—BS Completion Track (p. 227)

## Dual-Degree Programs

- Dual-Degree BS/MHS in Biomedical Sciences (concentration in Medical Sciences or Microbiology) (p. 222)
- Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 213)

## Minors

- Minor in Biomedical Sciences (p. 226)
- Minor in Microbiology and Immunology (p. 226)

## Independent Study

- Independent Study Opportunities (p. 225)

## Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2)

Program Contact: Christine G. Fitzgerald  
(Chris.Fitzgerald@quinnipiac.edu) 203-582-8688

The Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work program is designed for students entering the School of Health Sciences who have interest in health care and want to pursue a career in the field of social work. Upon admission, students choosing this option are assigned to academic advisers who will assist them in designing a customized program to meet their career goals.

First-year students are automatically enrolled in a career exploration course to help them increase the breadth and depth of their professional interests. A strong emphasis on individualized academic advising is at the core of this program. The student-adviser relationship provides opportunity and support for each student, while pursuing *their goals* within the Quinnipiac University educational experience.

Social work is one of the fastest growing occupations in the United States. As social workers, graduating students have the ability to enter a broad range of high-demand fields. Emergency rooms, rehabilitation facilities and youth centers all rely on social workers to treat veterans with PTSD, neglected children, people with chronic illnesses and many others. Our program prepares you for licensure and gives you the tools you'll need to provide patients with counseling, crisis intervention and access to social welfare and community resources.

You'll act as a crucial link between patients and their caregivers, ensuring that they are receiving proper attention. Our curriculum emphasizes interprofessional education to familiarize you with a team-based health care approach while also giving you the freedom to tailor your degree to your specialty.

Through this accelerated dual-degree program, you'll complete both your bachelor's degree and your Master of Social Work (p. 320) in just 5 years.



## Accelerated Dual-Degree BS in Health Science Studies/MSW Program of Study

### Undergraduate BS in HSC Curriculum

A total of 120 credits is required for completion of the BS in Health Science Studies.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
HSC 221	Introduction to Health Care	2
BIO 101 & 101L	General Biology I and General Biology I Lab	4
Select one of the following: <sup>1</sup>		4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab	
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Credits		16
<b>Spring Semester</b>		
HSC 202	Medical Terminology	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
Select one of the following: <sup>1</sup>		4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab	
EN 102	Academic Writing and Research	3
UC Elective		3
Credits		16
Total Credits		32

<sup>1</sup> Chemistry courses and additional math courses depend on intended professional goal or career plan and math placement score.

## Subsequent Course and GPA Requirements

Following the first year of study, Health Science Studies students meet with their academic advisers and develop a customized plan of study that incorporates their academic and career goals. To remain in good standing within the program, students must maintain an minimum overall science GPA of 2.25 and earn 120 credits for degree completion. Course selections must fulfill the following:

Code	Title	Credits
	University Curriculum Requirements	46
	Foundational Science Core (biology, chemistry & physics)	13
	Health Science Core Courses	12

Science Electives	18
Open Electives	31
Total Credits	120

Code	Title	Credits
HSC 202	Medical Terminology *	2
HSC 205	Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 505)	1
HSC 206	Interprofessional Community-Based Service Learning Seminar: International (HSC 506)	1
HSC 207	Interprofessional Community-Based Service Learning Seminar: Special Populations (GT 207) (HSC 507)	1
HSC 210	Introduction to Evidence-Based Health Care	3
HSC 214	Care and Prevention of Athletic Injuries	3
HSC 215	Complementary Alternative Medicine - a Health Science Perspective	3
HSC 220	Health Care Essentials: Structure, Policy and Professionalism *	3
HSC 221	Introduction to Health Care *	2
HSC 225	Writing in the Health Professions	3
HSC 230	Counseling and Teaching for Health Care Professionals *	3
HSC 250	Communication Disorders	3
HSC 261	Scientific Study of Mummies	3
HSC 262	Nutrition in Health and Illness *	3
HSC 270	Pillars of Public Health: Saving the World on a Population Level	3
HSC 301	Health Care Challenges and Team-Based Solutions	1
HSC 305	Emotional/Social Intelligence for the Health Sciences	2
HSC 315	Bioethical Issues in the 21st Century *	3
HSC 320	The Environment and Human Health	3
HSC 322	Health Care Law (LE 322) *	3
HSC 330	Leadership: Creating Adaptive Cultures *	3
HSC 334	Clinical Skills Patient Communication	1
HSC 350	Language Development	3
HSC 351	Pharmacological Interventions for Common Medical Conditions *	3
HSC 375	Immunology	3
HSC 378	Vaccines and Vaccine -Preventable Diseases	3
HSC 380	International Health Care - Field Research	3
HSC 388 & 388L	EMT I Training and EMT I Training Lab *	3

HSC 389 & 389L	EMT Training II and EMT Training II Lab *	3
HSC 397	Pre-Health Professions Clinical Affiliation *	3
HSC 460	Advanced Nutrition (AT 460)	3
HSC 498	Independent Study in Health Sciences	1-4
HSC 499	Independent Study in Health Sciences II	1-4
HSC 505	Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 205)	1
HSC 506	Interprofessional Community-Based Service Learning Seminar: International (HSC 206)	1
HSC 507	Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207)	1-2

<sup>1</sup> Health Science Studies Core Course

## Graduate Program

Students must work with their advisers to carefully plan their course of study to ensure completion of the BS degree in 3 years.

Students admitted to the program take 9 credits of graduate course work in their third year:

Code	Title	Credits
<b>Fall Semester</b>		
SW 504	Social Welfare Policy	3
SW 506	Human Behavior in the Social Environment I: Theories of Practice	3
<b>Spring Semester</b>		
SW 507	Human Behavior in the Social Environment II: Issues of Diversity and Oppression	3

Once admitted to the program, students must maintain an undergraduate GPA of 3.00, complete 20 hours in liberal arts, and a statistics course with a grade of C or higher. Students must additionally achieve a grade of B or higher in their three graduate courses. A maximum of 9 credits may be used to fulfill both undergraduate and graduate requirements. Students earn the Master's degree in Social Work upon satisfactory completion of all of the graduate curriculum requirements.

## Admission Requirements

The requirements for admission into the undergraduate Health Science Studies programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

*Please note: Students cannot be added to the Accelerated Dual-Degree BS/MSW (3+2) program after matriculating at Quinnipiac.*

## Bachelor of Science in Biomedical Sciences

Program Contact: Thomas Martin (thomas.martin@qu.edu) 203-582-3368

The Department of Biomedical Sciences offers a Bachelor of Science in Biomedical Sciences. The curriculum for this degree program provides the student with a solid foundation in the basic and biomedical sciences, which allows the student to pursue many different avenues of opportunity depending upon his/her goals and interests. Students completing this degree may qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories. Additionally, a student with this degree may wish to continue his/her education in graduate/professional school in: biological and/or biomedical sciences, medicine, dentistry, veterinary medicine, physician assistant, pathologists' assistant, forensic sciences, microbiological sciences, molecular biology, biotechnology, toxicology, neurobiology, plus many other areas.

Students who excel in this program (>3.0 GPA overall and in science/math) may be eligible to participate in a research project with a faculty member or an internship in an area company sometime during their junior or senior year. This depends upon the availability of mentors and internships at the particular time. Upper-level BMS students in good academic standing (>3.0 GPA overall and in science/math) may also be permitted to take 2–3 graduate courses to fulfill undergraduate degree requirements. See policy here (p. 266).

The technical standards for individuals working in the biomedical field may include the following abilities: to effectively communicate via oral and written expression; exhibit general fine motor skills and hand-eye coordination appropriate to performing delicate procedures; distinguish between subtle shades of color; read comprehend, and interpret scientific/medical information from professional sources. Reasonable accommodations will be considered on a case-by-case basis.

Students may choose to minor in *any* area of study, although BMS students often choose to pursue one (or more) of these particular minors:

1. microbiology and immunology
2. chemistry
3. psychology

Students should work with their BMS major adviser and with their minor adviser to choose appropriate courses.

## BS in Biomedical Sciences Curriculum

In addition to courses in science and mathematics, students are required to take a selection of University Curriculum (p. 41) courses (designated UC on the curriculum). The entire curriculum is designed to provide students with a strong program in basic and biomedical sciences, as well as a well-rounded educational experience through the University Curriculum. To remain in good academic standing within the program, the student must maintain a GPA of 2.5 overall, as well as in math and science.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140 or MA 141	Pre-Calculus <sup>1</sup> or Calculus of a Single Variable	3
Credits		17
<b>Spring Semester</b>		
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
BMS 278	Research and Technology	3
UC Disciplinary Inquiry		3
Credits		17
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
MA 275	Biostatistics	3
UC Disciplinary Inquiry		3
Credits		14
<b>Spring Semester</b>		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
UC Disciplinary Inquiry		3
Credits		15
<b>Third Year</b>		
<b>Fall Semester</b>		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
Science Elective		3
UC Personal Inquiry		3
Credits		14
<b>Spring Semester</b>		
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Choose one of the following		4
BMS 472	Biotechnology (Lecture & Lab Combined)	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
Science Elective		3-4

UC Personal Inquiry		3
Credits		14-15
<b>Fourth Year</b>		
<b>Fall Semester</b>		
BMS 318	Pathophysiology	3
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
Credits		16-17
<b>Spring Semester</b>		
QU 420	Integrative Capstone	3
Science Elective		3
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
Credits		15-16
Total Credits		122-125

<sup>1</sup> Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

Students interested in graduate or professional school should investigate research and/or an independent study.

## Science Electives

Take 15-18 credits from any BIO, BMS, HSC, CHE or PHY course at the 200 level or above. Three courses must be BMS.

## Open Electives

Students may take 6 credits of 1-, 2-, 3-, or 4-credit courses. BMS majors may not take 100 level "science for non-science majors" classes as open electives.

## Minors

Science and open electives may be taken to complete minors from a variety of disciplines such as microbiology/immunology, chemistry and psychology. Students should discuss course selection for minors with their academic adviser.

## Biomedical Sciences Electives

Code	Title	Credits
BMS 200	Biology and Experience of Human Aging	3
BMS 213 & 213L	Microbiology and Pathology and Microbiology and Pathology Lab	4
BMS 276	Drug Development	3
BMS 278	Research and Technology	3
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4

BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
BMS 310	Neuroanatomy	3
BMS 318	Pathophysiology	3
BMS 319	Public Health: Epidemiology of Infectious Diseases	3
BMS 373 & 373L	Mycology and Mycology Lab	4
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 332	Histology	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 470 & 470L	Virology and Virology Lab	4
BMS 472	Biotechnology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 481	Research Methods in Biomedical Sciences I	1-4
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4
BMS 499	Independent Study in Biomedical Sciences II	1-4
BMS 502	Research Methods	4

## BMS Mission Statement

The mission of the Biomedical Sciences program is to provide students with a solid basic science foundation in preparation for studying the upper-level biomedical-related sciences. This is meant to provide maximum flexibility to students who are interested in pursuing one of the medical-related professions (e.g., physician, physician assistant, dentist, veterinarian, pharmacist, chiropractor, etc.), or graduate programs (MS/PhD) in the biomedical sciences (e.g., cancer biology, stem cell technology, cloning technology, molecular genetics, microbiology, immunology, etc.). Additionally, students who choose not to go on to graduate or professional school are able to apply for research and development positions in pharmaceutical and biotechnology companies.

BMS students have the opportunity to learn valuable skills that may be applicable in a variety of biomedical fields after graduation, including effective communication via oral and written expression; exhibition of general fine motor skills and hand-eye coordination appropriate to performing delicate procedures; reading comprehension, critical thinking, visual literacy, interpretation of scientific/medical information from professional sources, etc.

## Admission Into the Program

Admission into the Biomedical Sciences program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into the Biomedical Sciences program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a GPA of 2.5 overall, as well as in math and science.

## Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac in another program may be accepted into the Biomedical Sciences program based upon a review of qualifications by the program director. Students may apply upon completion of at least one semester at Quinnipiac. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, 8 credits of BIO 101 & BIO 102 or BIO 150 & BIO 151, and the general chemistry requirements, specifically, 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Student must also meet the performance standards of the program (GPA of 2.5 overall, as well as in math and science).

## Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Biomedical Sciences program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102 or BIO 150 & BIO 151, and the general chemistry requirements, specifically, the equivalent of 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Transfer students wishing to enter this program will be given appropriate transfer credit for previous college work.

## Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 38) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

## Bachelor of Science in Health Science Studies

Program Contact: Christine G. Fitzgerald  
(Chris.Fitzgerald@quinnipiac.edu) 203-582-8688

The Health Science Studies bachelor's degree program is designed for students entering the School of Health Sciences who have interest in health care/health science related career paths. Upon admission, students choosing this option are assigned to academic advisers who

will assist them in designing a customized program to meet their career goals.

First-year students are automatically enrolled in a career exploration course to help them increase the breadth and depth of their professional interests. A strong emphasis on individualized academic advising is at the core of this program. The student-adviser relationship provides opportunity and support for each student, while pursuing *their goals* within the Quinnipiac University educational experience.

Students interested in certain graduate degrees are strongly encouraged to declare a related minor early in their undergraduate program to ensure they have an adequate foundation for future graduate course work. Qualified students have applied and attended graduate programs *such as* medical school, dental school, physician assistant, physical therapy, occupational therapy, nutrition, social work, speech therapy, medical laboratory sciences, pathology assistant, or one of the many other health care related programs. Successful students have been accepted to combination programs such as the Dual-Degree BS/MBA (4+1) (p. 287) in health care management program, Dual-Degree BS/JD (3+3) (p. 37) program, Accelerated Dual-Degree BS/MSW (3+2) (p. 213), or sociology/health science accelerated double major. The flexibility of program allows students the option to graduate early by taking summer and or J-term classes.

Students completing this bachelor's degree may also qualify for employment in the health science or health care related professions with or without direct patient interaction. Some examples would be as research assistant, biotechnology industry position, pharmaceutical/medical sales, community public health worker, environmental health advocate and more. We have also seen an increase in graduates of BS programs choosing to do a "Gap" year and work entry-level jobs such as patient care associate, pharmacy technician and physical therapy assistant.

## BS in Health Science Studies Curriculum

A total of 120 credits is required for completion of the BS in Health Science Studies.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
HSC 221	Introduction to Health Care	2
BIO 101 & 101L	General Biology I and General Biology I Lab	4
Select one of the following: <sup>1</sup>		4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab	
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Credits		16
<b>Spring Semester</b>		
HSC 202	Medical Terminology	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
Select one of the following: <sup>1</sup>		4

CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab	
EN 102	Academic Writing and Research	3
UC Elective		3
Credits		16
Total Credits		32

<sup>1</sup> Chemistry courses and additional math courses depend on intended professional goal or career plan and math placement score.

## Subsequent Course and GPA Requirements

Following the first year of study, Health Science Studies students meet with their academic advisers and develop a customized plan of study that incorporates their academic and career goals. To remain in good standing within the program, students must maintain a minimum overall science GPA of 2.25 and earn 120 credits for degree completion. Course selections must fulfill the following:

Code	Title	Credits
University Curriculum Requirements		46
Foundational Science Core (biology, chemistry & physics)		13
Health Science Core Courses		12
Science Electives		18
Open Electives		31
Total Credits		120

Code	Title	Credits
HSC 202	Medical Terminology *	2
HSC 205	Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 505)	1
HSC 206	Interprofessional Community-Based Service Learning Seminar: International (HSC 506)	1
HSC 207	Interprofessional Community-Based Service Learning Seminar: Special Populations (GT 207) (HSC 507)	1
HSC 210	Introduction to Evidence-Based Health Care	3
HSC 214	Care and Prevention of Athletic Injuries	3
HSC 215	Complementary Alternative Medicine - a Health Science Perspective	3
HSC 220	Health Care Essentials: Structure, Policy and Professionalism *	3
HSC 221	Introduction to Health Care *	2
HSC 225	Writing in the Health Professions	3
HSC 230	Counseling and Teaching for Health Care Professionals *	3



HSC 250	Communication Disorders	3
HSC 261	Scientific Study of Mummies	3
HSC 262	Nutrition in Health and Illness *	3
HSC 270	Pillars of Public Health: Saving the World on a Population Level	3
HSC 301	Health Care Challenges and Team-Based Solutions	1
HSC 305	Emotional/Social Intelligence for the Health Sciences	2
HSC 315	Bioethical Issues in the 21st Century *	3
HSC 320	The Environment and Human Health	3
HSC 322	Health Care Law (LE 322) *	3
HSC 330	Leadership: Creating Adaptive Cultures *	3
HSC 334	Clinical Skills Patient Communication	1
HSC 350	Language Development	3
HSC 351	Pharmacological Interventions for Common Medical Conditions *	3
HSC 375	Immunology	3
HSC 378	Vaccines and Vaccine -Preventable Diseases	3
HSC 380	International Health Care - Field Research	3
HSC 388 & 388L	EMT I Training and EMT I Training Lab *	3
HSC 389 & 389L	EMT Training II and EMT Training II Lab *	3
HSC 397	Pre-Health Professions Clinical Affiliation *	3
HSC 460	Advanced Nutrition (AT 460)	3
HSC 498	Independent Study in Health Sciences	1-4
HSC 499	Independent Study in Health Sciences II	1-4
HSC 505	Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 205)	1
HSC 506	Interprofessional Community-Based Service Learning Seminar: International (HSC 206)	1
HSC 507	Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207)	1-2

\* Health Science Studies Core Course

## Mission Statement

The mission of the Health Science Studies bachelor's degree program is to facilitate and enrich students' development into knowledgeable, proficient and culturally competent interprofessional collaborators, who are leaders and lifelong learners, equally prepared for advanced health care education or direct entry into a health science career.

## Admission Requirements

Admission into the Health Science Studies program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into the Health Science Studies program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a science GPA of 2.25. Freshman biology (8 credits) must be successfully completed, at the latest, by the end of a student's sophomore year.

## Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac in another program may be accepted into the Health Science Studies program based upon a review of qualification by the program director. Students may apply upon completion of at least one semester at Quinnipiac. Students transferring in as a junior (i.e., 57 credits or more) must have completed the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102, or BIO 150 & BIO 151 prior to entry into the upper-class component of the program.

## Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Health Science Studies program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. These students must have earned at least 8 credits of biology if entering their junior or senior year (i.e., having earned 57 credits or more), and performance standards of the program (science GPA minimum 2.25).

## Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 38) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

## Dual-Degree BS/JD (3+3) for Health Science Studies Majors

### Freshman Entry

Incoming freshmen who express an interest in the Dual-Degree BS/JD (3+3) program must meet the following requirements:

- Be admitted to Quinnipiac as a Health Science Studies major
- Have obtained a minimum of 1200 on the SAT (critical reading plus math) or an ACT composite of 27
- Be in the top 20 percent of their graduating high school class
- Indicate an interest in "pre-law" on their application for admission

Students interested in the program who are close to but do not meet these criteria may apply to the Admissions Office for special consideration.

Once admitted, the student must follow the academic plan of the undergraduate major with consultation from both the academic adviser and the pre-law adviser.

At the end of the third year (junior year), students must meet the following requirements to enter the Quinnipiac School of Law in their senior year:

- Have maintained a minimum cumulative GPA of 3.4
- Take the LSAT no later than February of their third year and score a minimum of 150
- Successfully complete a minimum of 92 academic credits including all major and University Curriculum requirements
- File a law school application with the Law School Admissions Council (LSAC) during their third undergraduate year. The Law School Admissions Office will work with students to ensure the application is complete.

All law school applications will be reviewed by the Law School Admissions Committee to make sure the prerequisites are met and there are no character and fitness issues.

Students scoring below 150 on the LSAT will need to have their applications reviewed by the Quinnipiac School of Law Admissions Committee to determine whether they are eligible for early admission to the law school, and if so, whether they will receive merit scholarship funds.

## Sophomore/Transfer Student Entry

Sophomores attending Quinnipiac University as well as sophomore transfer students may enter the program during the first semester of sophomore year by applying through the pre-law adviser.

Students need to meet the following requirements to be admitted:

- Have successfully completed a minimum of 27 academic credits (no more than 30 transfer credits can be applied toward the undergraduate degree)
- Have a minimum cumulative GPA of 3.0 upon entry into the program
- Have earned a minimum of 1200 on the SAT (critical reading plus math) or an ACT composite of 27
- Be in the top 20 percent of their graduating high school class

Students interested in the program who are close to but do not meet these criteria may apply to the pre-law adviser for special consideration.

Once admitted, students must follow the academic plan of the undergraduate major with consultation from both the academic adviser and the pre-law adviser.

At the end of the third year (junior year), students must meet the following requirements to enter the Quinnipiac School of Law in their senior year:

- Have maintained a minimum cumulative GPA of 3.4
- Take the LSAT no later than February of their third year and score a minimum of 150
- Successfully complete a minimum of 92 academic credits including all major and University Curriculum requirements
- File a law school application with the Law School Admissions Council (LSAC) during their third undergraduate year. The Law School

Admissions Office will work with students to ensure the application is complete.

All law school applications will be reviewed by the Law School Admissions Committee to make sure the prerequisites are met and there are no character and fitness issues.

Students scoring below 150 on the LSAT will need to have their applications reviewed by the Quinnipiac School of Law Admissions Committee to determine whether they are eligible for early admission to the law school, and if so, whether they will receive merit scholarship funds.

## Senior Year

Students who meet the program requirements will use the first year of Quinnipiac School of Law for their fourth year of undergraduate credits.

During the senior year, the student would be enrolled in L1 courses for a total of 30 academic credits.

Up to 30 Quinnipiac School of Law credits will apply toward the Health Science Studies open electives to complete the undergraduate Health Science Studies degree.

Students who meet all senior week participation requirements/criteria will be allowed to participate in the activities.

- May undergraduate Commencement
- Merit scholarships will continue through Quinnipiac School of Law as long as scholarship academic requirements are maintained
- Student can remain in university housing during their senior year

For additional information, contact:

- Michael Scaduto, assistant director of undergraduate admissions, michael.scaduto@qu.edu (Michael.scaduto@quinnipiac.edu)
- Lisa Bartone, assistant director of academic integrity, pre-law adviser, lisa.bartone@qu.edu (Lisa.bartone@quinnipiac.edu)

# Bachelor of Science in Microbiology and Immunology

Program Contact: Thomas Martin (Thomas.Martin@qu.edu)  
203-582-3368

Rapid and expanding advances in the field of microbiology and immunology have created a need for employees with expertise in a variety of areas. Our graduates are prepared for exciting careers in the expanding medical, clinical, pharmaceutical, biotechnological, molecular and health industries. This program also prepares the student for advanced study in specialized graduate science, health and medical programs.

The program offers students a range of classroom, laboratory and independent research experiences. All courses consist of lecture and hands-on laboratories where students perform the most current research techniques. In addition to courses in the sciences, the University Curriculum (p. 41) course offerings prepare students with a broad-based conceptual understanding of science and its role in society.

Included in this program is a two-semester required undergraduate seminar/research experience performed with faculty in research laboratories. This experience allows the student to develop the expertise

and experience to be successful in beginning a career or in graduate study. All of our students give formal presentations of their independent research projects. Many have presented the results of research experiences at professional scientific meetings.

Successful third- and fourth-year students may be able to obtain internships or part-time work experiences during the school year and/or summer in government labs and major pharmaceutical or biotechnology companies located in the region. To remain in good standing within the program, the student must maintain a math and science of GPA of 2.25.

## BS in Microbiology and Immunology Curriculum

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 140 or MA 141	Pre-Calculus <sup>1</sup> or Calculus of a Single Variable	3
FYS 101	First-Year Seminar	3
Credits		17
<b>Spring Semester</b>		
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC Disciplinary Inquiry		3
UC Disciplinary Inquiry		3
Credits		17
<b>Second Year</b>		
<b>Fall Semester</b>		
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC Disciplinary Inquiry		3
Credits		15
<b>Spring Semester</b>		
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
UC Personal Inquiry		3
Credits		15
<b>Third Year</b>		
<b>Fall Semester</b>		
BMS 375 & 375L	Immunology and Immunology Lab	4

Microbiology Elective		3-4
Science Elective		4
UC Personal Inquiry <sup>2</sup>		3
Credits		14-15
<b>Spring Semester</b>		
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
Microbiology Elective <sup>3</sup>		4
Science Elective		4
UC Personal Inquiry		3
Credits		15
<b>Fourth Year</b>		
<b>Fall Semester</b>		
BMS 478	Microbiology Seminar	1
Immunology Elective		3-4
Science Elective		4
Science Elective		4
UC Personal Inquiry		3
Credits		15-16
<b>Spring Semester</b>		
BMS 479	Microbiology Research	2
QU 420	Integrative Capstone	3
Microbiology Elective		4
Microbiology Elective		4
UC Personal Inquiry		3
Credits		16
Total Credits		124-126

<sup>1</sup> Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

<sup>2</sup> MA 275 strongly recommended.

<sup>3</sup> BIO 471 and BMS 470 strongly recommended.

## Microbiology and Science Electives

Code	Title	Credits
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	4
BMS 278	Research and Technology	3
BMS 319	Public Health: Epidemiology of Infectious Diseases	3
BMS 373 & 373L	Mycology and Mycology Lab	4
BMS 470	Virology	4
BMS 472	Biotechnology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 476	Environmental Microbiology	3
BMS 481	Research Methods in Biomedical Sciences I	1-4
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 526	Epidemiology	3

BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3

### Immunology and Science Electives

Code	Title	Credits
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 561	Immunohematology	3
BMS 595	Transplantation Immunology	3
BMS 596	Immunology of Infectious Diseases	3

### Recommended Science Electives

Code	Title	Credits
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 282 & 282L	Genetics and Genetics Lab	4
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BMS 332	Histology	4

Additional electives may be selected with the approval of the department chair.

## Mission Statement

The mission of the Microbiology and Immunology degree program is to provide students with a solid basic science foundation in preparation for studying the upper-level sciences related to immunology and microbiology. This is meant to provide many opportunities to students who are interested in pursuing graduate programs (MS/PhD) in the microbiological sciences (e.g., bacteriology, virology, public health, etc.), as well as sciences related to immunology (e.g., vaccines, epidemiology, cancer biology, etc.).

Additionally, students may pursue one of the medical-related professions (e.g., physician, physician assistant, dentist, veterinarian, pharmacist, chiropractor, etc.). Students who choose not to go on to graduate or professional school are able to apply for research and development positions in pharmaceutical and biotechnology companies.

Students learn about molecular biology with hands-on student-directed laboratory projects where thinking, planning and problem-solving skills are developed. Independent research projects under the guidance of faculty allow development of these skills with "real-world" experiences.

Student skills are evaluated continuously with written and oral presentations, encouraging the refinement of communication skills

critical to a successful career. Products of student research activity are presented in seminars and at regional or national scientific meetings.

## Admission Into the Program

Admission into the Microbiology and Immunology program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into the Microbiology and Immunology program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a math and science GPA of 2.25.

## Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac University in another program may be accepted into the Microbiology and Immunology program based upon a review of qualification by the program director. Students may apply upon completion of at least one semester at Quinnipiac University. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, 8 credits of BIO 101 & BIO 102 or BIO 150 & BIO 151, and the general chemistry requirements, specifically, 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Student must also meet the performance standards of the program (minimum math & science GPA of 2.25).

## Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Microbiology and Immunology program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102 or BIO 150 & BIO 151 and the general chemistry requirements specifically, the equivalent of 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Transfer students wishing to enter this program will be given appropriate transfer credit for previous college work.

## Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 38) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

## Dual-Degree BS/MHS in Biomedical Sciences (4+1)

Program Contact: Thomas Martin (Thomas.Martin@qu.edu)  
203-582-3368

The Department of Biomedical Sciences offers a five-year program leading to a Dual-Degree Bachelor of Science in Biomedical Sciences and Master of Health Science in Biomedical Sciences (4+1) with

concentrations in Medical Sciences or Microbiology. The curriculum for this dual-degree program provides the student with a solid foundation in the basic and biomedical sciences, which allows the student to pursue many different avenues of opportunity depending upon his/her goals and interests. Students completing this graduate program may qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories. Additionally, a student with this degree may wish to continue his/her education in graduate/professional school in: biomedical sciences, medicine, dentistry, veterinary medicine, physician assistant, pathologists' assistant, cardiovascular perfusion, microbiology and immunology, molecular biology, biotechnology, neurobiology, pharmacology, toxicology, cancer biology, plus many other areas.

To remain in good standing within the program, the student must maintain a GPA of 3.0 overall, as well as in math and science for the remainder of their undergraduate careers. Students must also maintain an overall GPA of 3.0 for the graduate portion and successfully pass the comprehensive examination in their final semester of their graduate year.

## Dual-Degree BS/MHS in Biomedical Sciences (Concentrations in Medical Sciences or Microbiology) Curriculum

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140 or MA 141	Pre-Calculus <sup>1</sup> or Calculus of a Single Variable	3
Credits		17
<b>Spring Semester</b>		
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
BMS 278	Research and Technology	3
UC Disciplinary Inquiry		3
Credits		17
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
MA 275	Biostatistics	3
UC Disciplinary Inquiry		3
Credits		14
<b>Spring Semester</b>		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4

CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
UC Disciplinary Inquiry		3
Credits		15
<b>Third Year</b>		
<b>Fall Semester</b>		
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
Science Elective		3
UC Personal Inquiry		3
Credits		14
<b>Spring Semester</b>		
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Choose one of the following		4
BMS 472	Biotechnology (Lecture & Lab Combined)	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
Science Elective		3-4
UC Personal Inquiry		3
Credits		14-15
<b>Fourth Year</b>		
<b>Fall Semester</b>		
BMS 518	Pathophysiology	3
BMS 522 & 522L	Immunology and Immunology Lab	4
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
Credits		16-17
<b>Spring Semester</b>		
QU 420	Integrative Capstone	3
Science Elective		3-4
Graduate Level BMS Specialization/Elective		3
UC Personal Inquiry		3
Open Elective		3
Credits		15-16
<b>Fifth Year</b>		
<b>Fall Semester</b>		
BMS 502	Research Methods	4
BMS 532 & 532L	Histology and Histology Lab	4
Graduate Level BMS Specialization/Elective		3-4
Graduate Level BMS Specialization/Elective		3
Credits		14-15
<b>Spring Semester</b>		
BMS 670	Comp Exam/Biomedical Sciences <sup>2</sup>	2
Graduate Level BMS Specialization/Elective		3-4
Graduate Level BMS Specialization/Elective		3



Graduate Level BMS Specialization/Elective	3
Graduate Level BMS Specialization/Elective	3
Credits	14-15
Total Credits	150-155

<sup>1</sup> Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

<sup>2</sup> The comprehensive exam must be completed by April 15 of the fifth year.

### Comprehensive Examination

The comprehensive examination in biomedical sciences (2 credits) is a requirement for the non-thesis option in the Biomedical Sciences program. The purpose of the exam is two-fold. First, the student must demonstrate broad and specific knowledge expected of someone holding a master's degree. Second, the student must be able to integrate knowledge obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. The student is given two opportunities to demonstrate competency. A written essay exam is administered by a designated faculty member. Students should schedule an appointment with the program director before registering for the comprehensive exam.

## Areas of Specialization

### Medical Sciences

Code	Title	Credits
<b>Core Courses</b>		
BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 532	Histology	4
<b>Specialization Electives</b>		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 522	Immunology	3
BMS 527	Pharmacology	3
BMS 532	Histology	4
BMS 535	Histochemistry	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3

BMS 591	The New Genetics and Human Future	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
PA 515	Human Physiology	4

### Microbiology

Code	Title	Credits
<b>Core Courses</b>		
BMS 502	Research Methods	4
BMS 522	Immunology	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
<b>Specialization Electives</b>		
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 569	Antimicrobial Therapy	3
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 579	Molecular Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 595	Transplantation Immunology	3

### Graduate Science Electives

Code	Title	Credits
<b>Open Electives</b>		
BIO 505	Writing and Science	3
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 510	Biostatistics	3
BMS 511	Writing for Scientists	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 532	Histology	4

BMS 535	Histochemistry	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 591	The New Genetics and Human Future	3
BMS 595	Transplantation Immunology	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
BMS 688	Independent Study	2
BMS 689	Independent Study	2
PA 515	Human Physiology	4
PA 535	Disease Mechanisms	4

## Mission Statement

The mission of Quinnipiac University's Dual-Degree BS/MHS in Biomedical Sciences (4+1) program (with concentrations in Medical Sciences or Microbiology) is to provide students with the cutting-edge skills they need to manage the more complex operations carried out today in hospitals and research facilities, as well as allowing students to develop their critical thinking skills and knowledge of the biomedical sciences, sought after by PhD programs and medical schools. The program provides the student with a comprehensive knowledge to meet the education and technical needs of the biomedical profession in pharmaceutical, biotechnology, diagnostics and medical research. Students are guided in the principles and methods of scientific research, and they gain knowledge of the latest advances in biomedical, biotechnological and laboratory sciences—all directly applicable to real-world work environments.

## Admission to the Program

Students interested in applying to the Dual-Degree BS/MHS in Biomedical Sciences (4+1) with concentrations in Medical Sciences or Microbiology must meet with the program contact during the spring semester of their junior year. Following the meeting, the student may apply for admission into the program. Admission into the program is dependent on the applicant's potential to pursue a university program and on past academic performance. At the time of application submission, students must have a GPA of 3.0 overall, as well as in math and science. To remain in good standing within the program and be eligible to enter the graduate

curriculum, the student must maintain a GPA of 3.0 overall, as well as in math and science for the remainder of their undergraduate careers.

Students in the Health Science Studies program who successfully complete (BIO 212/BIO 212L, CHE 211/CHE 211L, PHY 111/PHY 111L & BMS 370/BMS 370L) also may be eligible for admittance into the graduate portion of the program and should contact the program director.

## Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 38) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

## Independent Study Opportunities

Students in Biomedical Science programs may take independent study courses in biomedical science, microbiology and/or health sciences. Students who excel in the BMS program (>3.0 GPA overall and in science/math) may be eligible to work on a research project, enabling them to collaborate with faculty in research laboratories. The independent study courses, BMS 481, BMS 498 and BMS 499 are for topics in biomedical sciences, BMS 482 and BMS 483, are for microbiology topics and HSC 498 and HSC 499 for topics in health sciences. A maximum of 8 independent study credits may count toward the science, health science or open electives in the biomedical sciences, microbiology and immunology, or health science studies curriculum.

By definition, an independent study includes course content not offered by another QU Catalog course. However, it must involve contact hours and scholarly activities equivalent to any regularly offered course. These courses can include performing a research project, review of the scientific literature in the field of the research project and creation of a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio, or presentation at a scientific meeting. Students register for these courses by first finding a mentor and then submitting the paper registration form (available on the second floor of Echlin).

For more information about the undergraduate biomedical sciences program, please contact the chair of the Department of Biomedical Sciences: Thomas Martin (Thomas.Martin@qu.edu) 203-582-3368.

Code	Title	Credits
BMS 481	Research Methods in Biomedical Sciences I	1-4
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4
BMS 499	Independent Study in Biomedical Sciences II	1-4
HSC 498	Independent Study in Health Sciences	1-4
HSC 499	Independent Study in Health Sciences II	1-4

## Minor in Biomedical Sciences

Program Contact: Thomas Martin (Thomas.Martin@qu.edu)  
203-582-3368

The Department of Biomedical Sciences offers a minor in biomedical sciences, which provides students with a fundamental knowledge of the theories, principles and advances in these basic sciences.

Completing this area of concentration may help students qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories or to continue their education in graduate/professional school. This concentration helps students develop critical thinking skills and understand and utilize modern research laboratory technologies.

### Biomedical Sciences Minor Curriculum

The BMS minor consists of 20–24 credits (six classes), at least two of which must be lab-based, all with a grade of “C” or better. No more than two classes may be transferred in from other institutions. The same course cannot count toward a minor in microbiology and biomedical sciences.

Code	Title	Credits
<b>Minor Requirements</b>		
BMS 200	Biology and Experience of Human Aging	3
BMS 213 & 213L	Microbiology and Pathology and Microbiology and Pathology Lab	4
or BMS 370/370L	General Microbiology	
BMS 276	Drug Development	3
BMS 278	Research and Technology	3
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
BMS 310	Neuroanatomy	3
BMS 318	Pathophysiology	3
BMS 319	Public Health: Epidemiology of Infectious Diseases	3
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 332	Histology	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 373 & 373L	Mycology and Mycology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
BMS 378	Vaccines and Vaccine-Preventable Diseases	3

BMS 470	Virology	4
BMS 472	Biotechnology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 475	Special Topics in Microbiology	4
BMS 481	Research Methods in Biomedical Sciences I	1-4
BMS 482	Independent Study in Microbiology (may be taken twice)	3-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4
BMS 499	Independent Study in Biomedical Sciences II	1-4
BMS 502	Research Methods	4

#### Graduate Courses for the BMS Minor (permission required)

BMS 525	Vaccines and Vaccine Preventable Diseases <sup>1</sup>	3
BMS 570	Virology <sup>2</sup>	4
BMS 595	Transplantation Immunology	3

<sup>1</sup> Take BMS 378 or BMS 525 not both.

<sup>2</sup> Take BMS 470 or BMS 570 not both.

## Minor in Microbiology and Immunology

Program Contact: Thomas Martin (Thomas.Martin@qu.edu)  
203-582-3368

The Department of Biomedical Sciences offers a minor in microbiology and immunology, which provides students with a fundamental knowledge of the theories, principles and research techniques in this exciting and rapidly evolving field. The program is committed to helping students develop the ability to ask significant scientific questions and then utilize critical thinking skills and modern research laboratory technology to solve these problems successfully.

### Microbiology and Immunology Minor Curriculum

Students are required to complete BMS 370 and at least four of the courses indicated below with a grade of C or better. Three of these courses must have a laboratory component.

A total of 19-20 credits is required for completion of the minor.

Code	Title	Credits
<b>Required Courses</b>		
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
Select four of the following: Three of which must have a laboratory component		15-16
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	

BIO 346 & 346L	Cell Physiology and Cell Physiology Lab
BIO 471 & 471	Molecular Genetics and Molecular Genetics
BMS 319	Public Health: Epidemiology of Infectious Diseases
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab
BMS 373 & 373L	Mycology and Mycology Lab
BMS 375 & 375L	Immunology and Immunology Lab
BMS 378	Vaccines and Vaccine-Preventable Diseases
BMS 470 & 470L	Virology and Virology Lab
BMS 472	Biotechnology (Laboratory Component)
BMS 473	Infections of Leisure
BMS 474	Power of Plagues
BMS 475	Special Topics in Microbiology
BMS 476	Environmental Microbiology
BMS 481	Research Methods in Biomedical Sciences I
BMS 482	Independent Study in Microbiology
BMS 483	Independent Study in Microbiology
Graduate courses for the Microbiology and Immunology Minor (permission required):	
BMS 526	Epidemiology
BMS 542	Advanced Microbiology
BMS 569	Antimicrobial Therapy
BMS 570	Virology (cannot be combined with BMS 470)
BMS 573	Mycology
BMS 575	Food Microbiology
BMS 584	Emerging and Re-emerging Infectious Diseases
BMS 585	Outbreak Control
BMS 595	Transplantation Immunology
BMS 596	Immunology of Infectious Diseases

Total Credits

19-20

## Online Health Science Studies—BS Completion Track

Program Contact: Christine G. Fitzgerald  
(Chris.Fitzgerald@quinnipiac.edu) 203-582-8688

This program is designed for health care professionals who already have an associate's degree in science (e.g., an AS in diagnostic imaging or respiratory therapy) and would like to pursue a Bachelor's degree (BS) in Health Science Studies. Nontraditional, adult professionals who are looking to change careers and/or increase their opportunities in the growing health care industry as well as recent AS graduates who wish to continue their studies may complete this program part time via a

distance education format through QU Online with a curriculum that builds on the individual's prior educational preparation.

For more information visit the Quinnipiac Online website (<https://quonline.quinnipiac.edu/online-programs/online-undergraduate-programs/bs-in-health-science-studies>).

## Online Degree Requirements

Code	Title	Credits
Transfer Credit from Associate's Degree		58
Quinnipiac Open Elective Courses		9
<b>Quinnipiac Advanced Core Courses</b>		
Select five courses from the following list		20
HS 391	Colonizing the Body	
HS 394	Doctors, Disease, and Death in the Western World	
IDD 205	Visual Thinking: Practice and Process	
MU 280	Music and Our Life's Work	
PO 301	Critical Thinking About Politics	
PO 302	The Global Civic Dilemma	
WS 395	Feminist Theory and the Body	
GP 323	Human and Economic Geography	
<b>Quinnipiac Health Science Courses</b>		
Select 11 courses from the following list (based on availability)		33
BMS 200	Biology and Experience of Human Aging	
BMS 318	Pathophysiology	
CHE 202	Chemistry of Macro- and Micronutrients <sup>1</sup>	
HM 404	Legal Aspects of Health Care Delivery	
HSC 210	Introduction to Evidence-Based Health Care	
HSC 214	Care and Prevention of Athletic Injuries	
HSC 215	Complementary Alternative Medicine - a Health Science Perspective	
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	
HSC 225	Writing in the Health Professions	
HSC 262	Nutrition in Health and Illness	
HSC 270	Pillars of Public Health: Saving the World on a Population Level	
HSC 320	The Environment and Human Health	
HSC 326	Therapeutic Exercise	
HSC 330	Leadership: Creating Adaptive Cultures	
HSC 375	Immunology	
HSC 378	Vaccines and Vaccine -Preventable Diseases	
MA 275	Biostatistics <sup>1</sup>	
NUR 380	Health Promotion and Wellness	

PHY 202	Physics of Life and Technology <sup>1</sup>
PL 222	Bioethics
Total Credits	
120	

<sup>1</sup> Course offered only during the summer semester. These courses are required, unless similar courses are transferred from another institution.

Courses and curriculum requirements are subject to change.

## Admission

Admission requirements include an associate's degree from a regionally accredited college or university with a grade point average of at least 2.5; two letters of recommendation; transcripts from all post-secondary institutions attended; and a resume or curriculum vitae. Prerequisites for the program include 8 credits of biology.

Application procedures are managed through Quinnipiac University Online (<https://quonline.quinnipiac.edu/online-programs/online-undergraduate-programs/bs-in-health-science-studies>).

## Progression

To progress and remain in good standing students must maintain an overall GPA of 2.0 minimum.

## Advanced Placement Credits

Students with an associate's degree may transfer 60 credits for this program. Students who have earned more than 60 credits may request a transcript evaluation that may result in additional credits transferred to the degree.

## Advanced Core Credits

The advanced core courses developed by faculty in the College of Arts and Sciences, with the learning needs of health science adult students in mind, will enable part-time students to earn 20 credits from the University Curriculum.

The advanced core reflects the aims and goals of the traditional University Curriculum and the Essential Learning Outcomes while acknowledging the prior general education work completed at the associate's degree level. The advanced core, consisting of five 4-credit courses, are completed in seven-week blocks online and are designed to move students through in cohorts. Students can complete up to 8 credits during the fall and spring semesters and up to 7 credits in the summer. Students may start the program in the fall or spring.

## Department of Diagnostic Imaging

The Department of Diagnostic Imaging at Quinnipiac University provides a quality and comprehensive education, through didactic, laboratory and clinical experiences, that prepares students for careers in diagnostic imaging and introduces them to the subspecialty areas.

We offer two bachelor of science degrees:

- BS in Diagnostic Medical Sonography, which prepares students for careers as ultrasound technologists
- BS in Radiologic Sciences, which prepares students for careers as radiologic technologists

Students who complete the BS program in Radiologic Sciences have the option to apply for advanced studies here at Quinnipiac University.

Advanced study options within the Diagnostic Imaging Department include the two-year MHS Radiologist Assistant Program (p. 331) and the one-year MHS Advanced Medical Imaging and Leadership Program (p. 312).

- Bachelor of Science in Diagnostic Medical Sonography (p. 228)
- Bachelor of Science in Radiologic Sciences (p. 233)
- Master of Health Science–Radiologist Assistant (p. 331)
- Master of Health Science–Advanced Medical Imaging and Leadership (p. 312)

## Bachelor of Science in Diagnostic Medical Sonography

Program Contact: Marisa Hale  
(Marisa.Testa@quinnipiac.edu) 203-582-8264

Diagnostic medical sonographers play a critical role in the health care team. The sonographer provides patient services using high-frequency sound waves that produce images of internal structures. Working under the supervision of a physician responsible for the use and interpretation of ultrasound procedures, the sonographer helps gather sonographic data to diagnose a variety of conditions and diseases, as well as monitor fetal development.

To prepare students for careers in sonography and certification examinations in the subspecialty areas, Quinnipiac offers a BS in Diagnostic Medical Sonography. The Diagnostic Medical Sonography program offers didactic, laboratory and clinical training in multiple subspecialties of sonography including abdominal and small parts, breast, vascular technology, OB/GYN and musculoskeletal imaging for the student who is motivated to become a multicrodential member of this profession.

Upon completion of their Bachelor of Science in Diagnostic Medical Sonography, students are eligible to apply for the American Registry of Diagnostic Medical Sonography certification. Graduates may take the Sonography Physics and Instrumentation examination in addition to the following ARDMS specialty examinations: abdomen and small parts, breast, vascular technology and obstetrics/gynecology.

## Mission Statement

The mission of the Diagnostic Medical Sonography program at Quinnipiac University is to provide a quality and comprehensive education, through didactic, laboratory and clinical experiences, that will prepare students to become multicrodential sonographers. The program offers multiple clinical assignments to provide maximum exposure to diversified sonographic procedures.

The program prepares students to be competent in the art and science of diagnostic medical sonography, both for career entry and advanced study. Graduates of the program are prepared to meet the needs of the community for highly qualified professionals.

The objectives of the program are as follows:

- Program Goal #1: The students will be clinically competent.
  - Student Learning Outcomes:
    - Students will be clinically knowledgeable
    - Students will demonstrate procedural knowledge
- Program Goal #2: The students will demonstrate effective communication skills.



- Student Learning Outcomes:
  - Students will demonstrate effective communication skills with patients
  - Students will demonstrate presentation skills in both oral and written formats
- Program Goal #3: The students will demonstrate critical thinking.
  - Student Learning Outcomes:
    - Students will be able to perform non-routine procedures
    - Students will evaluate images for diagnostic quality
- Program Goal #4: The students will grow as professionals.
  - Student Learning Outcomes:
    - Students will exhibit professional behaviors
    - Students will understand ethical decision making
- BS in Diagnostic Medical Sonography 3-Year Program (p. 229)
- BS in Diagnostic Medical Sonography 4-Year Program (p. 231)

## BS in Diagnostic Medical Sonography 3-Year

Program Contact: Marisa Hale  
(Marisa.Testa@quinnipiac.edu) 203-582-8264

The Department of Diagnostic Imaging offers a Bachelor of Science in Diagnostic Medical Sonography. Students may complete the program in a three-year accelerated format if space is available in the clinical cohort.

The first year of the bachelor's degree program consists of University Curriculum studies in addition to an introductory course into the field of diagnostic medical sonography. The professional component of the program begins in the second year of study. Each student spends two full years concentrating on didactic sonography classes, laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Throughout the professional component of the program, didactic and clinical courses are taken simultaneously to provide the opportunity for immediate application and reinforcement.

## Diagnostic Medical Sonography 3-Year Curriculum

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession. Furthermore, Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
<b>Freshman</b>		
<b>Fall Semester</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab <sup>1</sup>	4
EN 101	Introduction to Academic Reading and Writing <sup>2</sup>	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics <sup>2</sup>	3
UC elective <sup>3</sup>		3

DMS 100	Foundations of Diagnostic Imaging	1
Credits		17

### Spring Semester

BIO 102 & 102L	General Biology II and General Biology Lab II <sup>1</sup>	4
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab <sup>1,4</sup>	4
EN 102	Academic Writing and Research <sup>2</sup>	3
UC elective		3
DMS 101 & 101L	Introduction to Diagnostic Medical Sonography and Sonography Laboratory Practicum I	4
Credits		18

### Summer Semester

Take two elective courses <sup>5</sup>		
UC elective		3
UC elective		3
Credits		6

### Sophomore

#### Fall Semester

BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
DMS 200	Sonography Physics and Instrumentation I	3
DMS 210 & 210L	Abdominal and Small Parts Sonography and Abdominal and Small Parts Sonography Lab Practicum	4
DMS 250	Sonography Clinical Education I	3
DMS 297 & 297L	Methods of Patient Care and Methods of Patient Care Lab	3
Credits		17

#### Spring Semester

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
DMS 201	Sonography Physics and Instrumentation II	3
DMS 220 & 220L	Vascular Sonography and Vascular Sonography Lab Practicum	4
DMS 260	Sonography Clinical Education II	3
UC elective		3
Credits		17

### Summer Semester

DMS 270	Sonography Clinical Education III	5
UC elective <sup>5</sup>		3
Credits		8

### Junior

#### Fall Semester

DMS 205	Human Anatomy Lab I	1
UC elective		3
DMS 330 & 330L	OB/GYN Sonography and OB/GYN Sonography Lab Practicum	4
DMS 380	Sonography Clinical Education IV	3
BMS 318	Pathophysiology	3
DMS 414	Research Analysis and Critique (RS 414)	3
Credits		17

<b>J-term</b>		
UC elective <sup>5</sup>		3
Credits		3
<b>Spring Semester</b>		
UC Elective		3
RS 202	Human Anatomy Imaging II	1
or	or Human Anatomy Lab II	
DMS 206		
DMS 340 & 340L	Breast Sonography and Breast Sonography Lab Practicum	4
DMS 350 & 350L	Musculoskeletal Sonography and MSK Sonography Lab Practicum	4
DMS 390	Sonography Clinical Education V	3
DMS 499	Capstone (RS 499)	3
Credits		18
Total Credits		121

- <sup>1</sup> BIO 101–BIO 102 and PHY 101 are required courses for the Diagnostic Medical Sonography program and may be used to meet the university core sciences requirement.
- <sup>2</sup> Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.
- <sup>3</sup> If taking Physics in the fall, this UC elective should be taken in the spring semester.
- <sup>4</sup> Associated lab is required for Physics. PHY 110 with lab is acceptable to fulfill the requirement. Students may take in the fall or spring of their first year.
- <sup>5</sup> Online or on campus.

All Diagnostic Medical Sonography course requirements must be completed in the appropriate semester as indicated above. All Diagnostic Medical Sonography courses, beginning with DMS 101/DMS 101L, are reserved for DMS majors only.

## Admission to the Program

Candidates applying for admission to the Diagnostic Medical Sonography program are required to have at least three years of high school college preparatory mathematics and one year of biology. One year of anatomy and physiology and one year of general physics is highly recommended. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 13).

## Admission to the 3-Year Curriculum

Admission to the Diagnostic Medical Sonography program does not guarantee admission to the 3-year accelerated curriculum. There is extremely limited space available in the 3-year curriculum. Any student with an expressed interest in the 3-year curriculum must register for 17 credits for the fall semester freshmen year. Please note: registering for 17 credits *does not* guarantee placement in the 3-year curriculum. Students will be chosen for the 3-year curriculum, competitively, based on their overall GPA and programmatic GPA at the end of the fall semester.

## Program Policies

In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the Diagnostic Medical Sonography program:

### Progression in the Program

The Diagnostic Medical Sonography program has both GPA and final course grade requirements.

A cumulative university GPA of 2.85 and programmatic GPA of 3.0 must be maintained each semester. The expectation is that all DMS courses be completed with a final course grade of B or better. Final course grades of D or F in any DMS course are unacceptable. Programmatic GPA calculation and final course grade requirements begin with DMS 100 and include all DMS course work thereafter.

Any student who does not maintain GPA requirements or earns a grade of a B- or lower in any DMS course will be referred to the Diagnostic Imaging Department's Academic Standing and Progress Committee (ASPC) for review. Students who fail to meet the minimum cumulative university GPA requirement of 2.85 and/or the minimum programmatic GPA requirement of 3.0 will be subject to sanctions up to and including program dismissal. Students who earn a final course grade of D or F for any DMS course will be subject to program dismissal.

### Technical Standards

The Diagnostic Medical Sonography program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The technical standards set forth by the Diagnostic Medical Sonography program establish the essential qualities considered necessary for admitted students to this program to achieve the knowledge, skills and competencies of an entry-level sonographer.

All students admitted to the program must meet the established abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or may be dismissed from the program.

Students are required to verify they understand and meet the technical standards or that they believe that, with certain reasonable accommodations, the technical standards can be met. Verification of understanding includes the student reading, signing and returning a copy of the Technical Standards Agreement to the program director. A listing of the technical standards and an agreement form is located in the diagnostic medical sonography student handbook as well as on the program's web page (<https://www.qu.edu/schools/health-sciences/programs/bs-diagnostic-medical-sonography.html>).

### Transportation

Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

### Summer Study

All students are required to perform one clinical assignment during the summer semester, second year (DMS 270). This clinical practicum is performed during summer sessions I and II and may be performed only in a clinical education site currently affiliated with Quinnipiac's Diagnostic Medical Sonography program.

## Transfer Students from within Quinnipiac University

The admission of internal transfer students to the Diagnostic Medical Sonography major is on a space-available, competitive basis only and will be reviewed on a yearly basis every fall. These students must meet the course requirements, performance standards and technical standards of the program.

Internal transfers who wish to transfer to the Diagnostic Medical Sonography program must meet the following criteria:

1. A programmatic GPA of 3.0, starting with RS 100/DMS 100
2. A cumulative GPA of 2.85
3. Successful completion of RS 100/DMS 100
4. Successful completion of BIO 101 and BIO 101L

Internal transfer students will be selected competitively, based on the highest programmatic GPA, cumulative GPA and BIO grades respectively. Completion of the course RS 100/DMS 100, does not guarantee any internal transfer student a spot in the Diagnostic Medical Sonography program. All applicants must submit a change of major request form during the fall advisement period. Change of major forms will be held for approval by the Diagnostic Imaging department chair until the final grades are posted.

## Transfer Students from Other Colleges and Universities

The admission of external transfer students to the Diagnostic Medical Sonography major is on a space available, competitive basis only and will be reviewed on a yearly basis at the end of every fall semester. These students must meet the course requirements, performance standards and technical standards of the program. The program director will notify admissions of available spots at the end of the fall semester after final grades have posted and internal transfers have been accepted. External transfer students will have the ability to take RS 100/DMS 100 online over the J-Term.

External transfers must meet the following criteria for acceptance into the major and progression into DMS 101/DMS 101L in the spring :

1. A cumulative GPA of 2.85
2. Successful completion of RS 100/DMS 100 by the end of J-term
3. Successful completion of BIO 101 and BIO 101L

All diagnostic medical sonography courses must be taken and completed at Quinnipiac University. Diagnostic medical sonography courses from the student's previous institution will not be considered for replacement for any of the diagnostic medical sonography courses offered at Quinnipiac.

## BS in Diagnostic Medical Sonography 4-Year

Program Contact: Marisa Hale  
(Marisa.Testa@quinnipiac.edu) 203-582-8264

The Department of Diagnostic Imaging offers a Bachelor of Science in Diagnostic Medical Sonography. Students may complete the program in a four-year traditional format.

The first two years of the bachelor's degree program consists of University Curriculum studies in addition to an introductory course into the field of diagnostic medical sonography. The professional component of the program begins in the third year of study. Each student spends two full years concentrating on didactic sonography classes, laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Throughout the professional component of the program, didactic and clinical courses are taken simultaneously to provide the opportunity for immediate application and reinforcement.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession. Furthermore, Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
<b>Freshman</b>		
<b>Fall Semester</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab <sup>1</sup>	4
EN 101	Introduction to Academic Reading and Writing <sup>2</sup>	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics <sup>2</sup>	3
DMS 100	Foundations of Diagnostic Imaging	1
Credits		14
<b>Spring Semester</b>		
BIO 102 & 102L	General Biology II and General Biology Lab II <sup>1</sup>	4
EN 102	Academic Writing and Research <sup>2</sup>	3
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab (UC Elective) <sup>1,3</sup>	4
UC Elective		3
Credits		14
<b>Sophomore</b>		
<b>Fall Semester</b>		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
UC Elective		3
UC Elective		3
UC Elective		3
UC Elective		3
Credits		16
<b>Spring Semester</b>		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
DMS 101 & 101L	Introduction to Diagnostic Medical Sonography and Sonography Laboratory Practicum I (UC Elective)	4
UC Elective		3
UC Elective		3
Credits		14

**Junior****Fall Semester**

DMS 200	Sonography Physics and Instrumentation I	3
DMS 210 & 210L	Abdominal and Small Parts Sonography and Abdominal and Small Parts Sonography Lab Practicum	4
DMS 250	Sonography Clinical Education I	3
DMS 297 & 297L	Methods of Patient Care and Methods of Patient Care Lab	3
UC Elective		3
Credits		16

**Spring Semester**

DMS 201	Sonography Physics and Instrumentation II	3
DMS 220 & 220L	Vascular Sonography and Vascular Sonography Lab Practicum	4
DMS 260	Sonography Clinical Education II	3
UC Elective		3
Credits		13

**Summer Semester**

DMS 270	Sonography Clinical Education III	5
Credits		5

**Senior****Fall Semester**

DMS 205	Human Anatomy Lab I	1
DMS 330 & 330L	OB/GYN Sonography and OB/GYN Sonography Lab Practicum	4
DMS 380	Sonography Clinical Education IV	3
DMS 414	Research Analysis and Critique (RS 414)	3
BMS 318	Pathophysiology	3
Credits		14

**Spring Semester**

DMS 206	Human Anatomy Lab II	1
DMS 340 & 340L	Breast Sonography and Breast Sonography Lab Practicum	4
DMS 350 & 350L	Musculoskeletal Sonography and MSK Sonography Lab Practicum	4
DMS 390	Sonography Clinical Education V	3
DMS 499	Capstone (RS 499)	3
Credits		15
Total Credits		121

<sup>1</sup> BIO 101–BIO 102 and PHY 101 are required courses for the Diagnostic Medical Sonography program and may be used to meet the university core sciences requirement.

<sup>2</sup> Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.

<sup>3</sup> Associated lab is required for Physics. PHY 110 with lab is acceptable to fulfill the requirement. Students may take in the fall or spring of their first year.

All diagnostic medical sonography course requirements must be completed in the appropriate semester as indicated above. All diagnostic

medical sonography courses, beginning with DMS 101 and DMS 101L, are reserved for DMS majors only.

## Admission to the Program

Candidates applying for admission to the Diagnostic Medical Sonography program are required to have at least three years of high school college preparatory mathematics and one year of biology. One year of anatomy and physiology and one year of general physics is highly recommended. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 13).

## Program Policies

In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the Diagnostic Medical Sonography program:

## Progression in the Program

The Diagnostic Medical Sonography program has both GPA and final course grade requirements.

A cumulative university GPA of 2.85 and programmatic GPA of 3.0 must be maintained each semester. The expectation is that all DMS courses be completed with a final course grade of B or better. Final course grades of D or F in any DMS course are unacceptable. Programmatic GPA calculation and final course grade requirements begin with DMS 100 and include all DMS course work thereafter.

Any student who does not maintain GPA requirements or earns a grade of a B- or lower in any DMS course will be referred to the Diagnostic Imaging Department's Academic Standing and Progress Committee (ASPC) for review. Students who fail to meet the minimum cumulative University GPA requirement of 2.85 and/or the minimum programmatic GPA requirement of 3.0 will be subject to sanctions up to and including program dismissal. Students who earn a final course grade of D or F for any DMS course will be subject to program dismissal.

## Technical Standards

The Diagnostic Medical Sonography program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The technical standards set forth by the Diagnostic Medical Sonography program establish the essential qualities considered necessary for admitted students to this program to achieve the knowledge, skills and competencies of an entry-level sonographer.

All students admitted to the program must meet the established abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or may be dismissed from the program.

Students are required to verify they understand and meet the technical standards or that they believe that, with certain reasonable accommodations, the technical standards can be met. Verification of understanding includes the student reading, signing and returning a copy of the Technical Standards Agreement to the program director. A listing of the technical standards and an agreement form is located in the Diagnostic Medical Sonography student handbook as well as on the



program's web page (<https://www.qu.edu/schools/health-sciences/programs/bs-diagnostic-medical-sonography.html>).

## Transportation

Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

## Summer Study

All students are required to perform one clinical assignment during the summer semester, third year (DMS 270). This clinical practicum is performed during summer sessions I and II and may be performed only in a clinical education site currently affiliated with Quinnipiac's Diagnostic Medical Sonography program.

## Transfer Students from within Quinnipiac

The admission of internal transfer students to the Diagnostic Medical Sonography major is on a space available, competitive basis only and will be reviewed on a yearly basis every fall. These students must meet the course requirements, performance standards and technical standards of the program.

Internal transfers who wish to transfer to the Diagnostic Medical Sonography program must meet the following criteria:

1. A programmatic GPA of 3.0, starting with RS 100/DMS 100
2. A cumulative GPA of 2.85
3. Successful completion of RS 100/DMS 100
4. Successful completion of BIO 101 and BIO 101L

Internal transfer students will be selected competitively, based on the highest programmatic GPA, cumulative GPA and BIO grades respectively. Completion of the course RS 100/DMS 100, does not guarantee any internal transfer student a spot in the Diagnostic Medical Sonography program. All applicants must submit a change of major request form during the fall advisement period. Change of major forms will be held for approval by the Diagnostic Imaging department chair until the final grades are posted.

## Transfer Students from Other Colleges and Universities

The admission of external transfer students to the Diagnostic Medical Sonography major is on a space-available, competitive basis only and will be reviewed on a yearly basis at the end of every fall semester. These students must meet the course requirements, performance standards and technical standards of the program. The program director will notify Admissions of available spots at the end of the fall semester after final grades have posted and internal transfers have been accepted. External transfer students will have the ability to take RS 100/DMS 100 online over the J-Term.

External transfers must meet the following criteria for acceptance into the major and progression into DMS 101/DMS 101L in the spring:

1. A cumulative GPA of 2.85
2. Successful completion of RS 100/DMS 100 by the end of J-term
3. Successful completion of BIO 101 and BIO 101L

All diagnostic medical sonography courses must be taken and completed at Quinnipiac University. Diagnostic medical sonography courses from the student's previous institution will not be considered for replacement

for any of the diagnostic medical sonography courses offered at Quinnipiac.

## Bachelor of Science in Radiologic Sciences

Program Contact: Alicia Giaimo ([alicia.giaimo@qu.edu](mailto:alicia.giaimo@qu.edu)) 203-582-3814

Radiographers are essential members of the health care team. Their knowledge of radiation protection, physics and biology, as well as technical procedures, allows them to deliver the safest and highest quality patient care through the use of multiple imaging modalities. In the evolving world of medicine, high technology imaging has become multifaceted, both in modalities and operationally.

To prepare students for careers in radiography and the certification examination, Quinnipiac offers a BS in Radiologic Sciences. The program offers didactic, laboratory and clinical training in diverse aspects of radiography including patient care, radiation safety, image production and procedures for the student who is motivated to become a member of the imaging profession.

Upon completion of their Bachelor of Science in Radiologic Sciences, students are eligible to apply for the American Registry of Radiologic Technologists certification. Graduates are ready for entry-level employment as radiographers or may choose to apply for advanced studies here at Quinnipiac University. Advanced study options within the Diagnostic Imaging Department include the two-year MHS Radiologist Assistant (p. 331) program and the one-year MHS Advanced Medical Imaging and Leadership (p. 312) program.

## Mission Statement

The Quinnipiac University Radiologic Sciences program supports the mission statements of both Quinnipiac University and the School of Health Sciences and their commitment to excellence in education. The mission of the Radiologic Sciences program at Quinnipiac University is to develop students' technical and interpersonal communication skills through a logical sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to diversified radiographic procedures and imaging protocols. In addition, the program prepares graduates to be competent in the art and science of radiography. Graduates of the Radiologic Sciences program will meet the needs of the community as competent and highly qualified professionals. The program will prepare students for career entry and the ability to pursue advanced study.

## Program Objectives

Program Goal #1: **The students will be clinically competent.**

Student Learning Outcomes:

- Students will be clinically knowledgeable.
- The student will demonstrate overall procedural knowledge.

Program Goal #2: **The students will demonstrate effective communication skills.**

Student Learning Outcomes:

- Students will effectively communicate with patients.



- Students will execute effective communication with patients.
- Students will demonstrate the presentation skills.

**Program Goal #3: The students will demonstrate critical thinking.**

**Student Learning Outcomes:**

- Students will perform both routine and non-routine procedures.
- Students will evaluate images.

**Program Goal #4: The students will grow and develop as highly qualified professionals.**

**Student Learning Outcomes:**

- Students will apply ethical decision making.
- Students will conduct themselves professionally.
- Students will complete a culminating capstone project.

**Program Goal #5: The program will continuously monitor and strive to sustain its effectiveness.**

**Student Learning Outcomes:**

- Students who start the program will complete the program.
- Employers will be satisfied with the education of the graduates of the program.
- Graduates will be satisfied with the education received from the program.
- Graduates of the program will become employed within six months of completion of the program.
- BS in Radiologic Sciences 3-Year Program (p. 235)
- BS in Radiologic Sciences 4-Year Program (p. 237)

The Radiologic Sciences program at Quinnipiac University is accredited by:

The Joint Review Committee on Education in Radiologic Technology  
(jrcert.org (<http://www.jrcert.org>))  
20 N. Wacker Drive, Suite 2850  
Chicago, IL 60606-3182

Phone: 312-704-5300

The program received a five-year accreditation in 2014. The re-accreditation process will commence in Fall 2019 with the submission of a self-study report to the JRCERT.

## Outcomes and Statistics

### 2016 Student Outcomes

- ARRT Credentialing Examination first-time pass rate – 100%
- Job placement rate – 79% (11 out of 14)
- Program completion – 83% (43 out of 52)

### Five-Year Statistics 2012–2016

- Five-year average ARRT Credentialing Examination First-Time Pass Rate – 96% (153 out of 159 students passed on first attempt)
- The five-year job placement rate from May 2012 to May 2016 is 90% (46 of 51 students actively seeking employment obtained jobs). Prior

to May 2015, this was based on those seeking employment after earning a certificate and did not include those students continuing at the university to complete their bachelor's degree as full-time students.

- The ARRT defines “not actively seeking employment” as a graduate who fails to communicate with the program regarding employment status after multiple attempts, or a graduate who is unwilling to seek employment that requires relocation, or a graduate who is unwilling to accept employment due to salary or hours, or a graduate on active military duty or a graduate who is continuing his or her education.
- Due to an update to the ARRT eligibility requirements effective January 2015, students must earn their degree to be board eligible. Upon graduation, students will have met the bachelor degree requirements and may actively seek employment. This statistic does not include those students pursuing graduate degrees as full-time students.

## Additional program costs

As a clinical education program, the Radiologic Science major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical Education Travel** (gas, parking, public transportation) – Students will have clinical rotation experiences that take him/her off campus. For these rotations, the student will typically be traveling two to three times per week. Clinic begins in the sophomore year and students are responsible for providing their own transportation. **Costs – variable**
2. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. The students are made aware of the requirements during the freshman year to allow ample time to complete. **Costs – variable**
3. **Background Check** – All students must undergo a background check prior to the start of clinical observations in the sophomore year. This check must be updated yearly. **Costs – approximately \$60 for initial review depending on the home state and approximately \$25 for subsequent yearly check**
4. **Drug Screening** – All students must undergo a drug screening prior to the start of clinical observations in the sophomore year. The check must be updated yearly. **Costs – approximately \$38 per check.**
5. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
6. **My Record Tracker** – Consistent with School of Health Sciences Policy, students must sign up for and maintain an online account with MRT. This program tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost – approximately \$30 per year**

Please note – All fees are subject to change.

## BS in Radiologic Sciences 3-Year Program

Program Contact: Alicia Giaimo (alicia.giaimo@qu.edu) 203-582-3814

The Department of Diagnostic Imaging offers a Bachelor of Science in Radiologic Sciences. Students may complete the program in a three-year accelerated format.

The first year of the bachelor's degree program consists of University Curriculum studies. The component of the program accredited by the Joint Review Committee on Education in Radiologic Technology begins in the second year of study. During the second and third years, the students concentrate on didactic radiography classes and laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Beginning in the spring semester of the sophomore year and continuing throughout the program, didactic and clinical courses are taken simultaneously to provide the opportunity for immediate application and reinforcement.

At the end of the junior year, students are eligible for graduation with a bachelor's degree in Radiologic Sciences, and are board-eligible for the American Registry of Radiologic Technologists (ARRT) certification examination. Students would be eligible to apply for one of two advanced studies options here at Quinnipiac University. Options within the Diagnostic Imaging Department include the two-year MHS Radiologist Assistant (p. 331) program and the one-year MHS Advanced Medical Imaging and Leadership program (p. 312).

## BS in Radiologic Sciences 3-Year Curriculum

The designated Radiologic Sciences course curriculum is subject to modification as deemed necessary to maintain a high-quality educational experience. Furthermore, Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
<b>Freshman</b>		
<b>Fall Semester</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab <sup>1</sup>	4
EN 101	Introduction to Academic Reading and Writing <sup>2</sup>	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics <sup>2</sup>	3
CHE 101 or PHY 101	Fundamentals of General, Organic and Biological Chemistry I <sup>3</sup> or Elements of Physics	3
CHE 101L or PHY 101L	Fundamentals of General, Organic and Biological Chemistry I Lab or Elements of Physics Lab	1
RS 100	Fundamentals of Diagnostic Imaging	1
Credits		18

### Spring Semester

BIO 102 & 102L	General Biology II and General Biology Lab II <sup>1</sup>	4
UC elective <sup>4</sup>		3
EN 102	Academic Writing and Research <sup>2</sup>	3
UC elective		3
RS 101	Introduction to Diagnostic Imaging	3
Credits		16

### Summer Semester

Online or on campus:

UC elective	3
UC elective	3
Credits	6

### Sophomore

#### Fall Semester

BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
UC elective		3
RS 241 & 241L	Radiographic Image Production and Evaluation and Radiographic Image Production and Evaluation Lab I	4
RS 212 & 212L	Radiographic Procedures I and Laboratory Practicum I	4
UC elective		3
Credits		18

#### Spring Semester

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
RS 222 & 222L	Radiographic Procedures II and Laboratory Practicum II	5
RS 242 & 242L	Radiographic Image Production and Evaluation II and Radiological Processing and Exposure Lab	4
RS 250	Radiologic Clinical Education I	2
RS 297 & 297L	Methods of Patient Care and Methods of Patient Care Lab	3
Credits		18

### Summer Semester

RS 253	Radiologic Clinical Education II	4
UC elective		3
Credits		7

### Junior

#### Fall Semester

RS 201	Human Anatomy Imaging I	1
RS 260	Radiographic Physics and Instrumentation	3
RS 232 & 232L	Radiographic Procedures III and Laboratory Practicum III	5
RS 254	Radiologic Clinical Education IV	3
RS 318	Pathology for Imaging Sciences	3
RS 414	Research: Analysis and Critique (DMS 414)	3
Credits		18

#### J-term

RS 336	Pharmacology for the Radiographer	2
Credits		2

**Spring Semester**

(Graduate)

RS 202	Human Anatomy Imaging II	1
RS 215	Radiation Safety and Protection	3
RS 255	Radiologic Clinical Education	3
RS 290 & 290L	Advanced Radiographic Procedures IV and Laboratory Practicum	4
RS 499	Capstone (DMS 499)	3
UC elective		3
Credits		17
Total Credits		120

- <sup>1</sup> BIO 101 – BIO 102 are required courses for the Radiologic Sciences program and may be used to meet the university core sciences requirement.
- <sup>2</sup> Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.
- <sup>3</sup> Associated lab is required for both Chemistry and Physics. CHE 110 or PHY 110 with lab are acceptable to fulfill the requirement. Students may take in the fall or spring of their first year.
- <sup>4</sup> If taking Chemistry or Physics in the spring, this UC elective should be taken in the fall semester.

All radiologic sciences course requirements must be completed in the appropriate semester as indicated above.

Candidates applying for admission to the Radiologic Sciences program are required to have at least three years of high school college preparatory mathematics and one year of biology. One year of anatomy and physiology and one year of general chemistry or physics is recommended. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 13).

**Policies**

In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the Radiologic Sciences program.

**Progression in the Program**

The Radiologic Sciences Program has both GPA and final course grade requirements.

A cumulative GPA of 2.5 and a programmatic GPA of 3.0 must be maintained each semester. The expectation is that all RS courses be completed with a final course grade of B or better. Final course grades of D or F in an RS course are unacceptable. Programmatic GPA calculation and final course grade requirements begin with RS 100 and include all RS course work thereafter.

Any student who does not maintain GPA requirements or earns a grade of a B- or lower in any RS course will be referred to the Diagnostic Imaging Department's Academic Standing and Progress Committee (ASPC) for review. Students who fail to meet the minimum cumulative university GPA requirement of 2.5 and/or the minimum programmatic GPA requirement of 3.0 will be subject to sanctions up to and including

program dismissal. Students who earn a final course grade of D or F for any RS course will be subject to program dismissal.

**Transportation**

Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

**Summer Study**

All students are required to perform one clinical assignment during the summer semester, second year (RS 253). This clinical practicum is performed during summer sessions I and II and may be performed only at a clinical affiliation currently approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the program.

**Technical Standards**

The Radiologic Sciences program is a rigorous program that places specific demands on its students. As stated in the mission of the program, graduates of the program will meet the needs of the community as efficient and highly qualified professionals.

The technical qualifications set forth by the American Registry of Radiologic Technologists combined with the program's views provides a guide to the essential qualities necessary to pursue a career in radiologic sciences as well as meet the expectations of the programs accrediting body (Joint Review Committee on Education of Radiologic Technologists (JRCERT)).

Students in the program will be required to verify their understanding and compliance with the technical standards, or their belief that with reasonable accommodations these standards can be met, through reading, signing and returning the form to the program director.

**Transfer Admissions**

Internal and external transfer candidates are evaluated on a space-available, competitive basis.

The Radiologic Sciences program at Quinnipiac University is accredited by:

The Joint Review Committee on Education in Radiologic Technology  
(jrcert.org (<http://www.jrcert.org>))  
20 N. Wacker Drive, Suite 2850  
Chicago, IL 60606-3182

Phone: 312-704-5300

The program received a five-year accreditation in 2014. The re-accreditation process will commence in Fall 2019 with the submission of a self-study report to the JRCERT.

**Outcomes and Statistics****2015 Student Outcomes**

- ARRT Credentialing Examination first-time pass rate – 97%
- Job placement rate – 100%
- Program completion – 75% (33 out of 44)

**Five-Year Statistics 2011-2015**

- Five-year average ARRT Credentialing Examination First-Time Pass Rate – 97% (138 out of 143 students passed on first attempt)
- The five-year job placement rate from May 2011 to May 2015 is 96% (52 of 54 students actively seeking employment obtained jobs). Prior to May 2015, this was based on those seeking employment after

earning a certificate and did not include those students continuing at the university to complete their bachelor's degree as full-time students.

- Due to an update to the ARRT eligibility requirements effective January 2015, students must earn their degree to be board eligible. Upon graduation, students will have met the bachelor degree requirements and may actively seek employment. This statistic does not include those students pursuing graduate degrees as full-time students.

## Additional program costs

As a clinical education program, the Radiologic Science major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical Education Travel** (gas, parking, public transportation) – Students will have clinical rotation experiences that take him/her off campus. For these rotations, the student will typically be traveling two to three times per week. Clinic begins in the sophomore year and students are responsible for providing their own transportation. **Costs – variable**
2. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. The students are made aware of the requirements during their freshman year to allow ample time to complete. **Costs – variable**
3. **Background Check** – All students must undergo a background check prior to the start of clinical observations in the sophomore year. This check must be updated yearly. **Costs – approximately \$60 for initial review depending on the home state and approximately \$25 for subsequent yearly check**
4. **Drug Screening** – All students must undergo a drug screening prior to the start of clinical observations in the sophomore year. The check must be updated yearly. **Costs – approximately \$38 per check**
5. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
6. **My Record Tracker** – Consistent with School of Health Sciences Policy, students must sign up for and maintain an online account with MRT. This program tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost – approximately \$30 per year**

Please note: All fees are subject to change.

## BS in Radiologic Sciences 4-Year Program

Program Contact: Alicia Giaimo (alicia.giaimo@qu.edu) 203-582-3814

The Department of Diagnostic Imaging offers a Bachelor of Science in Radiologic Sciences program. Students may apply to complete the program in a four-year traditional format, on a space-available basis at the end of the freshman fall semester.

The first two years of the bachelor's degree program consists of University Curriculum studies. The component of the program accredited by the Joint Review Committee on Education in Radiologic Technology begins in the third year of study. During the junior and senior years, the students concentrate on didactic radiography classes and laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Beginning in the spring semester of the junior year and continuing throughout the program, didactic and clinical courses are taken simultaneously to provide the opportunity for immediate application and reinforcement.

At the end of the senior year, students are eligible for graduation with their bachelor's degree in Radiologic Sciences, and are board-eligible for the American Registry of Radiologic Technologists (ARRT) certification examination. Students would be eligible to apply for one of two advanced studies options here at Quinnipiac University. Options within the Diagnostic Imaging Department include the two-year MHS Radiologist Assistant (p. 331) program and the one-year MHS Advanced Medical Imaging and Leadership program (p. 312).

## BS in Radiologic Sciences 4-Year Curriculum

The designated radiologic sciences course curriculum is subject to modification as deemed necessary to maintain a high-quality educational experience. Furthermore, Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
<b>Freshman</b>		
<b>Fall Semester</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab <sup>1</sup>	4
EN 101	Introduction to Academic Reading and Writing <sup>2</sup>	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics <sup>2</sup>	3
RS 100	Fundamentals of Diagnostic Imaging	1
Credits		14
<b>Spring Semester</b>		
BIO 102 & 102L	General Biology II and General Biology Lab II <sup>1</sup>	4
EN 102	Academic Writing and Research <sup>2</sup>	3
CHE 101 or PHY 101	Fundamentals of General, Organic and Biological Chemistry I <sup>3</sup> or Elements of Physics	3
CHE 101L or PHY 101L	Fundamentals of General, Organic and Biological Chemistry I Lab or Elements of Physics Lab	1
UC elective		3
Credits		14

**Sophomore****Fall Semester**

BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
UC elective		3
UC elective		3
UC elective		3
Credits		13

**Spring Semester**

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
RS 101	Introduction to Diagnostic Imaging	3
UC elective		3
UC elective		3
UC elective		3
Credits		16

**Junior****Fall Semester**

RS 241 & 241L	Radiographic Image Production and Evaluation and Radiographic Image Production and Evaluation Lab I	4
RS 212 & 212L	Radiographic Procedures I and Laboratory Practicum I	4
RS 414	Research: Analysis and Critique (DMS 414)	3
UC elective		3
Credits		14

**J-term**

RS 336	Pharmacology for the Radiographer	2
Credits		2

**Spring Semester**

RS 222 & 222L	Radiographic Procedures II and Laboratory Practicum II	5
RS 242 & 242L	Radiographic Image Production and Evaluation II and Radiological Processing and Exposure Lab	4
RS 297 & 297L	Methods of Patient Care and Methods of Patient Care Lab	3
RS 250	Radiologic Clinical Education I	2
Credits		14

**Summer Semester**

RS 253	Radiologic Clinical Education II	4
Credits		4

**Senior****Fall Semester**

RS 201	Human Anatomy Imaging I	1
RS 232 & 232L	Radiographic Procedures III and Laboratory Practicum III	5
RS 254	Radiologic Clinical Education IV	3
RS 260	Radiographic Physics and Instrumentation	3
RS 318	Pathology for Imaging Sciences	3
Credits		15

**Spring Semester**

RS 202	Human Anatomy Imaging II	1
--------	--------------------------	---

RS 215	Radiation Safety and Protection	3
RS 255	Radiologic Clinical Education	3
RS 290 & 290L	Advanced Radiographic Procedures IV and Laboratory Practicum	4
RS 499	Capstone (DMS 499)	3
Credits		14
Total Credits		120

<sup>1</sup> BIO 101 – BIO 102 are required courses for the Radiologic Sciences program and may be used to meet the university core sciences requirement.

<sup>2</sup> Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.

<sup>3</sup> Associated lab is required for both Chemistry and Physics. CHE 110 or PHY 110 with lab are acceptable to fulfill the requirement. Students may take in the fall or spring of their first year.

All radiologic sciences course requirements must be completed in the appropriate semester as indicated above.

**Admission to the Program**

Candidates applying for admission to the Radiologic Sciences program are required to have not less than three years of high school college preparatory mathematics and one year of biology. One year of anatomy and physiology and one year of general chemistry or physics is recommended. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 13).

**Admission to the 4-year Curriculum**

Admission to the Radiologic Sciences program does not guarantee admission to the 4-year decelerated curriculum. There is extremely limited space available in the 4-year curriculum. Any student with an expressed interest in the 4-year curriculum must still register for 17 credits for the fall semester freshman year. Please note: registering for 17 credits keeps all students on track for the accelerated program in the event they are not admitted. Students may apply for the 4-year curriculum, on a space-available basis, at the end of the fall semester freshman year.

**Policies**

In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the Radiologic Sciences program.

**Progression in the Program**

The Radiologic Sciences program has both GPA and final course grade requirements.

A cumulative GPA of 2.5 and a programmatic GPA of 3.0 must be maintained each semester. The expectation is that all RS courses be completed with a final course grade of B or better. Final course grades of D or F in an RS course are unacceptable. Programmatic GPA calculation and final course grade requirements begin with RS 100 and include all RS course work thereafter.

Any student who does not maintain GPA requirements or earns a grade of a B- or lower in any RS course will be referred to the Diagnostic



Imaging Department's Academic Standing and Progress Committee (ASPC) for review. Students who fail to meet the minimum cumulative University GPA requirement of 2.5 and/or the minimum programmatic GPA requirement of 3.0 will be subject to sanctions up to and including program dismissal. Students who earn a final course grade of D or F for any RS course will be subject to program dismissal.

### Transportation

Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

### Summer Study

All students are required to perform one clinical assignment during the summer semester, second year (RS 253). This clinical practicum is performed during summer sessions I and II and may be performed only at a clinical affiliation currently approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the program.

### Technical Standards

The Radiologic Sciences program is a rigorous program that places specific demands on its students. As stated in the mission of the program, graduates of the program will meet the needs of the community as efficient and highly qualified professionals.

The technical qualifications set forth by the American Registry of Radiologic Technologists combined with the program's views provides a guide to the essential qualities necessary to pursue a career in radiologic sciences as well as meet the expectations of the programs accrediting body (Joint Review Committee on Education of Radiologic Technologists (JRCERT)).

Students in the program will be required to verify their understanding and compliance with the technical standards, or their belief that with reasonable accommodations these standards can be met, through reading, signing and returning the form to the program director.

Detailed information regarding the technical standards, health requirements to attend clinical internships and fees incurred can be found by following the link: QU RS Program Standards and Expectations (<https://www.qu.edu/content/dam/qu/documents/shs/QRSDetailedInfo.pdf>)

### Transfer Admissions

Internal and external transfer candidates are evaluated on a space-available, competitive basis.

The Radiologic Sciences program at Quinnipiac University is accredited by:

The Joint Review Committee on Education in Radiologic Technology (jrcert.org (<http://www.jrcert.org>))  
20 N. Wacker Drive, Suite 2850  
Chicago, IL 60606-3182

Phone: 312-704-5300

The program received a five-year accreditation in 2014. The re-accreditation process will commence in Fall 2019 with the submission of a self-study report to the JRCERT.

## Outcomes and Statistics

### 2016 Student Outcomes

- *ARRT Credentialing Examination first-time pass rate – 100%*
- *Job placement rate – 79% ( 11 out of 14)*
- *Program completion – 79% ( 42 out of 53 )*

### Five-Year Statistics 2012-2016

- Five-year average ARRT Credentialing Examination First-Time Pass Rate – 96% (153 out of 159 students passed on first attempt).
- The five-year job placement rate from May 2012 to May 2016 is 90% (46 of 51 students actively seeking employment obtained jobs). Prior to May 2015, this was based on those seeking employment after earning a certificate and did not include those students continuing at the university to complete their bachelor's degree as full-time students.
- Due to an update to the ARRT eligibility requirements effective January 2015, students must earn their degree to be board eligible. Upon graduation, students will have met the bachelor's degree requirements and may actively seek employment. This statistic does not include those students pursuing graduate degrees as full-time students.

## Additional program costs

As a clinical education program, the Radiologic Science major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical Education Travel** (gas, parking, public transportation) – Students will have clinical rotation experiences that take him/her off campus. For these rotations, the student will typically be traveling two to three times per week. Clinic begins in the sophomore year and students are responsible for providing their own transportation. **Costs – variable**
2. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. The students are made aware of the requirements during the freshman year to allow ample time to complete. **Costs – variable**
3. **Background Check** – All students must undergo a background check prior to the start of clinical observations in the sophomore year. This check must be updated yearly. **Costs – approximately \$60 for initial review depending on the home state and approximately \$25 for subsequent yearly check**
4. **Drug Screening** – All students must undergo a drug screening prior to the start of clinical observations in the sophomore year. The check must be updated yearly. **Costs – approximately \$38 per check**
5. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
6. **My Record Tracker** – Consistent with School of Health Sciences Policy, students must sign up for and maintain an online account with MRT. This program tracks all student health and safety records,

provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost – approximately \$30 per year**

**PLEASE NOTE – ALL FEES ARE SUBJECT TO CHANGE.**

## Department of Occupational Therapy

Occupational therapy is a client-centered health profession concerned with promoting health and well-being and enabling participation in everyday life activities. Occupational therapists work with individuals, groups, communities and populations to enhance their capacity and ability to engage in the occupations they want to, need to, or are expected to do. Occupational therapists also may work collaboratively with clients to modify tasks, activities and/or environments to better support their engagement and participation [adapted from World Federation of Occupational Therapists, 2012].

### Mission and Vision

The mission of the Department of Occupational Therapy at Quinnipiac University is to provide **high-quality education** to develop occupational therapy practitioner-scholars at both entry and advanced practice levels, who possess broad-based knowledge, and can **influence meaningful change** in the health and functioning of individuals, populations and communities.

We strive to be recognized for:

- Our **programs** that are models for innovative occupational therapy practice;
- Our **faculty** who are role models in practice, service leadership, teaching and clinical scholarship; and
- Our **graduates** who are forward thinkers, ethical, compassionate and competent occupational therapists.

We do so by striving for excellence in educating students to meet and exceed our program learning outcomes.

- Dual-Degree BS in Health Science Studies/Master of Science in Occupational Therapy (BS/MOT) (p. 240) (Freshman Entry)
- Online Post-Professional Occupational Therapy Doctorate (p. 324) (OTD)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 323) (Post-Professional)

## Dual-Degree BS in Health Science Studies/Master of Occupational Therapy

Program Contact: Sal Bondoc (salvador.bondoc@qu.edu) 203-582-3727

Our five-and-a-half-year, entry-level, Dual-Degree Bachelor of Science/Master of Occupational Therapy program prepares students with a breadth and depth of knowledge and skills to practice autonomously or collaboratively at entry-level, within various health care, educational and social systems. Our curriculum consists of three overlapping tiers: University Curriculum, professional component and fieldwork. Upon successful completion of the fourth year, the BS in Health Science Studies is awarded.

- **Tier 1: University Curriculum.** During the first two years, students take most of their University Curriculum (UC) courses. Concurrently, students take prerequisite science courses for the OT program (PHY 101+ PHY 101L, BIO 211 + BIO 211L, BIO 212 + BIO 212L, and MA 275) as well as OT foundational courses (OT 101, OT 201, OT 214, and OT 250). Prior to entry in the junior year, students must satisfy the following requirements: acquire a grade of B- or better in 100- and 200-level OT courses; satisfactorily complete a minimum of 40 credits of the University Curriculum; achieve a cumulative grade point average (GPA) of 3.0 or better; and achieve a science prerequisite GPA of 2.75 or better.

It is highly recommended that students take all **prerequisite** science courses at Quinnipiac University. If a student is granted permission to take a science course at another four-year institution, the science grade will be factored into the required science GPA of 2.75. Failure to meet the cumulative GPA of 3.0 with Quinnipiac University courses only or the science prerequisite GPA of 2.75 by the end of the sophomore year will result in dismissal from the program.

- **Tier 2: Professional Component.** The professional component of the program consists of all occupational therapy courses from the junior, senior and graduate years. Upon entry into the professional component, students must maintain a GPA of 3.0 each semester in the occupational therapy courses. To progress through the program, students must meet the minimum GPA of 3.0 and must earn a grade of C+ or above in all didactic courses and B+ or above in all fieldwork level I courses.
- **Tier 3: Fieldwork Component.** All fieldwork level II experiences (OT 501F, OT 580 and/or OT 581) must be completed with a "P" (pass) to graduate.

### Fieldwork Requirements

All students are responsible for transportation to all fieldwork experiences. All students are required to maintain a viable health insurance, malpractice insurance, CPR certification and current immunization record according to their fieldwork placements. A fieldwork site may have additional requirements as part of its affiliation agreement such as background checks and site-specific mandatory in-services. Failure to comply with fieldwork requirements may negatively impact a student's ability to participate in fieldwork. The department also requires current membership with the American Occupational Therapy Association.

### Accreditation

The Quinnipiac Dual-Degree BS/MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The ACOTE address is:

c/o Accreditation Department  
American Occupational Therapy Association  
4720 Montgomery Lane, Ste. 200  
Bethesda, MD 20814-3449  
Phone: 301-652-6611 (ext. 2914)  
Fax: 301-652-1417  
Email: [accred@aota.org](mailto:accred@aota.org)  
Website: [acoteonline.org](http://acoteonline.org)

## Program Sponsorship

Quinnipiac University assumes primary responsibility for appointment of faculty, admission of students, and curriculum planning for the Dual-Degree BS/MOT program. This responsibility includes the delivery of course content, satisfactory completion of the educational program, and granting of the degree. The university also is responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the Dual-Degree BS/MOT program.

## Dual-Degree BS/MOT Curriculum

The curriculum for the professional courses in the program are reviewed regularly and are subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
OT 101	Foundations of Occupational Therapy	2
UC Course 1		3
Credits		15
<b>Spring Semester</b>		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
EN 102	Academic Writing and Research	3
MA 275	Biostatistics	3
OT 214	Professionalism in Occupational Therapy	2
UC Course 2		3
Credits		15
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab	4
OT 201	Occupation, Health, Participation	2
UC Course 3		3
UC Course 4		3
Credits		16
<b>Spring Semester</b>		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
OT 250	Occupational Therapy Framework and Activity Analysis	3
UC Course 5		3
UC Course 6		3
UC Course 7		3
Credits		16

### Third Year

#### Fall Semester

OT 322 & 322L	Functional Anatomy and Kinesiology I and Functional Anatomy and Kinesiology Lab I	4
OT 325	Principles Human Development and Occupation	3
OT 333 & 333L	Functional Neuroscience I and Functional Neuroscience I Lab	4
OT 350	Theoretical Models and Service Learning	2
UC Course 8		3
Credits		16

#### Spring Semester

OT 314	Therapeutic Relationships and Use of Self	2
OT 323 & 323L	Functional Anatomy and Kinesiology II and Functional Anatomy and Kinesiology Lab II	4
OT 326	Principles of Human Development/Older Adults	3
OT 334	Functional Neuroscience II	2
OT 356F	Documenting OT Practice Fieldwork	1
OT 362	Documenting Occupational Therapy Practice	1
QU 420	Integrative Capstone	3
Credits		16

### Fourth Year

#### Fall Semester

OT 411 & 411L	Mental Health and Psychosocial Occupational Therapy I and Mental Health and Psychosocial Occupational Therapy I Lab	4
OT 431	Barriers to Health, Occupation and Participation in Children and Youth Populations	4
OT 451 & 451L	Occupational Therapy Process in Children and Youth and Occupational Therapy Process in Children and Youth Lab	7
OT 451F	Occupational Therapy Process in Children and Youth Fieldwork	1
Credits		16

#### Spring Semester

OT 412 & 412L	Mental Health and Psychosocial Occupational Therapy II and Mental Health and Psychosocial Occupational Therapy Lab II	4
OT 432	Barriers to Health, Occupation and Participation in Adults/Older Adults	4
OT 452 & 452L	Occupational Therapy Process in Adults and Older Adults and Occupational Therapy Process in Adults and Older Adults Lab	7
OT 452F	Occupational Therapy Process in Adult and Older Adult Fieldwork	1
Credits		16
Total Credits		126

Upon successful completion of the fourth year, the BS in Health Science Studies is awarded. Award of this degree leads to matriculation into the

graduate level of the program. Completion of all of the requirements for the BS degree are required to move to 500-level fieldwork and courses.

#### Summer Between Fourth & Graduate Year

Course	Title	Credits
<b>Fourth Year</b>		
<b>Summer Semester</b>		
OT 501F	Immersive Fieldwork Experience in Psychosocial and Mental Health Practice (Fieldwork IIa) <sup>1</sup>	3
OT 501S	Fieldwork Seminar	1
OT 502	Pharmacology in Occupational Therapy Practice	2
Credits		6
Total Credits		6

<sup>1</sup> Six-eight week supervised clinical experience. All clinical policies must be followed according to the OT program manual. Placement will be determined by the Department of Occupational Therapy.

Course	Title	Credits
<b>Fifth Year</b>		
<b>Fall Semester</b>		
Graduate Year:		
OT 511	Administration and Management in Occupational Therapy	4
OT 522L	Biomechanical Interventions in Occupational Therapy	2
OT 531 & 531L	Sensory Processing and Integration and Sensory Processing and Integration Lab	4
OT 531F	Sensory Processing and Integration Fieldwork	1
OT 541	Assistive Technology in Occupational Therapy	2
OT 541L	Assistive Technology in Occupational Therapy Lab	1
OT 550	OT Research Methods	4
Credits		18

#### Spring Semester

Graduate Year:		
OT 532 & 532L	Neurorehabilitation in Occupational Therapy and Neurorehabilitation in Occupational Therapy Lab	4
OT 532F	Neurorehabilitation in Occupational Therapy Practice Fieldwork	1
OT 540	Special Topics in Occupational Therapy	3
OT 542	Work and Ergonomics	3
OT 556	Professional Development	3
OT 570	Capstone Graduate Projects	3
Credits		17

#### Summer Semester

Following Graduate Year:		
OT 580	Fieldwork Level IIb <sup>2</sup>	6
Credits		6

#### Sixth Year

##### Fall Semester

(Following Graduate Year)

OT 581	Fieldwork Level IIa <sup>2</sup>	6
Credits		6
Total Credits		47

<sup>2</sup> Twelve weeks of full-time supervised experience. All FWII policies must be followed according to the OT program manual available from the chairperson.

## Progression, Retention and Graduation Requirements

All policies and procedures regarding progression, retention and graduation are found in the OT Student Manual. These policies and procedures are routinely reviewed with the students at the beginning of each semester and/or during advising.

### University Curriculum and OT Prerequisite Phase

Prior to entry in the junior year, students must satisfy the following requirements:

- complete a minimum of 40 credits of the University Curriculum, all OT prerequisites and all OT foundational courses with a minimum cumulative grade point average of 3.0;
- all foundational OT courses must be at a grade of B- or better; and
- achieve a minimum science GPA of 2.75. Courses that are considered in the science GPA are BIO 101 +BIO 101L, BIO 102 + BIO 102L and all the OT prerequisites

### Professional Component and Fieldwork Phases

To progress through the program, students must meet the minimum semester GPA of 3.0 and must earn a grade of C+ or above in all didactic courses and B+ or above in all fieldwork level I courses. In addition, all students must acquire a "Pass" in their fieldwork level II. Failing to meet the aforementioned requirements will result in a referral to the Occupational Therapy Progression and Retention Committee (PRC). The outcome of such referral may be: program probation with course remediation; a program probation with a course repeat (and repay); or a program dismissal.

All courses must be taken sequentially as indicated in the program of study. Students may request in writing to the department chairperson, any deviations from the course sequence, waivers from occupational therapy courses, and/or transfer credits from other occupational therapy programs. All requests must be approved by the Occupational Therapy PRC and the department chairperson.

Successful completion of all didactic and fieldwork requirements is necessary for graduation with the degree of Master of Occupational Therapy.

## Mission Statement

The Department of Occupational Therapy aims to provide high-quality education to develop occupational therapy practitioner-scholars, who possess broad-based knowledge and can influence meaningful change in the health and functioning of individuals, populations and communities.

## Philosophy

The OT Department views the entry-level educational experience with a developmental-humanistic lens. This approach acknowledges that each student has unique experiences and possesses varying abilities, which

are brought to the university environment and further developed through liberal and disciplinary inquiry as well as, co-curricular, community-based/experiential learning and professional experiences.

The department conceptualizes “*development*” not merely as a sequential ontological event but rather as a complex iterative, heterarchical and hierarchical sets of processes that are situated in various contexts. This developmental curriculum concept is reflected below using Fink’s Taxonomy of Significant Learning:

- Foundational Knowledge (and Caring and Learning to Learn) – refers to understanding, remembering information and ideas; developing interests and professional values; and developing the skills to learn or self-direct one’s learning
- Application and Integration (and Learning about Oneself/Others) – refers to development of practical, creative and critical thinking skills by connecting ideas/concepts, events and realms of life; as well as developing a depth of awareness of oneself and of others
- Application and Synthesis – refers to continued refinement of practical, creative and critical thinking skills through understanding of systems and embracing one’s agency

Through advising, mentorship and curricular experiences, the faculty applies a *humanistic approach* to support students in their personal and professional growth toward becoming an entry-level occupational therapist. Students are also taught the value and potential of every human being and their capacity to self-determine.

## Program Learning Outcomes

In our Dual-Degree Bachelor of Science/Master of Occupational Therapy (BS/MOT) program, we prepare entry-level occupational therapist-generalists who are able to:

1. advocate for the distinct value of the occupational therapy;
2. apply occupation-centered principles and effective professional and clinical reasoning to complete the occupational therapy process;
3. demonstrate competent performance of occupational therapy roles across traditional and emerging settings;
4. use evidence to inform practice;
5. commit to the ongoing development of an OT professional identity; and
6. articulate the integral relationship among occupation, health and participation.

## Admission to the Program

The high school student applying for admission to the Occupational Therapy program should present four years of mathematics and four years of science. The general Quinnipiac University requirements for admissions must be met. All students applying for admission are strongly encouraged to have 10- 20 hours of observation in occupational therapy. The department is prepared to provide reasonable accommodations for students who have special needs or challenges.

## Transfer Students

The Occupational Therapy Department has procedures in place for transfer admission into the Dual-Degree Bachelor of Science/Master of Occupational Therapy program. Information may be accessed

upon request from the associate chair, Professor Roseanna Tufano (Roseanna.Tufano@qu.edu (<http://catalog.qu.edu/health-sciences/occupational-therapy/entry-level-occupational-therapy-masters/Roseanna.Tufano@qu.edu>)).

Given the popularity of the program, acceptance into the BS/MOT program is on a space-available basis. When the number of qualified applicants exceed the number of available slots, prospective students will be ranked. The highest-ranking applicants will be given priority admission into the program.

The Quinnipiac Dual-Degree BS/MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The ACOTE address is:

c/o Accreditation Department  
American Occupational Therapy Association  
4720 Montgomery Lane, Ste. 200  
Bethesda, MD 20814-3449  
Phone: 301-652-6611 (ext. 2914)  
Fax: 301-652-1417  
Email: [accred@aota.org](mailto:accred@aota.org)  
Website: [acoteonline.org](http://acoteonline.org)

## Accreditation

The ACOTE awarded the program full accreditation status in August 2009. The accreditation review will be 2018-19. Graduates of the Dual-Degree BS/MOT program are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification exam to earn the credential, *Occupational Therapist, Registered* (OTR). **Program outcomes in the NBCOT exam may be accessed through [secure.nbcot.org/data/schoolstats.aspx](http://secure.nbcot.org/data/schoolstats.aspx) (<http://catalog.qu.eduHTTPS://SECURE.NBCOT.ORG/DATA/SCHOOLSTATS.ASPX>).** Most states require initial OTR certification to grant an individual a license to practice occupational therapy. **A felony conviction may affect a graduate’s ability to sit for the NBCOT certification exam or to attain state licensure.**

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the Dual-Degree BS/MOT program.

## Department of Physical Therapy

Program Contact: Katherine Harris ([katherine.harris@qu.edu](mailto:katherine.harris@qu.edu))  
203-582-8511

The Department of Physical Therapy at Quinnipiac is a member of the Early Assurance Consortium for physical therapy education. Qualified students are admitted as freshmen undergraduate students to one of the Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (p. 245) (3+3, 4+3) programs or Dual-Degree BS in Athletic Training/ Doctor of Physical Therapy (p. 211) (4+3) program. Upon successful completion of the bachelor of science requirements and meeting specific departmental requirements, students are guaranteed admission to the graduate DPT program. The health science studies curriculum can be completed in either three or four years. The athletic training curriculum is completed in four years.

The Doctor of Physical Therapy (DPT) program at Quinnipiac prepares students to be outstanding clinicians equipped for contemporary practice through a three-year, 12-month graduate program. Students develop the essential skills of a 21<sup>st</sup> century health care professional by having access to expert academic and clinical faculty and the benefit



of learning in state-of-the-art facilities. The program is an integrated curriculum of foundational knowledge and clinical training and is located in the Center for Medicine, Nursing and Health Sciences. Students learn the foundation of movement science through full body dissection in the Human Anatomy Lab and application in the Motion Analysis Laboratory. The learning environment for clinical skills, clinical decision-making, and professionalism is supported in classrooms, well-equipped laboratories, and progressive technology. Students can practice and are assessed on skills utilizing simulation, standardized patients, and clinical-readiness practicums. The program integrates frequent client-based opportunities throughout the curriculum in addition to three full-time clinical experiences completed at various domestic or international clinical sites. Although the goal of the program is to prepare entry-level physical therapists, faculty value establishing close mentoring relationships through in-depth research or innovative projects which allow students to grow intellectually and professionally.

DPT students at Quinnipiac University take advantage of a myriad of student opportunities, which include leadership or participant roles in the campus student-run pro-bono rehabilitation clinic, graduation with Distinction in Interprofessional Education through the extensive opportunities within the university's Center for Interprofessional Healthcare Education, international delegations involved in Global Solidarity through a Fair-Trade Learning Model, sustainable local community service, attendance and presentation at professional conferences, a vibrant graduate council, as well as a variety university sponsored specialized camps.

The physical therapy program at Quinnipiac University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) 1111 North Fairfax Street Alexandria, Virginia 22314 telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); ([accreditation@apta.org](mailto:accreditation@apta.org)) website: [capteonline.org](http://capteonline.org) (<http://www.capteonline.org>)

## Mission Statement

An education in physical therapy at Quinnipiac University embodies both the university's commitment to its three core values: high-quality academic programs, a student-oriented environment and a strong sense of community, and the American Physical Therapy Association's core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility. The program in physical therapy prepares students to become competent and compassionate entry-level physical therapists, who are able to practice in a variety of settings serving diverse populations across the lifespan.

To achieve its mission, the Doctor of Physical Therapy program:

- cultivates critical and reflective thinking, clinical decision-making, and lifelong learning by utilizing an evidenced-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, visits to area clinics and opportunities to engage in professional development forums and community interdisciplinary collaboration
- provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management
- supports faculty teacher-scholars who are effective teachers and who collectively engage in scholarship, professional development, direct patient care and university and community service

## Essential Functions

### Sensory Ability

To provide quality care, a student is expected to possess functional use of the senses of vision, touch, hearing, and smell. All data received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. In addition, the student is expected to possess the ability to distinguish color, perceive pain, pressure, temperature, position, equilibrium, and movement. The student is expected to be able to observe the patient/client to accurately assess any alteration in functional abilities. Inherent in this observational process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities, such as auscultation, percussion, and palpation. The student should also be able to observe a patient accurately and completely at both from a distance and close at hand.

### Communication Ability

The student is expected to be able to communicate verbally and non-verbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care. This requires the ability to see, speak, hear, read, write effectively in English, and utilize technology effectively. Students are also expected to be able to communicate effectively with fellow students, faculty and members of the health care team.

### Motor Ability

The student is expected to be able to perform gross and fine motor movements bilaterally in order to provide competent care. Examples of care that the student must be able to perform include, but are not limited to, lifting, turning, transferring, transporting, and ambulating individuals. The student is expected to have the manual dexterity and/or psychomotor skills necessary to perform and/or to assist with procedures, treatments and emergency interventions in a variety of settings with individuals across the lifespan. The student must be able to administer CPR without assistance. The student is expected to have sufficient motor function to elicit information from individuals by palpation, auscultation, percussion and other diagnostic maneuvers. The student is expected to be able to maintain consciousness and equilibrium, and to have the physical strength and stamina to perform satisfactorily in clinical physical therapy experiences on multiple days per week during the semester.

### Intellectual-Conceptual Ability

The student is expected to have the ability to develop problem-solving skills, make clinical decisions, demonstrate the ability to establish care plans, and set priorities. This includes the ability to measure, calculate, analyze, and synthesize objective and subjective data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. Students need to demonstrate the ability to perform these cognitive skills efficiently and with the flexibility that is inherent to the needs in the clinical environment. Students need to be mindful of the degree of personal risk, and take proper precautions to prevent incidents associated with commonly occurring hazards in the work environment such as blood borne pathogens and environmental allergens such as latex or iodine preparations.

### Behavioral/Social/Professional Attributes

The student is expected to have the emotional stability required for the full utilization of his/her intellectual abilities, the exercise of sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and

others responsible for health care. The individual is expected to have the ability to function effectively under stress, and exhibit the professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility.

## Admission

Candidates applying for admission to the Physical Therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 13).

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Undergraduate Admissions Office a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac University does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

- Freshman-Entry Bachelor of Science (BS) to Doctor of Physical Therapy (p. 245):
  - Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) (p. 247)
  - Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) (p. 249)
  - Dual-Degree BS in Athletic Training and Doctor of Physical Therapy (4+3) (p. 211)
- Doctor of Physical Therapy (graduate component)\* (p. 318)

\*The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

## Freshman Entry Bachelor of Science to Doctor of Physical Therapy

Program Contact: Katherine Harris (Maureen.Helgren@quinnipiac.edu) 203-582-8511

The Department of Physical Therapy at Quinnipiac is a member of the Early Assurance Consortium for physical therapy education. Qualified students are admitted as freshmen to the Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3 or 4+3) program or BS in Athletic Training/Doctor of Physical Therapy (4+3) program. Upon

successful completion of the Bachelor of Science in HSS or Bachelor of Science in AT and meeting specific departmental requirements, students are guaranteed admission to the graduate DPT program. The HSS program of study can be completed in 3 or 4 years.

At the end of the spring semester of the first undergraduate year, students are required to select and adhere to course work in either the three- or four-year preprofessional track. If the three-year track is selected, students **will not** be allowed transfer into the four-year curriculum at a later date. The decision for a three-year versus four-year track is individual, yet multifactorial. Factors to be considered include, but are not limited to, the following: accumulation of college credits upon entering the university, involvement in athletics, financial aid, necessity of summer and/or J-term course work and study abroad opportunities.

## Admission to the Program

Candidates applying for admission to the Physical Therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University admission requirements.

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Office of Admissions a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

## AP Credits and Course Substitutions

A student who scores a 4 on the AP exam for biology may choose to be awarded credit for BIO 101-BIO 102.

A student who scores a 4 on the AP exam for calculus may choose to be awarded credit for MA 141. If AP credits are awarded and accepted for CHE 110-CHE 111, the student will discuss other sciences to be considered as replacements.

A student who receives a 4 on the AP exam for biostatistics may choose to be awarded credit for MA 275. No other AP credits in the math and science categories will be accepted for program substitution. AP credits for other non-math and science core curriculum requirements will be accepted.

The Review and Evaluation Committee for the program in physical therapy is responsible for evaluating and screening candidates during the

preprofessional and professional graduate components of the program. Requirements for the program in physical therapy were approved in conjunction with the accreditation of the program and are acceptable to the School of Health Sciences and Quinnipiac University administration.

## Preprofessional Bachelor's Degree Program Requirements

To be eligible for the professional graduate DPT program, students must achieve a minimum overall GPA of 3.2 during the preprofessional component of the program. In addition, a 3.2 cumulative GPA in preprofessional program science and math course work is required for admission to the professional graduate DPT component of the program. (D and F grades in the required preprofessional science and math courses are unacceptable.) Initial placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 141. All students are required to complete a minor or concentration in a subject area of their choice. The following courses in the preprofessional component must be successfully completed with a C- or better and are calculated into the GPA for science and math course work.

## Preprofessional Undergraduate Courses Calculated into 3.2 Math/Science Requirement

Code	Title	Credits
BIO 101 & 101L	General Biology I and General Biology I Lab	4
BIO 102 & 102L	General Biology II and General Biology Lab II	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology Lab II	4
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
MA 141	Calculus of a Single Variable	3
MA 275	Biostatistics	3
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Total Credits		46

## Essential Function Requirements

Admission to Quinnipiac University is open to all academically qualified students without regard to age, race, color, religion, sex, handicap or national origin. One of the purposes of the Quinnipiac's Physical Therapy program is to provide graduates with a broad and basic preparation for professional physical therapy practice. The Entry-Level Doctor of Physical Therapy program offered at Quinnipiac prepares graduates for roles in state-of-the-art practice. Therefore, a student who is accepted to the program must be able to meet the cognitive, affective and psychomotor requirements of the required curriculum. A graduate is expected by employers, consumers and other health care providers to assume specific roles and responsibilities in a competent and safe manner. Therefore, all knowledge and skills that are part of the physical therapy curriculum must be mastered for successful completion of the program. This includes successful demonstration of these skills in both campus laboratory simulations and in actual clinical settings.

The Physical Therapy faculty has developed a set of essential functions that provide performance guidelines necessary for mastery of the knowledge and skills necessary to meet physical therapy curriculum objectives. They are designed to ensure the safety of the student and those who are entrusted to his/her care.

For enrollment, continued progression and completion of the physical therapy program, each student must be able to perform pursuant to certain essential functions. The term "essential function" refers to all nonacademic criteria used for admission and participation in a program. They evolve from the practice of physical therapy, and apply to all students. They are not established to discriminate for or against a person with a disability, and ensure that a student can benefit from the program offerings. The skills and abilities that have been identified as necessary to meet physical therapy curricula essential function requirements include, but are not limited to, the following:

### Sensory Ability

To provide quality care, a student is expected to possess functional use of the senses of vision, touch, hearing and smell. All data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. In addition, the student is expected to possess the ability to distinguish color, perceive pain, pressure, temperature, position, equilibrium and movement. The student is expected to be able to observe the patient/client to accurately assess any alteration in functional abilities. Inherent in this observational process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities, such as auscultation, percussion and palpation. The student also should be able to observe a patient accurately and completely at both from a distance and close at hand.

### Communication Ability

The student is expected to be able to communicate verbally and nonverbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care. This requires the ability to see, speak, hear, read and write effectively in English, and utilize technology effectively. Students also are expected to be able to communicate effectively with fellow students, faculty and members of the health care team.

### Motor Ability

The student is expected to be able to perform gross and fine motor movements, bilaterally to provide competent care. Examples of care that the student must be able to perform include, but are not limited to,

lifting, turning, transferring, transporting and ambulating individuals. The student is expected to have the manual dexterity and/or psychomotor skills necessary to perform and/or to assist with procedures, treatments, administration of medications by all routes, and emergency interventions in a variety of settings with individuals of various ages. The student must be able to administer CPR without assistance. The student is expected to have sufficient motor function to elicit information from individuals by palpation, auscultation, percussion and other diagnostic maneuvers. The student is expected to be able to maintain the physical strength, equilibrium and stamina to perform satisfactorily in clinical physical therapy experiences on multiple days per week during the semester. In addition, students are required to participate in full-time clinical experiences.

### Intellectual-Conceptual Ability

The student is expected to have the ability to develop problem-solving skills, demonstrate the ability to establish care plans, and set priorities. This includes the ability to measure, calculate, analyze and synthesize objective and subjective data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. Students need to be mindful of the degree of personal risk, and take proper precautions to prevent untoward incidents associated with commonly occurring hazards in the work environment such as blood borne pathogens, and environmental allergens such as latex or iodine preparations.

### Behavioral/Social/Professional Attributes

The student is expected to have the emotional stability required for the full utilization of his/her intellectual abilities, the exercise of sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families and others responsible for health care. The individual is expected to have the ability to function effectively under stress, and exhibit the professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility.

## Professional DPT Program Requirements

Students in the professional graduate DPT component of the curriculum are required to achieve a GPA of 3.0 in each semester. In addition, a grade of C+ or better is required in all professional graduate component courses. Students whose averages for each semester fall below 3.0 or receive a grade below C+ may be subject to dismissal from the program. Transfer students are considered for admission to the professional graduate DPT program on a space-available basis.

For continuation in the program, all students must successfully complete all course work in the sequence identified. In addition to these academic requirements, all DPT students must be aware that there are additional requirements necessary to participate in scheduled clinical affiliations. Specific health requirements, including but not limited to: titers for mumps, measles and rubella, varicella and hepatitis B, annual physical exams, two-step PPDs, flu shots, current CPR certification and other mandates must be completed within the timeframe established by the clinical site at which a student has been placed. In addition, criminal background check updates and drug testing also may be required. These mandates are facility-specific and change frequently without notice. Quinnipiac University has no authority over any clinical facilities' protocols. Students must comply with what is required at their specific clinical affiliation.

Clinical education is a vital component of physical therapy student education and is a significant part of the physical therapy curriculum at Quinnipiac University. Clinical education experiences occur through

both integrated and full-time clinical experiences in a variety of settings throughout the country. Placement in specific settings, locations and clinical facilities is not ever guaranteed and individual student assignment occurs at the discretion of the faculty. Students may be required to travel for clinical assignments. All associated housing and travel costs are the responsibility of the student.

- Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) (p. 247)
- Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) (p. 249)
- Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (4+3) (p. 211)

## Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3)

Program Contact: Katherine Harris (Katherine.Harris@qu.edu)  
203-582-8511

This program is for freshman entry only. Students accepted into the HSS-DPT program as freshmen may complete the Bachelor of Science in Health Science Studies in three years. All students must complete 122 university credits to include the required University Curriculum (UC) courses, DPT required courses, and a minor in an area of interest.

Students must achieve a 3.2 cumulative GPA and a 3.2 average for 46 credits of selected math and science courses for admission to the graduate Doctor of Physical Therapy (DPT) program. In this fast-paced curriculum, students are expected to enroll in course work during summer terms (two courses per summer) and a J-term (one course in one J-term). Online courses are available for summer and J-term course work.

## AP Credits and Course Substitutions

A student who scores a 4 on the AP exam for biology may choose to be awarded credit for BIO 101-BIO 102.

A student who scores a 4 on the AP exam for calculus may choose to be awarded credit for MA 141. If AP credits are awarded and accepted for CHE 110-CHE 111, the student will discuss other sciences to be considered as replacements.

A student who receives a 4 on the AP exam for biostatistics may choose to be awarded credit for MA 275. No other AP credits in the math and science categories will be accepted for program substitution. AP credits for other non-math and science core curriculum requirements will be accepted.

The Review and Evaluation Committee for the program in physical therapy is responsible for evaluating and screening candidates during the preprofessional and professional graduate components of the program. Requirements for the program in physical therapy were approved in conjunction with the accreditation of the program and are acceptable to the School of Health Sciences and Quinnipiac University administration.

## Curriculum for Dual-Degree BS in Health Science Studies/DPT (3+3) for Freshman Entry

A total of 122 credits is required for completion of the BS in Health Science Studies.



Course	Title	Credits	Elective	3
<b>First Year</b>			IC Fine Arts elective	3
<b>Fall Semester</b>			Elective	3
BIO 101 & 101L	General Biology I and General Biology I Lab	4	Credits	16
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4	<b>J-term</b>	
EN 101	Introduction to Academic Reading and Writing	3	Elective (Online)	3
MA Quantitative Literacy <sup>1</sup>		3	Credits	3
FYS 101	First-Year Seminar	3	<b>Spring Semester</b>	
Credits		17	BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab 4
<b>Spring Semester</b>			AT 440	Biomechanics 3
BIO 102 & 102L	General Biology II and General Biology Lab II	4	HSC 262	Nutrition in Health and Illness 3
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4	HSC 214	Care and Prevention of Athletic Injuries 3
EN 102	Academic Writing and Research	3	HSC 214L	CPR, AED and First Aid 1
UC Social Sciences elective <sup>2</sup>		3	HM 404	Legal Aspects of Health Care Delivery 3
UC Humanities elective		3	Credits	17
Credits		17	<b>Summer Online</b>	
<b>Summer Online</b>			Elective courses	6
Elective		3	Credits	6
Elective		3	Total Credits	122
Credits		6		
<b>Second Year</b>			<sup>1</sup> MA 141, program requirement	
<b>Fall Semester</b>			<sup>2</sup> PS 101	
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4	The sequencing of course work for the preprofessional track is flexible; however, all requirements in the curriculum must be completed prior to entry into the graduate DPT program.	
PHY 110 & 110L	General Physics I and General Physics I Lab	4	For information about the graduate portion of the program, please see Post-Bachelor's Doctor of Physical Therapy (p. 318).	
MA 275	Biostatistics	3	<b>Mission Statement</b>	
COM 150	Public Speaking: Principles and Practice	3	An education in physical therapy at Quinnipiac University embodies both the university's commitment to its three core values: high-quality academic programs, a student-oriented environment and a strong sense of community, and the American Physical Therapy Association's core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility. The program in physical therapy prepares students to become competent and compassionate entry-level physical therapists, who are able to practice in a variety of settings serving diverse populations across the lifespan.	
UC elective		3	To achieve its mission, the Doctor of Physical Therapy program:	
Credits		17	<ul style="list-style-type: none"> <li>cultivates critical and reflective thinking, clinical decision-making, and lifelong learning by utilizing an evidenced-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, visits to area clinics and opportunities to engage in professional development forums and community interdisciplinary collaboration</li> <li>provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management</li> <li>supports faculty teacher-scholars who are effective teachers and who collectively engage in scholarship, professional development, direct patient care and university and community service</li> </ul>	
<b>Spring Semester</b>				
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4		
PHY 111 & 111L	General Physics II and General Physics II Lab	4		
UC Humanities elective		3		
HSC 315 or PL 222	Bioethical Issues in the 21st Century or Bioethics	3		
QU 420	Integrative Capstone	3		
Credits		17		
<b>Summer Online</b>				
UC Social Science elective (Abnormal Psychology)		3		
UC Elective		3		
Credits		6		
<b>Third Year</b>				
<b>Fall Semester</b>				
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4		
BMS 200	Biology and Experience of Human Aging	3		



## Admission

Candidates applying for admission to the physical therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 13).

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Undergraduate Admissions Office a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac University does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

## Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3)

Program Contact: Katherine Harris (Katherine.Harris@qu.edu)  
203-582-8511

This program is for freshman entry only. Students accepted into the Dual-Degree BS/DPT (4+3) program as freshmen receive a Bachelor of Science in Health Science Studies. All students must complete 122 university credits to include the required University Curriculum (UC) courses, DPT required courses, and a minor in an area of interest. Students must achieve a 3.2 cumulative GPA and a 3.2 average for 46 credits of selected math and science courses at the completion of all credits for admission to the graduate Doctor of Physical Therapy (DPT) program.

## AP Credits and Course Substitutions

A student who scores a 4 on the AP exam for biology may choose to be awarded credit for BIO 101-BIO 102.

A student who scores a 4 on the AP exam for calculus may choose to be awarded credit for MA 141. If AP credits are awarded and accepted for CHE 110-CHE 111, the student will discuss other sciences to be considered as replacements.

A student who receives a 4 on the AP exam for biostatistics may choose to be awarded credit for MA 275. No other AP credits in the math and science categories will be accepted for program substitution. AP credits for other non-math and science core curriculum requirements will be accepted.

The Review and Evaluation Committee for the program in physical therapy is responsible for evaluating and screening candidates during the preprofessional and professional graduate components of the program. Requirements for the program in physical therapy were approved in conjunction with the accreditation of the program and are acceptable to the School of Health Sciences and Quinnipiac University administration.

## Curriculum for Dual-Degree BS in Health Science Studies/DPT (4+3)

A total of 122 credits is required for completion of the BS in Health Science Studies.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141	Calculus of a Single Variable	3
FYS 101	First-Year Seminar	3
Credits		17
<b>Spring Semester</b>		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC Social Sciences elective <sup>1</sup>		3
UC Humanities elective		3
Credits		17
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
MA 275	Biostatistics	3
UC elective		3
Elective		3
Elective		3
Credits		16
<b>Spring Semester</b>		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
COM 150	Public Speaking: Principles and Practice	3
UC Social Sciences elective		3
UC Fine Arts elective		3
Elective		3
Credits		16
<b>Third Year</b>		
<b>Fall Semester</b>		
BMS 300 & BMS 301L	The Physiology of Human Performance I and Physiology of Human Performance II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4

QU 420	Integrative Capstone	3
BMS 200	Biology and Experience of Human Aging	3
Credits		14
<b>Spring Semester</b>		
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
HSC 262	Nutrition in Health and Illness	3
Elective		3
Credits		14
<b>Fourth Year</b>		
<b>Fall Semester</b>		
AT 440	Biomechanics	3
HSC 315 or PL 222	Bioethical Issues in the 21st Century or Bioethics	3
Elective		3
UC Humanities elective		3
Elective		3
Credits		15
<b>Spring Semester</b>		
HM 404	Legal Aspects of Health Care Delivery	3
HSC 214	Care and Prevention of Athletic Injuries	3
HSC 214L	CPR, AED and First Aid	1
Elective		3
Elective		3
Credits		13
Total Credits		122

<sup>1</sup> PS 101

The sequencing of course work for the preprofessional track is flexible; however, all requirements in the curriculum must be completed prior to entry into the graduate DPT program.

For information about the graduate portion of the program, please see Post-Bachelor's Doctor of Physical Therapy (p. 318).

## Mission Statement

An education in physical therapy at Quinnipiac University embodies both the university's commitment to its three core values: high-quality academic programs, a student-oriented environment and a strong sense of community, and the American Physical Therapy Association's core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility. The program in physical therapy prepares students to become competent and compassionate entry-level physical therapists, who are able to practice in a variety of settings serving diverse populations across the lifespan.

To achieve its mission, the Doctor of Physical Therapy program:

- cultivates critical and reflective thinking, clinical decision-making, and lifelong learning by utilizing an evidenced-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, visits to area clinics and opportunities

to engage in professional development forums and community interdisciplinary collaboration

- provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management
- supports faculty teacher-scholars who are effective teachers and who collectively engage in scholarship, professional development, direct patient care and university and community service

## Admission

Candidates applying for admission to the Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 13).

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Undergraduate Admissions Office a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac University does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

## Department of Physician Assistant Studies

The physician assistant profession has grown to meet the health care needs of our communities and nation. The Department of Physician Assistant Studies at Quinnipiac University educates qualified individuals to be highly skilled licensed health care providers who practice team-based medicine in collaboration with physicians. The department offers a dual-degree program, which consists of an undergraduate pre-PA program known as the Entry-Level Master's Physician Assistant (ELMPA) program and the accredited MHS Physician Assistant program.

The ELMPA program provides students who are serious about entering the physician assistant profession with a well-rounded education and a strong focus in biological and health science studies. This very structured and organized undergraduate program not only prepares students for the rigors of the professional component of the program, but also introduces students to the role and responsibilities of physician assistants as well as the six competencies for the physician assistant profession. Upon successful completion of all of the requirements of the ELMPA program, students receive a Bachelor of Science in Health

Science Studies and directly matriculate into reserved seats in the MHS program.

The MHS Physician Assistant program is a 27-month intensive educational experience that prepares students with the core competencies to be a caring, compassionate, competent, and highly skilled health care provider. The program consists of a total of 15 months didactic and 12 months clinical education. Students are required to meet core professional competencies, standards of professionalism, and mission-driven program requirements prior to graduation from the program. Each graduate cohort is composed of students entering from the ELMPA program as well as external candidates who apply for admissions through the Central Application Service for Physician Assistants (CASPA).

## Undergraduate Program

- Entry-Level Master's Physician Assistant (p. 251)

## Graduate Program

- Master of Health Science (p. 328)

## Entry-Level Master's Physician Assistant

Program Contact: Laurie Seeger (<http://catalog.qu.edu/health-sciences/physician-assistant-studies/entry-level-health-science-mhs/>; Mailto: %20laurie.seeger@quinnipiac.edu) 203-582-3882

The Entry-Level Master's Physician Assistant (ELMPA) is a dual-degree program that offers the qualified pre-physician assistant students an opportunity to pursue a Bachelor of Health Science Studies and a Master of Health Science in the Physician Assistant program at Quinnipiac University. The program is divided into a four-year preprofessional component and a 27-month professional component. To progress to the professional phase, all ELMPA courses and program requirements must be completed within four years.

## Preprofessional Component

The mission of the Quinnipiac University Entry-Level Master's Physician Assistant (ELMPA) program is to begin the education and preparation of master's-level physician assistants who practice medicine with physicians and other members of the health care team. The program has been designed to benefit from faculty expertise in both the graduate and undergraduate divisions as well as practitioners from a variety of clinical settings and specialties. These collaborative strategies are intended to prepare graduates to enter the physician assistant profession and ultimately become outstanding health care providers.

## Admission to the Program

Candidates applying for admission to the Dual-Degree BS in Health Science Studies/MHS Physician Assistant program must have: a minimum of three years of high school mathematics including geometry, algebra and precalculus; one year of biology; one year of chemistry and one year of physics. In addition, advanced electives in the biological sciences are recommended. Related health care experience and shadowing is highly desirable.

Prospective candidates must also satisfy the admission requirements of Quinnipiac. Transfer students are not admitted to the entry-level master's physician assistant program. Admission into the preprofessional

component of the program does not guarantee admission into the professional component of the program.

## Technical Standards

All students entering the MHS Physician Assistant program at Quinnipiac University must be able to meet the established abilities and expectations of the graduate PA program technical standards, which can be found on the program's website (p. 330). Upon admission to the ELMPA program, students are required to review and verify that they understand the technical standards requirement. Prior to participation in the preclinical experiences, the student's primary care provider must verify, based on a complete history and physical examination, that the student meets the technical standards of the graduate PA program. In the event that a student is unable to fulfill these technical standards, he/she may not be able to participate in preclinical affiliations and may not be able to progress to the graduate PA program.

## Background Checks/Drug Screens

Students should be aware that certain preclinical sites may require a criminal background check and/or urine drug screen before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining these requirements. The cost of the background check and drug screen is the responsibility of each individual student. All students are required to have a new or updated background check upon progression to the MHS Physician Assistant program.

## Undergraduate Program

- Dual-Degree BS in Health Science Studies/MHS Physician Assistant (p. 251)

## Graduate Program

- MHS Physician Assistant (p. 328)

## Dual-Degree BS in Health Science Studies/MHS Physician Assistant

Program Contact: Laurie Seeger (<http://catalog.qu.edu/health-sciences/physician-assistant-studies/entry-level-health-science-mhs/dual-degree-bs-hs-mhs/>; Mailto: %20laurie.seeger@quinnipiac.edu) 203-582-3882

This entry-level dual-degree Physician Assistant program leading to a Bachelor of Health Science Studies and Master of Health Science is divided into a 4-year preprofessional component and a 27-month professional component.

The preprofessional component provides students with a well-rounded education and a strong focus in biological and health science studies. This very structured and organized undergraduate program not only prepares students for the rigors of the professional component of the program, but also introduces students to the role and responsibilities of physician assistants as well as the six competencies for the physician assistant profession. The program addresses the need for medical experience by providing students with emergency medical technician (EMT) training (PY 388/PY 389) as well as extensive time shadowing practicing physician assistants (PY 397/PY 400). EMT ride time and preclinical experiences take place at off-campus sites, and students are responsible for transportation to and from all off-campus sites beginning in the sophomore year. In addition, students must meet specific program health and immunization requirements for participation in the preclinical experiences. Program costs associated with the preclinical affiliations

and EMT course, including uniform, parking, certification exam, health requirements documentation, background check and additional program fees are the responsibility of the student.

## Entry-level Master's Physician Assistant Curriculum

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141	Calculus of a Single Variable	3
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
FYS 101	First-Year Seminar	3
Credits		17
<b>Spring Semester</b>		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
EN 102	Academic Writing and Research	3
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
PY 104	Physician Assistant Seminar I - Orientation to the Profession	1
Credits		15
<b>Summer Semester</b>		
Patient Contact Hours		
Credits		0
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PY 388 & 388L	Clinical Training I and Clinical Training I Lab <sup>1</sup>	3
Credits		15
<b>Spring Semester</b>		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PY 397	Pre-Health Professions Clinical Affiliation	3
PY 389 & 389L	Clinical Training II and Clinical Training II Lab <sup>1</sup>	3
HSC 202	Medical Terminology	2
Credits		16

### Summer Semester

Patient Contact Hours	
Credits	0

### Third Year

#### Fall Semester

BMS 318	Pathophysiology	3
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
BIO/BMS Core science elective		3-4
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3
Credits		16-17

#### Spring Semester

BMS 200	Biology and Experience of Human Aging	3
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I <sup>2</sup>	4
BIO/BMS Core science elective		3-4
BIO/BMS/HSC Science elective		3-4
UC Personal Inquiry 1 (Fine Arts, Humanities, Social Sciences)		3
Credits		16-18

### Summer Semester

Patient Contact Hours	
Credits	0

### Fourth Year

#### Fall Semester

PY 400	Pre-Physician Assistant Clerkship	3
PY 401	Introduction to Clinical Problem Solving	3
BIO/BMS Core science elective		3-4
UC Personal Inquiry 1 (Fine Arts, Humanities, Social Sciences)		3
UC Personal Inquiry 2 (Fine Arts, Humanities, Social Sciences)		3
Credits		15-16

#### Spring Semester

PY 204	Physician Assistant Seminar II - The Interdisciplinary Team	1
BMS 332	Histology	4
BIO/BMS/HSC Science elective		3-4
UC Personal Inquiry 2 (Fine Arts, Humanities, Social Sciences)		3
QU 420	Integrative Capstone	3
Credits		14-15
Total Credits		124-129

<sup>1</sup> If student has current EMT licensure on admission to the program, two additional science electives are taken instead of PY 388 and PY 389.

<sup>2</sup> CHE 315L (Biochemistry Lab) is optional. Students who are pursuing a minor in chemistry are required to complete CHE 315L.

Total number of credits required for completion of the preprofessional component = 123

Students who have earned advanced placement credit or other college credit in an introductory-level science course are encouraged to still take BIO 101/BIO 102 and CHE 110/CHE 111 at Quinnipiac. Students

opting out of those courses are required to take the equivalent number of hours at a higher level in the same area of course work. Students with AP credits in nonscience courses may elect to take only 14 credits in the fall semester of the first year.

## Acceptable Core Science Electives

Code	Title	Credits
Select three of the following courses:		
BMS 310	Neuroanatomy	3
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	3-4
	or HSC 375 Immunology	
BIO 350	Cardiovascular Physiology	3

## Additional Science Electives

Code	Title	Credits
Select two courses from core science electives OR from the following:		
BIO 282 & 282L	Genetics and Genetics Lab	4
	or BIO 471 Molecular Genetics	
BIO 298	Research Methods in Biology	3
	or BMS 278 Research and Technology	
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	4
BIO 329	Neurobiology	3
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
BIO 365	Cancer Biology	3
BIO 382 & 382L	Human Genetics and Human Genetics Lab	4
BMS 276	Drug Development	3
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 470	Virology	4
BMS 473	Infections of Leisure	3
	or BMS 474 Power of Plagues	
BMS 475	Special Topics in Microbiology	4
BMS 482	Independent Study in Microbiology <sup>1</sup>	2-4
BMS 498	Independent Study in Biomedical Sciences I <sup>1</sup>	2-4
BMS 499	Independent Study in Biomedical Sciences II <sup>1</sup>	2-4
BMS 525	Vaccines and Vaccine Preventable Diseases <sup>1</sup>	3
BMS 595	Transplantation Immunology <sup>1</sup>	3

HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 225	Writing in the Health Professions	3
HSC 262	Nutrition in Health and Illness	3
HSC 270	Pillars of Public Health: Saving the World on a Population Level	3
HSC 315	Bioethical Issues in the 21st Century	3
HSC 322	Health Care Law (LE 322)	3
HSC 498 Independent Study in Health Sciences		
HSC 499	Independent Study in Health Sciences II	2-4

<sup>1</sup> With permission. Students who complete an independent study course for 2 credits must also complete a 4-credit science elective course in order to have at least 6 credits of science electives.

## Acceptable UC Social Sciences (Disciplinary Inquiry/Personal Inquiry 1)

Code	Title	Credits
PS 101	Introduction to Psychology	3
PS 232	The Concept of Personality and Its Development	3
PS 261	Social Psychology	3
PS 262	Psychology of Women (WS 262)	3
PS 272	Abnormal Psychology	3
SO 101	Introduction to Sociology	3
SO 280	Illness and Disability	3

## Acceptable UC Elective (Personal Inquiry 2)

Code	Title	Credits
BMS 200	Biology and Experience of Human Aging	3

## Program Requirements

Formal evaluation of the pre-physician assistant student by the Review and Evaluation Committee takes place at the end of the spring semester of the second year. To continue in the program, students must have a minimum cumulative GPA of 3.0 and a minimum cumulative science GPA of 3.0. Following the initial evaluation, students are evaluated after completion of each semester. Failure to maintain a minimum cumulative GPA of 3.0 and a minimum cumulative science GPA of 3.0 results in dismissal from the program. In addition, a minimum GPA (both cumulative and science) is required for participation in preclinical affiliations. All required courses must be completed with a course grade of C- or better.

By February 1 of the fourth year, students are required to have accumulated at least 1,000 hours of documented direct patient contact through paid and/or volunteer experiences (e.g., certified nurse's aide, medical assistant, phlebotomy technician, emergency room technician, EMT). While patient contact hours must be preapproved by program faculty, students are responsible for making their own arrangements to obtain these direct patient contact hours. In addition, all students are required to obtain student membership in the American Academy of Physician Assistants (AAPA).



## Requirements for Progression to the MHS Physician Assistant Program

For a student in the Entry-Level Master's Physician Assistant (ELMPA) program to progress to the MHS Physician Assistant program at Quinnipiac University, the student must successfully complete all requirements to obtain a BS degree in Health Science Studies, including all prerequisite courses for the PA program admission. Students progressing to the professional phase of the program may not have any course failures or grades of incomplete, and no outstanding academic integrity or professionalism issues at the time of progression. In addition, students must meet the established requirements for direct patient contact hours and EMT certification. Prior to beginning the Physician Assistant program, students meet with a faculty member from the Department of Physician Assistant Studies for a final academic review. The student must meet all academic, curricular, professional, health and immunization, background check and technical standards requirements of the PA program to matriculate into the program.

For information on the professional component of the Entry-Level Master's Physician Assistant program, please see the Graduate Studies section (p. 328).

## Department of Social Work

Program Contact: Stephanie Jacobson  
(Stephanie.Jacobson@quinnipiac.edu) 203-582-8907

The Master of Social Work (MSW) program at Quinnipiac University prepares social workers for advanced practice in the context of health and behavioral health settings through a curriculum that focuses on clinical practice, organizational practice and interprofessional teamwork. This program is guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry, for the purpose of educating social work professionals to promote human and community well-being.

The Master of Social Work program prepares students for achievement and leadership in the field of social work. The curricular approach of the MSW program is unique in that it directly engages students in interprofessional education and the health care team approach.

Quinnipiac's MSW program embraces the university's commitment to the development of professional expertise through practice experience. The two field placements offer students the opportunity to practice skills learned in the classroom in real-world settings. A seminar that supports the student in integrating academic and fieldwork is held monthly. Upon completion of the MSW degree, the student will have at least 1,000 hours of professional preparation in the field.

Students entering Quinnipiac as undergraduates who are interested in the social work program also have the option of pursuing a dual-degree bachelor's/master's program. There are two options: the Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 213) or the Accelerated Dual-Degree Bachelor's/Master of Social Work (3+2) (p. 272) program, which begins with undergraduate study in the College of Arts and Sciences.

## Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for advanced practice in the context of health and behavioral health settings through a curriculum that focuses on clinical

practice, organizational practice and interprofessional teamwork. This program is guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry, for the purpose of educating social work professionals to promote human and community well-being. The program's core values are as follows and reflect the NASW Code of Ethics for Social Workers: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights and scientific inquiry.

The MSW program has the following four goals:

1. Prepare social workers to be advanced practitioners in diverse systems of various sizes, emphasizing competent, ethical clinical and organizational practice toward the advancement of the human condition. The advanced curriculum will build upon the foundation curriculum of generalist knowledge and practice skills with individuals, families and groups and communities.
  2. Prepare social workers to practice without discrimination with diverse populations.
  3. Prepare social workers to engage in professional activities that promote interprofessional collaboration and advocacy within diverse environments toward the enhancement of the human condition.
  4. Prepare students for lifelong professional development.
- Master of Social Work (p. 320)
  - Accelerated Dual-Degree BS in Health Science Studies/MSW (3+2) (p. 213)
  - Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 272)

# NETTER SCHOOL OF MEDICINE

---

The Frank H. Netter MD School of Medicine has been designed to be a model for educating diverse, patient-centered physicians who are partners and leaders in an interprofessional workforce responsive to health care needs in the communities they serve. Students from diverse backgrounds attain their highest personal and professional potential in a collaborative student-centered environment that fosters academic excellence, scholarship, lifelong learning, respect and inclusivity. The school embodies the university's commitment to the core values of academic excellence, a student-oriented environment and a strong sense of community. Accordingly, the school values:

- excellence in education that places the student at the center of the learning experience, and nurtures the student's independence as a lifelong learner
- diversity and inclusiveness in all students, faculty and staff
- a learning environment that promotes the provision of holistic, patient-centered care
- interprofessional education and service-learning experiences to promote teamwork in the care of patients
- clinical partners who support and promote the school's vision, mission and values
- social justice and the education of physicians to address health care inequalities
- partnerships within our community that provide students with learning and service opportunities to improve the health of the community
- advancement and support of primary care education and health services research through the school's Institute for Primary Care
- advancement of global health through the school's Institute for Global Public Health by promoting community medicine, public health and international partnerships
- advancement of rehabilitation medicine, through the school's Institute for Rehabilitation Medicine by promoting interprofessional care, services and research programs especially for wounded military personnel

The four-year curriculum leading to the MD degree is comprehensive and integrated. Core biomedical principles are correlated temporally and contextually with behavioral, clinical and allied health sciences. The curriculum emphasizes active student learning designed to equip graduates with the tools to be effective lifelong learners. Learning occurs in a variety of settings: small-group conferences, case-based learning seminars, lectures, with patients, standardized patients and independent study.

The curriculum is holistic in scope; content such as prevention and wellness promotion, population health, complementary and alternative medicine, and the study of contemporary health care systems are incorporated into discussions of the traditional diagnosis and treatment of medical diseases.

Each course has longitudinal themes that anchor the content in a pedagogically relevant and cohesive manner. These significant learning experiences shift the focus from "what is taught" to "what and how

students learn." The longitudinal themes include medical informatics, biostatistics, epidemiology, ethics, nutrition and sociobehavioral science.

Students begin clinical experiences in their first year and assume increased clinical responsibility in their second through fourth years. They have opportunities to formally learn and hone clinical skills during the clinical arts and sciences course, which uses standardized patients and state-of-the-art simulation labs. Students also meet weekly with a primary care physician, seeing patients, practicing clinical skills, and learning how to work effectively with other health care team members. The first year follows an organ system approach to biomedical sciences, focusing primarily on normal human function. To increase the medical context of this approach, students learn the fundamentals of common diseases in each curricular area. Year 2 follows a pathophysiological approach to content, exploring topics in greater depth and with enhanced sophistication and understanding. Students are exposed to a broad array of human diseases and best practices for diagnosis and management.

Students are allowed to individualize their medical education by selecting a field of concentration for elective course work. The elective course work provides the foundation for a student's capstone project, an independent research project. Elective concentration areas may include health management, policy, economics, law, education (including interprofessional education), global health, communications, ethics, humanities, or the student may design a novel concentration area with the support of a faculty adviser.

The School of Medicine also offers an anesthesiologist assistant program. For details, visit the Quinnipiac Anesthesiologist Assistant Program (<https://www.qu.edu/schools/medicine/academics/anesthesiologist-assistant-program.html>) webpage.

# SCHOOL OF NURSING

## Center for Medicine, Nursing and Health Sciences

North Haven Campus

### Administrative Officers

Title	Name	Phone	Email
Dean	Lisa O'Connor	203-582-8549	lisa.o'connor@qu.edu (lisa.oconnor@qu.edu)
Associate Dean	TBD	203-582-8444	
Assistant Dean, Student Services	Debra Fisher	203-582-7341	debra.fisher@qu.edu
Business Service Manager	Patricia Gettings	203-582-6497	patricia.gettings@qu.edu

### Programs

Program	Name	Phone	Email
Chair - Undergraduate Programs	Cory Ann Boyd	203-582-8542	cory.boyd@qu.edu
Director- Pre- Professional Nursing Program	Rhea Sanford	203-582-3546	rhea.sanford@qu.edu
Director - Upper Division Nursing Program	Eileen Hermann	203-582-6528	eileen.hermann@qu.edu
Director - Accelerated Nursing Program	Mary Peterson	203-582-7672	mary.peterson@qu.edu
Director - Global Nursing Experiences	Teresa Twomey	203-582-8873	teresa.twomey@qu.edu
Chair - Graduate Programs	Laima Karosas	203-582-5366	laima.karosas@qu.edu
Director - Nurse Anesthesia Programs	Karita Kack	203-582-7969	karita.kack@qu.edu
Assistant Director - Nurse Anesthesia Programs	TBD	203-582-8875	
Director - Nurse Practitioner Programs	Susan D'Agostino	203-582-8882	susan.d'agostino@qu.edu (susan.dagostino@qu.edu)
Director - Online Nursing Programs	Nicholas Nicholson	203-582-6542	nicholas.nicholson@qu.edu
Director of Simulation	Liana Kappus	203-582-7924	liana.kappus@qu.edu

Nursing is a profession based on science, a culture of compassion, commitment to best practices, and connection to individuals. The practice of nursing is research-based, goal-directed, creative and concerned with the health and dignity of the whole person. The art of delivering quality nursing care depends upon the successful mastery and application of intellectually rigorous nursing knowledge.

### Undergraduate Program Information

The undergraduate nursing curriculum, which integrates holism, fosters professional socialization for future roles and responsibilities within the

profession. Graduates are prepared as generalists to provide evidence-based care. Bachelor's degree nursing education prepares the graduate for entry into professional nursing practice and provides the foundation for graduate study. Three programs are offered: a Bachelor of Science in Nursing for high school graduates, an Accelerated BSN program for second-degree students, and an RN to BSN completion program (online).

### Graduate Program Information

The School of Nursing offers two programs leading to a Master of Science in Nursing: Operational Leadership (p. 369) and RN to MSN Completion (p. 370).

A doctoral-level graduate program preparing adult-gerontology and family nurse practitioners and nurse anesthetists is available for post-bachelor's degree nurses. The school offers three doctoral-level post-master's programs. For more information about these offerings, please see the Graduate Studies (p. 358) section of the catalog.

### Career Development

In the School of Nursing, the assistant dean for student services works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

### Mission Statement

To provide leadership in nursing and health care through innovative undergraduate and graduate education that embraces holism, interprofessionalism and inclusivity.

### Vision

To prepare transformational leaders in health care.

### Values

School of Nursing values include:

- diversity of ideas, persons and cultures
- supportive learning environments
- scholarly undertakings to advance education and practice
- ethical conduct in personal and professional arenas
- holistic nursing across the spectrum of health care
- interprofessional education and collaboration
- innovative learning methodologies
- systematic assessment and evaluation
- lifelong learning

### *Transforming health care . . . one student at a time*

#### Admission Requirements: Graduate Nursing

The requirements for admission to the graduate nursing program are detailed in the graduate portion of this catalog.

#### Admission Requirements: Undergraduate Nursing

The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University.

## Advanced Standing/Placement

The Policy for Advanced Standing/Placement, as stated in this catalog, applies to students seeking admission into the undergraduate nursing program. Advanced standing or placement is considered for entering freshmen who have completed college-level credit courses through a recognized college or university, achieved an acceptable score on an appropriate examination of:

1. the Advanced Placement Program of the College Entrance Examination Board;
2. the International Baccalaureate; or
3. the College Level Examination Program.

## Transfer Credit

Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution. Undergraduate nursing students who take courses at another university to repeat a failed course or to repeat a course withdrawal must do so at a four-year institution.

## Transfer Students from Other Colleges/Universities

Current undergraduate enrollment does not allow for transfer students.

## Transfer Students from Other Majors within Quinnipiac

Current undergraduate enrollment does not allow for transfer students. In the rare case that space becomes available, prospective students will be informed of the application process.

## Bachelor's Degree

- Bachelor of Science in Nursing (p. 259)
  - Traditional BSN Program for High School Graduates (p. 259)
  - Accelerated BSN Program for Second Degree Students (p. 257)
  - RN to BSN Completion Program (online) (p. 261)

## Graduate Degrees

- Master of Science in Nursing (p. 368)
  - Post-bachelor's study
    - Operational Leadership (p. 369)
    - RN to MSN Completion program (p. 370)
- Doctor of Nursing Practice (p. 358)
  - Post-bachelor's study
    - Adult-Gerontology Nurse Practitioner (p. 360)
    - Family Nurse Practitioner (p. 362)
    - Nurse Anesthesia (p. 363)
  - Post-master's study
    - Care of Populations (p. 365)
    - Nursing Leadership (p. 366)

## Accreditation

The baccalaureate degree in nursing program, the master's degree in nursing program, and the doctor of nursing practice program at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

The Doctor of Nursing Practice (DNP) program for Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

### Council on Accreditation of Nurse Anesthesia Educational Programs

Date of next review: 10/2019

Attrition: 0

Certification exam pass rate: First-time takers: 80% (5 students); 2nd time takers 100%

Employment rate: 100%

222 South Prospect Avenue Park Ridge, IL 60068-4001

1-847-655-1160

Fax: 1-847-692-7137

home.coa.us.com

## Accelerated BSN Program for Second Degree Students

Program Contact: Cory Ann Boyd (Cory.Boyd@quinnipiac.edu)  
203-582-8542

The Accelerated BSN program is designed for individuals with a bachelor's degree in another discipline, who are interested in pursuing nursing as a second bachelor's degree. The curriculum builds on the individual's prior educational preparation, and the degree is completed in one calendar year, starting in August with students concentrating solely on nursing courses. The curriculum is framed using The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

Accelerated BSN students complete a traditional junior year curriculum in the nursing program and then an intensive senior summer session. The accelerated BSN must be pursued on a full-time basis and consists of one full calendar year.

## Accelerated BSN Curriculum

The BSN degree under this program is 127 credits, including: prerequisites, general education requirements and nursing courses, which are distributed as follows:

Code	Title	Credits
Nursing Course Prerequisites:		15
	Anatomy & Physiology I & II with labs	
	Microbiology with lab	
	Statistics	
Transfer Credit from Previous Bachelor's Degree		51
Total Nursing Credits		61
<b>Professional Component Nursing Courses</b>		
NUR 300	Core Concepts in Nursing	
NUR 302	Nursing Science and Information Literacy	
NUR 304	Health Promotion and Wellness	

NUR 306	Health Assessment
NUR 307	Core Nursing Practicum
NUR 318	Care of Women, Newborns and Families
NUR 320	Care of Children and Families
NUR 323	Women, Children and Families Practicum
NUR 324	Care of Adults with Complex Health Needs I
NUR 325	Adult Care Practicum I
NUR 326	Pathophysiology and Pharmacotherapy I
NUR 330L	Holistic Nursing Integration Lab I
NUR 340L	Holistic Nursing Integration Lab II
NUR 400	Psychiatric-Mental Health Nursing
NUR 401	Psychiatric-Mental Health Practicum
NUR 408	Research and Evidence-Based Nursing Practice
NUR 424	Care of Adults with Complex Health Needs II
NUR 425	Adult Care Practicum II
NUR 426	Pathophysiology and Pharmacotherapy II
NUR 428	Community and Public Health Nursing
NUR 429	Community and Public Health Nursing Practicum
NUR 430L	Holistic Nursing Integration Lab III
NUR 432	Contemporary Issues and Roles in Nursing
NUR 433	Capstone Practicum
NUR 434L	Capstone Seminar Lab
NUR 440L	Holistic Nursing Integration Lab IV
<hr/>	
Total Credits	127

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines. Nursing courses must be taken in the sequence presented in the Accelerated BSN curriculum and students must successfully complete one semester before progressing to the next.

Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies (p. 358) section of the catalog.

## Undergraduate Program Outcomes

Upon completion of the program, the BSN graduate will:

1. Integrate the university's core liberal education into generalist nursing practice.
2. Apply principles of basic organizational and system leadership to deliver high-quality and safe patient care.
3. Employ evidence to deliver best practices in health care.

4. Utilize information management and patient care technologies to deliver safe and effective health care.
5. Recognize the impact of health care policy, finance and regulatory environments on the delivery of patient care.
6. Demonstrate interprofessional communication and collaboration for improving health outcomes.
7. Incorporate the concepts of prevention and population health in the delivery of health care.
8. Exhibit professional standards and values.

## Admission Requirements: Undergraduate Nursing

Admission requirements include graduation from a regionally accredited college or university with a cumulative GPA of at least 3.0 (B) and completion of prerequisite course work. All prerequisite courses must be taken **within the last five years** with a grade of C or better; and must be completed prior to entering the accelerated program. Transfer credit is evaluated according to university policy. A criminal background check and drug screening are required prior to attending the mandatory orientation. Incoming and current students are advised that final acceptance and continuation is dependent on a successful background investigation and clearance. The application deadline is January 2; decision letters are sent during the month of March. Applicant information is available on the Quinnipiac website (<https://www.qu.edu/admissions>).

## Progression Requirements

### Professional Progression Policy

1. To progress and remain in good standing, accelerated nursing students must attain a semester GPA of 3.0 (B) and receive a grade of C or higher in each classroom and laboratory experience (73 or higher) and a Pass (P) in all clinical practica.
  - a. A student who receives less than a C (73) in one nursing course (C-, D, F) is unable to progress to the next semester. This student will be given the opportunity to repeat the failed nursing course the next academic year.
  - b. Any student who receives less than a C (73) in more than one nursing course (C-, D, F) will not be permitted to progress in the program and will be required to change his/her major out of nursing.
  - c. A student who receives a grade of Incomplete (I) in any nursing course (lecture, lab or practicum) must meet ALL course requirements for conversion to a letter grade or Pass (P) before the start of the subsequent semester. Failure to do so will require the student to withdraw from the nursing major.
2. A student who earns grades of C or better in all nursing courses yet has less than a 3.0 semester GPA will be placed on academic probation and will receive an academic plan to progress in the nursing major. This student must achieve a 3.0 semester GPA by the end of the next semester. Any student who does not meet these academic criteria will be required to change his/her major out of nursing.
3. Nursing students must achieve a 3.0 semester GPA and a cumulative GPA of 3.0 in their final semester to meet the graduation requirements for the bachelor of science in nursing.
4. A student who is performing at an unsatisfactory level either academically or clinically at the mid-semester point will be notified by the program chair. Written notification will be sent to the student via email. Any student who is having difficulty with academic performance and needs help with study skills or test taking strategies



will be advised to utilize the resources offered by the Learning Commons.

- At the end of each semester, course grades, semester and cumulative GPAs for each nursing student are reviewed by the program chair.

## Appeal Process

- A student who wishes to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of his/her inability to progress.
- Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- A student wishing to appeal a course grade should follow the grade appeal process detailed in the University Catalog.

## Eligibility for Licensure

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In Connecticut, the laws of the state limit the licensure eligibility for any person convicted of a felony or an act that does not conform to the accepted standards of the profession. (Section 19a-14 of the Connecticut General Statutes.) A copy of the act is available for review in the School of Nursing.

## Clinical Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the health care provider or professional rescuer must be obtained prior to enrolling in the first nursing course, and maintained throughout the program. The School of Nursing has additional health requirements and technical standards in addition to those required by the university. A criminal background check and drug screening are required. Incoming and current students will be advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

# Bachelor of Science in Nursing

Program Contacts: Cory Ann Boyd (Cory.Boyd@quinnipiac.edu)  
203-582-8542

The undergraduate nursing program at Quinnipiac University prepares students with the knowledge, skills and attitudes to provide holistic care for diverse individuals, families and populations across the lifespan. Achievement of the following outcomes enables graduates to practice as nurse generalists within complex health care systems. The curriculum is framed using The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

## BS in Nursing Graduation Requirements

Code	Title	Credits
Foundations of Inquiry		12
EN 101	Introduction to Academic Reading and Writing	
EN 102	Academic Writing and Research	
Freshman Year Seminar 101		
Math Course (MA 275 or 206)		
Disciplinary Inquiry (one course from each of the four Disciplinary Areas)		13
BIO 101	General Biology I	

Humanities		
Social Sciences		
Fine Arts		
Personal Inquiry (3 additional courses from 3 different Disciplinary Areas)		10
BIO 102	General Biology II	
Humanities		
Social Sciences		
Fine Arts		
Personal Inquiry II (9 additional credits from the Disciplinary Areas or UC Breadth Electives)		9
Nursing Major Requirements		16
BIO 211	Human Anatomy and Physiology I	
BIO 211L	Human Anatomy and Physiology Lab I	
BIO 212	Human Anatomy and Physiology II	
BIO 212L	Human Anatomy and Physiology II Lab	
Chemical Principles with Biological Applications with Lab		
Microbiology and Pathology with Lab		
Open Elective		3
Integrative Capstone Experience		3
Professional Component Nursing Courses		61
NUR 300	Core Concepts in Nursing	
NUR 302	Nursing Science and Information Literacy	
NUR 306	Health Assessment	
NUR 307	Core Nursing Practicum	
NUR 318	Care of Women, Newborns and Families	
NUR 320	Care of Children and Families	
NUR 323	Women, Children and Families Practicum	
NUR 324	Care of Adults with Complex Health Needs I	
NUR 325	Adult Care Practicum I	
NUR 326	Pathophysiology and Pharmacotherapy I	
NUR 330L	Holistic Nursing Integration Lab I	
NUR 340L	Holistic Nursing Integration Lab II	
NUR 400	Psychiatric-Mental Health Nursing	
NUR 401	Psychiatric-Mental Health Practicum	
NUR 408	Research and Evidence-Based Nursing Practice	
NUR 424	Care of Adults with Complex Health Needs II	
NUR 425	Adult Care Practicum II	
NUR 426	Pathophysiology and Pharmacotherapy II	
NUR 428	Community and Public Health Nursing	
NUR 429	Community and Public Health Nursing Practicum	

NUR 430L	Holistic Nursing Integration Lab III	
NUR 432	Contemporary Issues and Roles in Nursing	
NUR 433	Capstone Practicum	
NUR 450L	Holistic Nursing Integration and Transition Into Practice Lab	
NUR 454	Nursing Capstone	
Total Credits		127

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines. Nursing courses must be taken in the sequence presented in the curriculum and students must successfully complete one semester before progressing to the next. Initial placement in English and mathematics courses is determined by examination.

Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies (p. 358) section of the catalog.

## Undergraduate Program Outcomes

Upon completion of the program, the BSN graduate will:

1. Integrate the university's core liberal education into generalist nursing practice.
2. Apply principles of basic organizational and system leadership to deliver high-quality and safe patient care.
3. Employ evidence to deliver best practices in health care.
4. Utilize information management and patient care technologies to deliver safe and effective health care.
5. Recognize the impact of health care policy, finance and regulatory environments on the delivery of patient care.
6. Demonstrate interprofessional communication and collaboration for improving health outcomes.
7. Incorporate the concepts of prevention and population health in the delivery of health care.
8. Exhibit professional standards and values.

## Admission Requirements: Undergraduate Nursing

The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University.

## Advanced Standing/Placement

The Policy for Advanced Standing/Placement, as stated in this catalog, applies to students seeking admission into the undergraduate nursing program. Advanced standing or placement is considered for entering freshmen who have completed college-level credit courses through a recognized college or university, achieved an acceptable score on an appropriate examination of:

1. the Advanced Placement Program of the College Entrance Examination Board;
2. the International Baccalaureate; or
3. the College Level Examination Program.

## Transfer Credit

Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution. Nursing students who take courses at another university to repeat a failed course or to repeat a course withdrawal must do so at a four-year institution.

## Transfer Students from Other Colleges/Universities

Current undergraduate enrollment does not allow for transfer students.

## Transfer Students from Other Majors within Quinnipiac

Current undergraduate enrollment does not allow for transfer students. In the rare case that space becomes available, prospective students will be informed of the application process.

## Progression Requirements

### Preprofessional Progression Policy

1. Students must complete all preprofessional component courses, including all sciences, by the end of the spring semester of their sophomore year prior to starting the professional component in the fall.
2. Students who fail or withdraw from a course in the sophomore year and have a cumulative GPA less than 3.0 by the end of the spring semester of the sophomore year will not be approved to repeat the course toward progression in the nursing program.
3. A minimum cumulative grade point average of 3.0 is required for progression. A student who does not meet these progression requirements will be required to transfer to another major.

### Professional Progression Policy

1. To progress and remain in good standing, junior and senior students must attain a semester GPA of 3.0 (B) and receive a grade of C or higher in each classroom and laboratory experience (73 or higher) and a Pass (P) in all clinical practica.
  - a. A student who received less than a C (73) in one nursing course (C-, D, F) is unable to progress to the next semester. This student will be given the opportunity to repeat the failed nursing course the next academic year.
  - b. A student who receives less than a C (73) in more than one nursing course (C-, D, F) will not be permitted to progress in the program and will be required to change his/her major out of nursing.
  - c. A student who receives a grade of Incomplete (I) in any nursing course (lecture, lab or practicum) must meet ALL course requirements for conversion to a letter grade or Pass (P) before the start of the subsequent semester. Failure to do so will require the student to withdraw from the nursing major.
2. A student who earns grades of C or better in all nursing courses yet has less than a 3.0 semester GPA will be placed on academic probation and will receive an academic plan to progress in the nursing major. This student must achieve a 3.0 semester GPA by the end of the next semester. The student who does not meet these academic criteria will be required to change his/her major out of nursing.
3. A student must achieve a 3.0 semester GPA and a cumulative GPA of 3.0 in the final semester to meet the graduation requirements for the bachelor of science in nursing.
4. A student who is performing at an unsatisfactory level either academically or clinically at the mid-semester point will be notified by

the program chair. Written notification will be sent to the student via email. A student who is having difficulty with academic performance and needs help with study skills or test taking strategies will be advised to utilize the resources offered by the Learning Commons.

- At the end of each semester, course grades, semester and cumulative GPAs for each nursing student are reviewed by the program chair.

## Appeal Process

- A student wishing to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of his/her inability to progress.
- Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- A student wishing to appeal a course grade should follow the grade appeal process detailed in the University Catalog.

## Eligibility for Licensure

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In Connecticut, the laws of the state limit the licensure eligibility for any person convicted of a felony or an act that does not conform to the accepted standards of the profession. (Section 19a-14 of the Connecticut General Statutes.) A copy of the act is available for review in the School of Nursing.

## Clinical Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the health care provider or professional rescuer must be obtained prior to enrolling in the first nursing course, and maintained throughout the program. The School of Nursing has additional health requirements and technical standards in addition to those required by the university. A criminal background check and drug screening are required. Incoming and current students will be advised that final program acceptance and continuation is dependent on a successful background investigation and drug screen clearance.

## RN to BSN Completion Program (online)

Program Contact: Nicholas Nicholson (Nicholas.Nicholson@qu.edu)  
203-582-6542

The RN to BSN completion program is designed for individuals who are licensed as a registered nurse and are interested in pursuing a part-time bachelor's degree in nursing using a distance education format through QU Online. The curriculum builds on the individual's prior educational preparation and incorporates the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

An RN to MSN completion program is available. For more information, please visit the Graduate Studies (p. 370) section of the Catalog.

## Nursing Major Requirements

Students take 32 required credits for the nursing major: nursing courses (29 credits), and an open elective (3 credits). All nursing courses are offered online.

Graduation Requirement: 120 credits

Code	Title	Credits
Transfer Credit from Associate's Degree <sup>1</sup>		68
Quinnipiac Advanced Core Courses as needed		20
Quinnipiac Required Nursing Courses		
Elective(s) as needed		3
NUR 380	Health Promotion and Wellness	3
NUR 382	Nursing Science and Information Literacy	3
NUR 475	Research and Evidenced-based Practice Fieldwork Experience	1
NUR 477	Community and Public Health Nursing Fieldwork Experience	1
NUR 478	Research and Evidence-Based Nursing Practice	2
NUR 479	Contemporary Issues and Roles in Nursing Fieldwork Experience	1
NUR 480	Interprofessional Practice and Quality Improvement	3
NUR 482	Health Disparities in Vulnerable Populations	2
NUR 484	Community and Public Health Nursing	3
NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 540	Educational Principles for the Health Care Professional	3
NUR 544	Introduction to Informatics	3
NUR 602	Principles of Ethical Theory in Nursing	1
Total Credits		120

The nursing curriculum is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

<sup>1</sup> Note: if less than 88 credits are awarded, then Advanced Core courses and/or electives are required.

## Undergraduate Program Outcomes

Upon completion of the program, the BSN graduate will:

- Integrate the university's core liberal education into generalist nursing practice.
- Apply principles of basic organizational and system leadership to deliver high-quality and safe patient care.
- Employ evidence to deliver best practices in health care.
- Utilize information management and patient care technologies to deliver safe and effective health care.
- Recognize the impact of health care policy, finance and regulatory environments on the delivery of patient care.
- Demonstrate interprofessional communication and collaboration for improving health outcomes.
- Incorporate the concepts of prevention and population health in the delivery of health care.
- Exhibit professional standards and values.

## Admission Requirements: RN to BSN Completion Program

Admission requirements include graduation from a regionally accredited college or university with an associate's degree or a diploma in nursing with a cumulative grade point average of at least 2.7; a current registered nurse license in good standing; two letters of recommendation (one from a current supervisor); a personal statement, transcripts from all postsecondary institutions attended; and a resume or curriculum vitae. A criminal background check and drug screening is required prior to entering the program. Incoming and current students will be advised that final acceptance and continuation is dependent on a successful background investigation and clearance.

Application and orientation procedures are managed through Quinnipiac University Online (<https://quonline.quinnipiac.edu/online-programs/online-undergraduate-programs/bs-in-nursing>).

Qualified students enrolled in the RN to BSN completion program may pursue a seamless transition into the MSN in Operational Leadership (p. 369) program. 7-9 credits from the undergraduate RN to BSN program can be utilized in the MSN program.

## Advanced Placement Credits

Students with an associate's degree in nursing may transfer up to 88 credits for this program. Those students who do not have 88 transfer credits can make up the deficit with Advanced Core credits and electives taken at Quinnipiac.

## Advanced Core Credits

BSN completion students can take up to 20-credit advanced core. The advanced core reflects the aims and goals of the traditional University Curriculum and the Essential Learning Outcomes while acknowledging the prior general education work completed at the associate's degree level. Five 4-credit courses are completed online in seven-week blocks. The core courses are taken by degree completion students in the School of Nursing and School of Health Sciences.

## Progression

1. To progress and remain in good standing, RN-BSN students must attain a semester GPA of 2.0 (C) and receive a grade of C or higher in all nursing courses and fieldwork experiences (73 or higher). Students enrolled in the RN-BSN program should additionally refer to the University Academic Policies (p. 49).

## Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 90).

## Fieldwork Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the health care provider or professional rescuer must be obtained prior to enrolling in the fieldwork course, and maintained annually until all fieldwork is completed. The School of Nursing has health requirements and technical standards, criminal background check and drug screening requirements. Incoming and

current students are advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

# PART-TIME UNDERGRADUATE STUDIES

## Office of Undergraduate Admissions Echlin Center

Title	Name	Phone	Email
Director of Transfer & Part- time Admissions	Mary Wargo	203-582-8612	Mary.Wargo@qu.edu

Quinnipiac University offers the ability to obtain a degree on a part-time basis in select programs. Part-time students are an integral part of the university and benefit from the many resources and services (p. 17) available to students. For example, academic support is available in the Learning Commons (p. 21), which maintains evening hours. In addition, Quinnipiac offers several ways to use previous collegiate and noncollegiate learning experiences to award college credit and also recognizes student financial needs through creative payment plans and financial assistance.

### Non-Matriculated Students

Part-time students may take a limited number of courses without applying for admission (non-matriculated) if they are attempting to build an academic record after many years of absence from school, or are not ready to pursue a degree program. To be considered for non-matriculated study, the student must have earned a high school diploma. A maximum of 6 credits may be taken in any semester on a space-available basis. Advanced courses may require specific prerequisites and permission for registration. Non-matriculated students must contact the registrar's office for further information about registration.

A student who does not meet the above requirements may not register as a non-matriculated student and must contact the admissions office at 203-582-8612 to apply for part-time study and provide official high-school and college transcripts. Current non-matriculated students are encouraged to apply for admission/change of status as soon as possible to ensure guidance with course selection and a degree program. No more than 12 credits may be completed by non-matriculated students in the School of Business.

### Changing Status—Non-degree to Degree

Students who have earned credit at Quinnipiac and wish to apply for matriculation into a degree program in the College of Arts and Sciences or the Schools of Business, Engineering, Communications or Health Sciences, should initiate the admission process by filing a "Change of Status" form available from the Office of Part-time Admissions. All appropriate documents required by the university for admission should be sent to the same office. Course work already completed at Quinnipiac as a non-degree student is considered in the admission process, as well as course work from other institutions. Students should contact the Office of Part-time Admissions at 203-582-8612 with any questions.

### Academic Good Standing Policy

All part-time students, whether matriculated or non-matriculated, are subject to the Academic Good Standing Policy of the University. See Academic Good Standing Policy for Undergraduate Students (p. 49).

## Academic Policies

The detailed academic policies that govern all students are found in the undergraduate Student Handbook (<https://www.qu.edu/student-resources/university-policies.html>), Graduate Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/graduate-student-handbook-2017-18.pdf>) and in the policy section of this catalog (p. 49). Below are the basic academic policies that govern part-time students.

### Placement Tests

To ensure appropriate placement in English courses, all transfer students with only one semester of English transferring in from another school must take the English placement test.

A math placement exam is also required to determine appropriate placement before registering for math courses required in all majors; and a language placement test is required for students continuing in a language from high school.

There is no fee for the placement exams, and arrangements can be made for taking the tests through the appropriate academic department.

### Transfer of Credit

Credits for college courses taken at other regionally accredited institutions normally may be transferred if they carry a grade of C or better. Evaluation of University Curriculum transfer credit is completed by the transcript evaluator. Additional credits are reviewed by the school to which the student has transferred. Official acceptance of transfer credit is completed upon matriculation.

### AP and CLEP Exam Policies

Quinnipiac University participates in the Advanced Placement (AP) program and the College Level Examination Program (CLEP), which provides an opportunity for students to obtain credit through examination (credits are accepted as transfer) for AP and CLEP exams taken prior to matriculation at Quinnipiac. Information regarding AP and CLEP exams may be obtained from the Office of Part-time Admissions.

### Military Credit for Prior Learning

Quinnipiac evaluates military training and experience according to the American Council on Education (ACE) standards for recommended college credit. Veterans and service members may be eligible for college credit based on their military experience, coursework, or other training as documented on their Joint Services Transcript—(JST)/ Community College of the Air Force (CCAF) transcript.

Determination of credit award is based on competencies and approved by school or college dean's offices. Students must be matriculated at Quinnipiac to earn credit for military experience.

### Registration

Course offerings and registration forms are available on the Registrar's Office website (<https://www.qu.edu/info-for/registrar.html>). Registration is completed by submitting the electronic forms. Currently enrolled students may register via Student Planning within their scheduled window each semester. Students should check course descriptions for any specific prerequisites prior to registering.

## Special Programs

### Accelerated Online Courses

Part-time students may be able to complete some requirements more rapidly and shorten the path to their degrees with these options. A limited



number of accelerated (seven-week) online courses are offered year round.

## Auditing Courses

Alumni and seniors (65 and older) may audit courses on a space-available basis. The student is responsible for the registration fee and any technology fees. In addition, seniors may take courses for credit, on a space-available basis, by paying the registration fee and any technology fees. Questions should be directed to the Registrar's Office.

## Bachelor's Degrees

- Bachelor of Arts in Liberal Studies (p. 264)
- Bachelor of Science in Health Science Studies (p. 264)
- Individualized Bachelor Degree Program (p. 265)

## Bachelor of Arts and Bachelor of Science Degrees—Traditional Majors

Part-time students may enroll in the bachelor's degree programs offered by the College of Arts and Sciences, School of Business, School of Communications and School of Engineering. Part-time students may only enroll in the following bachelor's degree programs offered by the School of Health Sciences: Biomedical Sciences, Health Science Studies and Microbiology/Immunology. While some evening courses may be available, most degree programs cannot be completed solely through evening work. More information on these programs can be found in the sections for the Schools of Business (p. 158), Communications (p. 180), Engineering (p. 195), Health Sciences (p. 205) and College of Arts and Sciences (p. 104).

## Part-time Admission Procedures

Adult students starting college for the first time, returning to school after an absence, or considering transferring to the College of Arts and Sciences or the Schools of Business, Communications, Engineering or Health Sciences should contact the Office of Part-time Admissions at 203-582-8612 for an appointment at any time of the year to discuss the courses or programs offered by Quinnipiac.

Applications for admission may be obtained from the Quinnipiac website (<https://www.qu.edu>). The admissions requirements for undergraduate applicants listed in this catalog are the same for part-time candidates, with the following exceptions:

1. Applicants who graduated high school more than five years ago or who have successfully completed the equivalent of one year (30 credits) of college study are not required to submit score results for the Scholastic Assessment Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT).
2. Applicants who have earned an associate's degree from a regionally accredited college need not submit high school transcripts.
3. An interview is recommended.

## Financial Assistance

### Quinnipiac Tuition Assistance Program

Undergraduate part-time students who are beginning their study in traditional course work and those who have special financial needs can apply for Quinnipiac Tuition Assistance (QTAP) grants. QTAP grants are awarded shortly before the start of the fall and spring semesters and may be used only to defer tuition costs. The application and a copy

of the applicant's most recent tax return should be submitted by the deadline dates: Jan. 4 for the spring semester and Aug. 15 for the fall semester. Students must file a new application for each semester they request aid. Applications may be obtained through the Office of Part-time Admissions.

## Federal Financial Aid Programs

Undergraduate part-time students who have been admitted by Quinnipiac into a degree program and are registered for a minimum of 6 credits each semester are eligible to apply for federal financial aid programs (loans and grants). The free application for Federal Student Aid (FAFSA) is available online (<http://www.fafsa.ed.gov>). Students taking fewer than 6 credits may be eligible for federal Pell Grants. Contact the Financial Aid Office for information and assistance.

## Employer Tuition Benefits

Quinnipiac University works with students to make the most of their employer's educational benefits plan. If your company does not have a formal agreement with Quinnipiac but does offer educational benefits, you can defer two-thirds of your tuition charges. All that is needed is an original employer letter verifying participation in the company tuition reimbursement plan during the semester for which they are registering. At registration, the student pays one third of the tuition plus fees and signs a promissory note for the tuition balance. The final tuition payments are due five weeks after the last day of the semester, which allows time for tuition reimbursement checks to be issued by the employer. Contact the Bursar's Office for information.

## Payment Plans

Students who do not participate in company tuition reimbursement plans can still set up a tuition payment plan. Plans are offered through Nelnet Business Solutions on an annual semester basis. There is a charge of \$75 to enroll. Contact the Bursar's Office for assistance.

## Bachelor of Arts in Liberal Studies

The Liberal Studies degree program offers the opportunity for adult and nontraditional students to choose concentrations in a number of fields. Eligible students have maximum flexibility in the utilization of previously earned credit and in the selection of new courses to meet their personal and academic goals. Each program is individually designed by the student with approval by the dean of the College of Arts and Sciences. Students complete the College of Arts and Sciences requirements, 15 credits at the 300-level and at least 27 credits in the area of concentration.

## Bachelor of Science in Health Science Studies

The Health Science Studies program provides an excellent opportunity for health care and science professionals who hold an associate's degree to obtain the bachelor's degree. The program provides the maximum utilization of previously acquired credits from academic and clinical training. An individual curriculum plan, approved by an academic adviser, can be designed that allows flexibility in choosing courses to build concentrations in the health science fields, as well as in other areas such as business, management, psychology and sociology.

Code	Title	Credits
EN 101	Introduction to Academic Reading and Writing	3

EN 102	Academic Writing and Research	3
	Quantitative Literacy	3
FYS 101	First-Year Seminar	3
	UC Elective	3
	UC Capstone	3
	Fine Arts	3
	Social Sciences	6
	Humanities	6
	UC electives	6
Total Credits		39

Science requirement may be satisfied through basic science core courses.

## Individualized Bachelor's Degree Program

Many part-time students who return to college already have a substantial amount of college credit earned in an associate's degree program, Credit for Prior Learning, or part-time studies. In addition, experienced students often have unique educational goals that are not met by traditional programs. These students need degree programs which

1. can accommodate the maximum amount of previously acquired credit, and
2. allow maximum flexibility in choosing courses to meet individual needs without adding to the total number of credits needed to graduate.

To meet these needs, Quinnipiac offers special general studies degree programs. These bachelor's degree programs (health science studies and liberal studies) are built around Quinnipiac's University Curriculum. The dean or faculty adviser works with each student to establish a curriculum plan that makes maximum use of previously obtained credit and incorporates new courses that build in-depth knowledge in the student's area of interest. See specific information for health science studies (p. 264) and liberal studies (p. 264) programs.

# GRADUATE STUDIES

	Phone
Graduate Admissions	203-582-8672
Graduate Financial Aid	203-582-8588
Graduate Student Affairs	203-582-4723

## Administrators/Program Directors College of Arts and Sciences

Program	Name	Phone	Email
Accelerated Dual-Degree Bachelor's/JD (3+3)	Lisa Bartone	203-582-7207	lisa.bartone@qu.edu
Accelerated Dual-Degree Bachelor's/MSW (3+2)	Catherine Solomon	203-582-5264	catherine.solomon@qu.edu
Accelerated Dual-Degree BA/ MBA in Theater (3+1)	Kevin Daly	203-582-3500	kevin.daly@qu.edu
Dual-Degree BA/ MAT or BS/MAT in Elementary Education (4+1)	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Dual-Degree BA/ MAT or BS/MAT in Secondary Education (4+1)	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Dual-Degree BA/ MBA (4+1)	Lisa Braiewa	203-582-3710	lisa.braiewa@qu.edu
Accelerated Dual-Degree BS/ MS in Molecular and Cell Biology (3+1)	Alexandre de Lencastre	203-582-5024	alexander.delencastre@qu.edu
Dual-Degree BS/ MS in Molecular and Cell Biology (4+1)	Alexandre de Lencastre	203-582-5024	alexander.delencastre@qu.edu
MS in Molecular and Cell Biology	Alexandre de Lencastre	203-582-5024	alexander.delencastre@qu.edu

## School of Business

Program	Name	Phone	Email
Master of Business Administration	Lisa Braiewa	203-582-3710	lisa.braiewa@qu.edu
Accelerated Dual-Degree BS/ MBA (3+1)	Michael Taylor	203-582-3949	michael.taylor@qu.edu
Dual-Degree BS/ MBA (4+1)	Lisa Braiewa	203-582-3710	lisa.braiewa@qu.edu
MS in Accounting	Christopher Neidig	203-582-3868	christopher.neidig@qu.edu
Accelerated Dual-Degree BS/MS in Accounting (3+1)	Michael Taylor	203-582-3949	michael.taylor@qu.edu
Dual-Degree BS/ MS or BA/MS in Accounting (4+1)	Christopher Neidig	203-582-3868	christopher.neidig@qu.edu

MS in Business Analytics	Christopher Neidig	203-582-3868	christopher.neidig@qu.edu
MS in Organizational Leadership	Christopher Neidig	203-582-3868	christopher.neidig@qu.edu
Health Care Compliance Certificate	Lisa Braiewa	203-582-3710	lisa.braiewa@qu.edu
Long Term Care Certificate	Angela Mattie	203-582-3630	angela.mattie@qu.edu

## School of Communications

Program	Name	Phone	Email
Accelerated Dual-Degree BA/ MS or BFA/MS in Communications (3+1)	Terry Bloom	203-582-8440	terry.bloom@qu.edu
Dual-Degree BA/ MS or BS/MS in Interactive Media and Communications (4+1)	Phillip Simon	203-582-8274	phillip.simon@qu.edu
Dual-Degree BA/ MS or BS/MS in Journalism (4+1)	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Dual-Degree BA/ MS or BS/MS in Public Relations (4+1)	Alexander Laskin	203-582-8470	alexander.laskin@qu.edu
Dual-Degree BA/MS or BS/ MS in Sports Journalism (4+1)	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Graduate Program Director, Interactive Media and Communications	Phillip Simon	203-582-8274	phillip.simon@qu.edu
Graduate Program Director, Journalism and Sports Journalism	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Graduate Program Director, Public Relations	Alexander Laskin	203-582-8470	alexander.laskin@qu.edu

## School of Education

Program	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	anne.dichele@qu.edu
Associate Dean	Beth Larkins-Strathy	203-582-3510	beth.larkins-strathy@qu.edu
Master of Arts in Teaching	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
MS in Instructional Design	Ruth Schwartz	203-582-8419	ruth.schwartz@qu.edu
MS in Teacher Leadership	Gail Gilmore	203-582-3289	gail.gilmore@qu.edu

Sixth-Year Educational Leadership	Gail Gilmore	203-582-3289	gail.gilmore@qu.edu
MS in Special Education	Judith Falaro	203-582-8868	judith.falaro@qu.edu

## School of Engineering

Program	Name	Phone	Email
Dean	Justin W. Kile	203-582-3372	justin.kile@qu.edu
Interim Associate Dean	Corey Kiassat	203-582-5020	corey.kiassat@qu.edu
Master of Science in Cybersecurity	Fred Scholl	203-582-7394	frederick.scholl@qu.edu

## School of Health Sciences

Program	Name	Phone	Email
Doctor of Physical Therapy	Katherine Harris	203-582-8511	katherine.harris@qu.edu
MHS Advanced Medical Imaging Leadership	John Candler	203-582-6205	john.candler@qu.edu
MHS Cardiovascular Perfusion	Michael J. Smith	203-582-3427	michael.smith@qu.edu
MHS Biomedical Sciences	Dwayne Boucaud	203-582-3768	dwayne.boucaud@qu.edu
MHS Pathologists' Assistant	Robert Cottrell	203-582-8676	robert.cottrell@qu.edu
MHS Physician Assistant	Dennis J. Brown	203-582-3708	dennis.brown2@qu.edu
MHS Radiologist Assistant	John Candler	203-582-6205	john.candler@qu.edu
Master of Social Work	Stephanie Jacobson (interim director)	203-582-8907	stephanie.jacobson@qu.edu
Occupational Therapy Doctorate	Francine Seruya	203-582-6455	francine.seruya@qu.edu

## School of Law

	Phone
Admissions Office	203-582-3400

## School of Nursing

Program	Name	Phone	Email
Chair, Graduate Programs	Laima Karosas	203-582-5366	laima.karosas@qu.edu
Director of Nurse Practitioner ProgramsNew Row	Susan D'Agostino	203-582-8882	susan.d'agostino@qu.edu
Director of Nurse Anesthesia ProgramsNew Row	Karita Kack	203-582-7969	karita.kack@qu.edu
Director of Graduate Online Nursing ProgramsNew Row	Nicholas Nicholson	203-582-6542	nicholas.nicholson@qu.edu

## Mission Statement

Through its graduate programs, Quinnipiac University recognizes a substantial trend toward greater professionalism and the rapidly expanding body of knowledge in the fields of business, communications, education, social work, health management and the health care, rehabilitative and laboratory sciences. The provision of graduate degrees is a logical extension of Quinnipiac's special mission, which is "to provide opportunity for an integrated liberal and technical education" that will enable students to prepare for and advance in their professional careers and to "make responsible decisions in a society that increasingly demands understanding of the humanities, the social and natural sciences and technology."

All graduate programs at Quinnipiac share three foundations. Instruction is provided by a team of academicians who hold the highest available academic credentials and practicing professionals who hold advanced positions in their field. Every graduate student is provided with the opportunity to obtain practical experience through supervised residencies, thesis research, special projects or small laboratory classes. Study in all graduate programs is advanced and builds on both undergraduate education and professional experience. Additional prerequisite courses are needed by students who enter new fields at the graduate level.

## Graduate Admission

Applications for all graduate programs, except law and medicine, may be obtained and submitted from the Quinnipiac Admissions website (<http://www.qu.edu/gradadmission>). For information about online admissions, visit QU Online Admissions (<https://quonline.quinnipiac.edu/become-a-student/admissions-process.php>). Applicants are required to submit an application fee and official transcripts of all college-level work completed at other institutions. Applicants also are required to submit a letter of intent and resume (as stipulated by each specific program) and to make arrangements to have two letters of reference submitted.

Individual graduate programs have additional application requirements. For example, GMAT or GRE scores are required for admission into the MBA program.

The Quinnipiac physician assistant program participates in the Central Application Service for Physician Assistants. Go to the CASPA website (<https://caspa.liaisoncas.com>) for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. Applicants may contact the Office of Graduate Admissions for information.

Submission of Graduate Record Examination scores is not required for admission into Quinnipiac's master's degree programs except for the MMSc in anesthesiologist assistant program (however, this program will accept the MCAT in lieu of the GRE). However, many program faculty find GRE scores a useful indication of a student's ability. Information about specific admissions requirements or standardized exams can be obtained from the Office of Graduate Admissions, the Admissions website (<http://www.qu.edu/gradadmission>) or the Quinnipiac Online website (<https://quonline.quinnipiac.edu>).

## International Student Admission

Applications for graduate study from international students are welcomed. International applicants must complete their application at least three months prior to their intended start term. Upon application, international students are requested to submit English language

descriptions of universities and colleges attended including status as a public or private institution as well as recognition by government and accrediting agencies of the respective country.

All applicants from non-English-speaking countries must, in addition to all of the regular admissions requirements, provide TOEFL (Test of English as a Foreign Language) scores (go to [ets.org](http://www.ets.org) (<http://www.ets.org>)). In general, a minimum Toefl iBT score of 90, Internet-based (575 paper-based, 233 computer-based) is required for admission. In lieu of TOEFL, applicants may submit IELTS (International English Language Testing System) scores (go to [ielts.org](http://www.ielts.org) (<http://www.ielts.org>)). A minimum score of 6.5 on this exam, "B" or above on the CAE (Certificate of Advanced English), or "C" or above on the CPE (Certificate of Proficiency in English) is required. In lieu of TOEFL or IELTS, applicants may submit PTE-A (Pearson Test of English Academic) scores (available at [pearsonPTE.com](http://www.pearsonPTE.com) (<http://www.pearsonPTE.com>)). A minimum PTE-A score of 61 is required. TOEFL, IELTS and PTE scores are valid for two years.

Candidates holding degrees from foreign institutions must provide notarized English translations and an official evaluation of their post-secondary records from an academic credential evaluation service. Applicants for the PA program must possess a bachelor's degree from a regionally accredited institution in the United States or a nationally recognized foreign institution and all PA program prerequisites must be completed at a regionally accredited institution in the U.S.

International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac before a visa application can be issued.

## Graduate Financial Assistance and Scholarship Information

### Graduate Financial Assistance

Financing a graduate education is a significant investment for students. To assist students, Quinnipiac provides several financial aid programs to help graduate students fund their education. Financial aid is available to both full-time and part-time students. Graduate students who are matriculated, enrolled at least half-time (5–8 credits) and making satisfactory academic progress in a degree programs are eligible to receive financial aid.

### Graduate Assistantships

Graduate assistantships are available on a limited basis to both full-time and part-time graduate students. There are two types of assistantships. Students whose services and skills are utilized in practical, clinical or research within the university receive a partial tuition waiver. Students whose services are in administrative areas within the university receive a paycheck.

The number of graduate assistantships vary each semester. Students who wish to be considered for an assistantship should contact either the program director or visit Quinnipiac's Graduate Work (<http://www.qu.edu/gradwork>) webpage.

### Internship Waivers

Students accepted full time into the master of arts in teaching program have the opportunity to serve as graduate student interns in a single public school. Interns receive a significant tuition reduction during the internship semesters.

## Quinnipiac University Graduate Merit Scholarship

Quinnipiac University's graduate merit scholarships are awarded on a competitive basis to a select number of newly admitted full-time on-campus graduate students who demonstrate exceptional promise of achieving academic excellence. The scholarships are offered to full-time students who are entering the following traditional on-campus programs: business administration, cardiovascular perfusion, journalism, medical laboratory sciences, molecular and cell biology, nursing, pathologists' assistant, physician assistant, radiologist assistant and social work. Candidates are evaluated based on academic potential in their chosen graduate degree field, as evidenced by academic and related performance to date. Eligibility is determined by a scholarship committee based on the program director's recommendations during the admissions application process. Financial need is not a factor in the selection.

Candidates interested in merit scholarships are encouraged to apply early in the admissions application process. Every admitted full-time applicant is considered for the scholarship and recipients are determined no later than March 15 for programs that begin in the summer. Scholarship recipients for programs that begin in the fall are determined no later than July 15. Due to limited funding, these scholarships are not available to international students.

Scholarships are renewable so long as students maintain full-time enrollment and a cumulative grade point average of 3.25 each semester.

## Quinnipiac Graduate Grant

Quinnipiac University provides institutional grants to our full-time, on-campus graduate students with the highest financial need. To determine who should be appropriately funded by this grant, we use an institutional application in conjunction with the FAFSA. The grant is nonrenewable.

## Loan Programs

Graduate students may be eligible for several different types of loan programs offered at the university. Federal loans are available to students who:

1. meet the general requirements;
2. are U.S. citizens or eligible noncitizens; and
3. are registered with Selective Service (male students only).

Private alternative loans also are available and do not require the same criteria as listed above. These types of loans are based on enrollment and an individual's personal credit standings.

## Applying for Financial Aid

Students seeking financial aid should complete, as soon as possible, a "Free Application for Federal Student Aid." This may be completed online at [fafsa.gov](http://fafsa.gov) (<http://www.fafsa.gov>). Be sure to indicate the federal school code 001402. In addition, a financial aid application is required to award student aid. The form can be downloaded from the Graduate Financial Aid (<https://www.qu.edu/graduate-tuition-financial-aid/forms-policies.html>) section of Quinnipiac's website.

## Requirements for Graduation

### Master of Arts in Teaching Program

1. Satisfactory completion of all MAT program requirements.
2. Satisfactory completion of the Connecticut State Department of Education's certification requirement of demonstrated competence in language arts, mathematics, natural sciences, social sciences



(including a U.S. history course), the fine arts, physical education and health, a world language, and computer and other technology.

3. Satisfactory results on the appropriate PRAXI II and CT Foundation of Reading tests.
4. A preferred cumulative GPA of at least 3.0.
5. Completion of the full-time internship.

### **Master of Business Administration**

1. Satisfactory completion of all MBA program requirements (46 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MBA program courses taken at Quinnipiac.

### **Master of Science in Accounting**

1. Satisfactory completion of all MS in Accounting program requirements (30 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MS program courses taken at Quinnipiac.

### **Master of Science in Business Analytics**

1. Satisfactory completion of all MS in Business Analytics program requirements (33 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MS program courses taken at Quinnipiac.

### **Master of Science in Cybersecurity**

1. Satisfactory completion of all MS in Cybersecurity program requirements (36 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MS program courses taken at Quinnipiac.

### **Master of Science in Organizational Leadership**

1. Satisfactory completion of all MS in Organizational Leadership program requirements (33 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MS program courses taken at Quinnipiac.

### **Master of Health Science (Advanced Medical Imaging and Leadership program)**

1. Satisfactory completion of all MHS-AMIL curriculum requirements.
2. Satisfactory completion of all American Registry of Radiologic Technologists (ARRT) examination requirements.
3. A cumulative GPA of at least a 3.0.

### **Master of Health Science (Cardiovascular Perfusion, Biomedical Sciences, Pathologists' Assistant, Physician Assistant)**

1. Satisfactory completion of the curriculum requirements for the selected graduate program.
2. Satisfactory completion of specific course requirements.
3. A cumulative GPA of at least 3.0.

### **Master of Health Science (Radiologist Assistant)**

1. Satisfactory completion of all MHS-RA curriculum requirements.

2. Satisfactory completion of all American Registry of Radiologic Technologists (ARRT) examination requirements.
3. A cumulative GPA of at least a 3.0.

### **Master of Science in Instructional Design**

1. Satisfactory completion of all MS in Instructional Design program requirements, including capstone project (30 credits).
2. A cumulative GPA of at least 3.0, with no course grade below B-.

### **Master of Science in Interactive Media and Communications**

1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0 and no grade less than a C.
3. Completion of the capstone course.

### **Master of Science in Journalism**

1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0 and no grade less than a C.
3. Completion of research thesis or professional project.

### **Master of Science in Sports Journalism**

1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0 and no grade less than a C.
3. Completion of research thesis or professional project.

### **Master of Science in Molecular and Cell Biology**

1. Satisfactory completion of at least 34 credits of graduate study.
2. Satisfactory completion of specific course requirements.
3. Candidates must maintain a minimum cumulative GPA of 3.0 to remain in the MCB program.

### **Master of Science in Nursing**

1. Satisfactory completion of all core courses and appropriate specialty courses.
2. A cumulative GPA of at least 3.0.
3. Satisfactory completion of the precepted practice hour requirement.
4. A minimum grade of B- in all nursing courses.

### **Doctor of Nursing Practice**

1. Satisfactory completion of all core courses and appropriate specialty courses.
2. A cumulative GPA of at least 3.0.
3. Satisfactory completion of the precepted practice and fieldwork hour requirement.
4. Oral comprehensive exams: nurse anesthesia post-bachelor's.
5. A minimum grade of B- in all doctoral nursing courses; B for nurse anesthesia courses.

### **Post-Professional Occupational Therapy Doctorate**

1. Satisfactory completion of all OTD program requirements (32 credits).
2. A cumulative GPA of at least 3.2.

### **Doctor of Physical Therapy**

1. Satisfactory completion of all graduate curriculum requirements.
2. A minimum grade of C+ in all graduate courses.
3. A cumulative GPA of 3.0 for each semester of graduate study.

## Master of Science in Public Relations

1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0 and no grade less than a C.
3. Completion of research thesis or professional project.

## Master of Science in Teacher Leadership

1. Satisfactory completion of all MS in Teacher Leadership program requirements (30 credits).
2. A cumulative GPA of at least 3.0, with no course grade below B-.
3. Satisfactory completion of the specialization area capstone project.

## Master of Social Work

1. Satisfactory completion of all MSW program requirements (60 credits), including a capstone project and field placements.
2. A cumulative GPA of at least 3.0.

## Sixth-Year Diploma in Educational Leadership

1. Satisfactory completion of all program course work, including the internship.
2. Satisfactory results (passing) on the Connecticut Administrator test (CAT).
3. Successful completion of all performance tasks.
4. A cumulative GPA of at least 3.0, with no course grade below B-.

# Graduate Academic Policies

## Graduate

Academic Good Standing (p. 51)

Academic Integrity (p. 52)

Animals on Campus (<https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Funiversity-policies%2Fanimals%2F&data=02%7C01%7C%7C0b589b3bcfc64d4c904608d59ee540d0%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C636589629821777787&sdata=sIW4LgQB%2BJqLzZ2KEWhqM1CWBdNz9VdzUjLnIRBXdMA%3D&reserved=0>)

Background Checks (p. 65)

Class Attendance (p. 65)

Disabilities (p. 66)

Final Examination (p. 86)

Grievance (p. 87)

Harassment and Discrimination (p. 87)

Inclement Weather (p. 88)

Leaves of Absence (p. 88)

Pregnant and Parenting Students (p. 89)

Procedure to Appeal a Final Grade (p. 90)

Repeat of Courses with Grade of F, D or C- (p. 91)

Student Records (p. 91)

Title IX (p. 92)

Transfer of Credit and Challenge Examinations (p. 101)

Tutorial Study (p. 102)

Variant Procedure (p. 103)

Withdrawal from a Course (p. 103)

Withdrawal from the University (p. 103)

## College of Arts and Sciences

The College of Arts and Sciences offers a (post-graduate) Master of Science in Molecular and Cell Biology program, as well as several dual-degree (combined bachelor's and master's degree) programs both within the college, or integrated with other schools within Quinnipiac University. For a full list of all College of Arts and Sciences graduate programs, see Programs (p. 270).

## Master of Science

Master of Science in Molecular and Cell Biology (p. 113)

## Dual-Degree Programs

Accelerated Dual-Degree Bachelor's/JD (3+3) (p. 37)

Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 272)

Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 274)

Dual-Degree BA/MAT or MS/MAT in Secondary Education (4+1) (p. 276)

Dual-Degree BA/MBA (4+1) (p. 278)

Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 150)

Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) (p. 111)

Dual-Degree BS/MS in Molecular and Cell Biology (4+1) (p. 112)

## Master of Science in Molecular and Cell Biology

Program Contact: Lise Thomas (Lise.Thomas@quinnipiac.edu)  
203-582-8497

The College of Arts and Sciences offers a Master of Science in Molecular and Cell Biology program for both part-time and full-time students. Through the graduate program, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. To achieve this goal, the program provides the students with highly specialized lecture and laboratory courses relevant in this rapidly growing field.

## MS in Molecular and Cell Biology Program of Study

The 34 credits required for the Master of Science in Molecular and Cell Biology include five courses (20 credits) in the science core, elective courses chosen in consultation with the program director and a thesis or non-thesis option (the non-thesis option requires the successful completion of a comprehensive examination; the thesis option requires 2 additional credits, for a total of 36 credits).

### Curriculum

Code	Title	Credits
<b>Core Curriculum</b>		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
<b>Thesis or Non-Thesis Option</b>		
Select one of the options		14-16
Total Credits		34-36

### Thesis Option

Code	Title	Credits
Core Curriculum Requirements		20
BIO 649	Independent Research	2
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
Graduate electives		6
Total Credits		36

### Non-Thesis Option

Code	Title	Credits
Core Curriculum Requirements		20
BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate electives		12
Total Credits		34

### Graduate Elective Courses

Code	Title	Credits
BIO 505	Writing and Science	3
BIO 521	Stem Cell Biology	3
BIO 562	Bioinformatics	3
BIO 649	Independent Research	2
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
BIO 675	Comp Exam in Molecular and Cell Biology	2
BIO 688	Independent Study	1-4
BIO 689	Independent Study	1-4

BMS 510	Biostatistics	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 532 & 532L	Histology and Histology Lab	4
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology (with lab)	4
BMS 573	Mycology	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 595	Transplantation Immunology	3
PA 515	Human Physiology	4

## MS Thesis

The MS thesis option involves original laboratory research performed under the guidance of a thesis committee and the director of the molecular and cell biology program. The thesis committee evaluates a student's progress by approving the research project and subsequently advising the student whenever the need arises.

## Comprehensive Examination

The written comprehensive exam (BIO 675) is a requirement of the non-thesis option for the MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts, which link the student's own specialization to other fields of study. Completion of a minimum of four of the five core curriculum courses is required to register for the comprehensive examination. A minimum grade of a B- is required to pass the comprehensive examination. Students must meet with the program director before registering for the comprehensive exam.

## Admission

Applicants who have a bachelor's degree in a biological, medical or scientific field are eligible for admission to the Master of Science in Molecular and Cell Biology program. Applications may be obtained from the Office of Graduate Admissions (<http://www.qu.edu/gradadmission>) and are accepted for fall or spring enrollment. A complete application consists of the following:

- application form and fee
- a letter of intent including a detailed autobiography of personal, professional and educational achievements
- two letters of recommendation (at least one letter should be from a science faculty member)
- official transcripts of all undergraduate and graduate work completed

A cumulative undergraduate GPA of 3.0 is preferred and undergraduate course work in biochemistry, microbiology, molecular biology and/or genetics is highly recommended. Although Graduate Record Examination (GRE) scores are not required, the scores can provide another indication of a student's academic readiness. Applicants should refer to the Graduate Admission Requirements (p. 267) found in this catalog.

## Accelerated Dual-Degree Bachelor's/MSW (3+2)

Program Contact: Catherine Solomon (Catherine.Solomon@qu.edu) 203-582-5264

The Accelerated Dual-Degree Bachelor's/Master of Social Work (3+2) program is an excellent choice for the highly motivated student seeking a rewarding and successful career as a social worker.

Social work is one of the fastest growing occupations in the United States. As social workers, graduating students have the ability to enter a broad range of high-demand fields. Emergency rooms, rehabilitation facilities and youth centers all rely on social workers to treat veterans with PTSD, neglected children, people with chronic illnesses and many others. Our program prepares you for licensure and gives you the tools you'll need to provide patients with counseling, crisis intervention and access to social welfare and community resources.

You'll act as a crucial link between patients and their caregivers, ensuring that they are receiving proper attention. Our curriculum emphasizes interprofessional education to familiarize you with a team-based health care approach while also giving you the freedom to tailor your degree to your specialty.

Through this accelerated dual-degree program, you'll complete both your bachelor's degree and your Master of Social Work (p. 320) in just 5 years.

The most common majors for students who are anticipating graduate study in social work are Sociology, Criminal Justice, Gerontology and Psychology; however this accelerated program is open to students in any Arts and Sciences major. Students are advised that this accelerated degree will require overloads and summer course work to complete the bachelor's degree in 3 years.

Students must work with their advisers to carefully plan their course of study to ensure completion of the BA or BS degree in 3 years.

Students admitted to the program take 9 credits of graduate course work in their third year:

Code	Title	Credits
<b>Fall Semester</b>		
SW 504	Social Welfare Policy	3
SW 506	Human Behavior in the Social Environment I: Theories of Practice	3
<b>Spring Semester</b>		
SW 507	Human Behavior in the Social Environment II: Issues of Diversity and Oppression	3

Once admitted to the program, students must maintain an undergraduate GPA of 3.00, complete 20 hours in liberal arts, and a statistics course with a grade of C or higher. Students must additionally achieve a grade of B

or higher in their three graduate courses. A maximum of 9 credits may be used to fulfill both undergraduate and graduate requirements. Students earn the Master's degree in Social Work upon satisfactory completion of all of the graduate curriculum requirements.

### Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

*Please note: Students cannot be added to the Accelerated Dual-Degree Bachelor's/MSW (3+2) program after matriculating at Quinnipiac.*

## Accelerated Dual-Degree BA/MBA in Theater (3+1)

Program Contact: Kevin Daly (Kevin.Daly@qu.edu) 203-582-3500

The Accelerated Dual-Degree BA/MBA (3+1) program offers highly motivated students an opportunity to earn a BA in Theater and an MBA from the School of Business in just 4 years. Both degrees are completed in full without compromise.

This program offers advantages to students who have a passion for theater and ambitions for a career in the global business landscape. The study of theater sharpens self-confidence and public speaking skills while developing empathy. Theater students engage in hands-on problem solving, take on leadership roles, and become creative thinkers with intrinsic, "get the job done" work ethics. A student who wishes to have his or her resume stand out from the pack, while developing the above skills and earning a respected degree in business might consider this 3+1 program as a differentiator.

Additionally, this program offers advantages to students who wish to pursue leadership roles within the professional entertainment industry. There is a demand within the industry for skilled leaders who possess strong business administration skills paired with a core understanding of theater arts. Examples of high-paying jobs that 3+1 students would be uniquely qualified for include: executive director, producer, managing director, artistic director, director of development, business manager and operations manager. By pairing their passion for theater with the MBA degree, theater students substantially increase their employability and earning power upon graduation without compromising the personal, interpersonal and intellectual growth that a liberal arts education offers.

### BA/MBA in Theater Program of Study

This rigorous program of study includes extra courses during the fall and spring sessions, as well as summer sessions to complete the degree requirements for both a BA and an MBA in just four years.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
Humanities		3
EC 111	Principles of Microeconomics	3
DR 140	Stagecraft	3
DR 160	Acting I	3
Credits		18
<b>Spring Semester</b>		
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
EC 112	Principles of Macroeconomics	3
DR 257	Design for the Theater	3
DR 270	World Theater History & Dramatic Literature I	3
Free Elective		3
Credits		18
<b>Summer Semester</b>		
UC Breadth		3
UC Breadth		3
Credits		6
<b>Second Year</b>		
<b>Fall Semester</b>		
Natural Science (UC)		3
Natural Science Lab (UC)		1
Humanities Elective (UC)		3
Foreign Language 101		3
Free Elective		3
DR 286	Comparative Drama/ Play Analysis	3
DR Elective (Theater Focus Track)		3
Credits		19
<b>Spring Semester</b>		
Foreign Language 102		3
Social Science		3
Humanities		3
AC 211	Financial Accounting	3
DR 275	World Theater History and Dramatic Literature II	3
MU or AR Elective		3
Credits		18
<b>Summer Semester</b>		
DR 370	Internship in Theater Administration, Production, Performance, Education or Theater and Community	3
UC Breadth		3
Credits		6
<b>Third Year</b>		
<b>Fall Semester</b>		
FIN 201	Fundamentals of Financial Management	3
MBA 615	Managing the Decision Making Process	3
Depth Elective		3

Depth Elective		3
DR 350	Playwriting	3
DR Elective (Theater Focus Track)		3
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
Credits		19
<b>Spring Semester</b>		
Depth Elective		3
Senior Capstone		3
DR 230	Directing for the Theater	3
DR Elective (Theater Focus Track)		3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
Credits		18
<b>Summer Semester</b>		
MBA Elective		3
MBA Elective		3
Credits		6
<b>Fourth Year</b>		
<b>Fall Semester</b>		
MBA Elective		3
MBA Elective		3
Take one of the following:		3
MBA 610	Business Decision Analysis	
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
Credits		15
<b>Spring Semester</b>		
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy	3
MBA 690	Decision Making Capstone	3
MBA Elective		3
MBA Elective		3
Credits		15
Total Credits		158

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.



## Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1)

Program Contact: Christina Pavlak  
(christina.pavlak@qu.edu), 203-582-3192

The purpose of Quinnipiac's Dual-Degree BA/MAT or BS/MAT program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the teaching standards for the state of Connecticut and to the standards of the National Council for the Accreditation of Teacher Education (NCATE). The three values of "excellence in education, a sensitivity to students, and a spirit of community" which are at the heart of Quinnipiac's mission statement are woven through the program.

### General Information

The dual-degree program provides the means for Quinnipiac students to earn a bachelor's degree in an academic major and a master of arts in teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

The dual-degree program is divided into a two-year preprofessional component and a three-year professional component. The two-year preprofessional program includes a required introductory course (ED 140) that acquaints prospective teacher candidates with the teaching profession. Students are encouraged to take this course during their freshman year but no later than the fall semester of their sophomore year. Additional courses required before the junior year include educational philosophy and diversity (ED 250 and ED 260).

Students begin their professional component in the fall semester of their junior year. Supervised fieldwork, an integral part of the professional component, includes undergraduate observation and fieldwork, a graduate internship/residency, and student teaching. Following completion of the fourth year of study, students receive a bachelor of arts or bachelor of science degree in their academic major. Students begin their graduate work immediately following graduation. Any teacher candidate enrolled in the dual-degree program who does not complete all the requirements for undergraduate completion of the bachelor's degree as anticipated will not be allowed to enter any graduate fifth year without the written consent of the program director.

*Note:* Because the MAT program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

## Dual-Degree BA/MAT or BS/MAT in Elementary Education

The elementary education program is designed to prepare the teacher candidate with in-depth content knowledge across the elementary school

curriculum and exemplary skills in teaching and classroom management. Students interested in elementary education may major in any discipline or have an interdisciplinary major.

Central to candidates' professional studies are undergraduate service-based courses (ED 341L, ED 342L, ED 466L and ED 468L) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/residency experience in partner schools.

### General Requirements

The following courses meet the Connecticut State Department of Education's general education requirements. A grade of "C" or better is required in these courses (except as noted).

Code	Title	Credits
EN 101	Introduction to Academic Reading and Writing <sup>1</sup>	3
Select one of the following: <sup>2</sup>		3
MA 110	Contemporary Mathematics	3
or MA 140	Pre-Calculus	
HS 131	U.S. History to 1877	3
or HS 132	U.S. History Since Reconstruction	
World Language - Level 101		3
PS 101	Introduction to Psychology	3
PS 236	Child and Adolescent Development	3
Fine Arts		3
Science		3-4
Total Credits		24-25

<sup>1</sup> Student must receive a grade of B or better in EN 101.

<sup>2</sup> MA 140 is required if student tests out of MA 110.

### Professional Component

Code	Title	Credits
ED 140	Introduction to Public Education and the Teaching Profession	1
ED 250	Diversity, Dispositions and Multiculturalism	3
ED 260	Social and Philosophical Foundations of Education	3
ED 341 & 341L	Learning and Teaching the Developing Child and Learning and Teaching: Pedagogy Field Lab I	4
ED 342 & 342L	Advanced Learning and Teaching and Advanced Learning and Teaching: Assessment Field Lab II	4
ED 436	Teaching Literacy in the Primary Grades	3
ED 458	Teaching Science in the Primary Grades	3
ED 462	Facilitating the Arts in the Elementary Classroom	3
ED 466 & 466L	Teaching Social Studies in the Primary Grades and English Language Arts Integration Field Lab IV	3

ED 468 & 468L	Teaching Mathematics in the Primary Grades and Primary Math and Science STEM Field Lab III	4
ED 550	Issues and Research in Education	2
ED 554	Internship and Seminar I	2
ED 555	Internship and Career Development Seminar	1
ED 556	Teaching Literacy in Grades 4-6	3
ED 569	Teaching Mathematics in Grades 4-6	3
ED 575	Teacher Discourse: Language and Communication Issues in the Elementary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching	6
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Total Credits		61

## Admission

Admission to the dual-degree program is based on a holistic review by MAT program faculty of the following admission requirements:

- A preferred 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major (applicants with overall GPAs below 2.67 will not be considered).
- Students applying to the MAT program are required to take one of the following tests: Praxis Core Mathematics, Reading and Writing tests, the SAT or the ACT. Scores will be reviewed by School of Education faculty as part of the retention review process.
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
- A written essay completed in ED 140 that meets program standards.
- A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
- Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

## Retention

Students who are accepted into Quinnipiac University as full-time students and who indicate a desire to teach are admitted into the MAT

program upon acceptance, with the understanding that a retention review will be done by MAT faculty in the sophomore year.

Continuation in the dual-degree program is based on a holistic retention review during the spring sophomore semester by MAT faculty. The review requires that specific criteria have been met in order to remain in the teacher preparation program:

1. A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major (applicants with an overall GPA below 2.67 will not be considered).
2. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
3. A written essay completed in ED 140 that meets program standards.
4. Evidence of strong basic skills in math, reading and writing in order. Evidence can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
5. A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
6. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain an overall B (3.0) undergraduate GPA with a C or better in all general education courses required for the MAT program. In addition, candidates must earn a B- or better in all education courses (undergraduate and graduate), as well as maintain 3.0 GPA for all education course work to remain in good standing in the program. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary

status is subject to the director's approval and is neither automatic nor guaranteed.

All candidates must maintain a minimum 3.0 GPA in all major course work to remain in good standing in the program to be recommended for certification. In addition, teacher candidates who earn a C+ or below in two or more undergraduate courses in their major will be required to meet with the MAT program director to discuss continuation in the program.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

## Completion

To qualify for teacher certification, students must complete all requirements of the MAT program. Candidates must complete all course work, fulfill the internship/residency responsibilities and successfully complete all performance tasks, including the required licensure tests.

## Clinical Experiences

### Field Study

Candidates are required to complete a laboratory field study course in each semester of their junior and senior year. As part of the course requirements, each candidate must complete a minimum of 20 hours per semester in her/his assigned classroom, under the guidance of the classroom teacher who serves as the field study adviser. Candidates are assigned to one school during their junior year and a different school during their senior year. Candidates are responsible for their transportation to and from these clinical sites.

### Internship/Residency

Candidates participate in an internship/residency during their graduate year. Quinnipiac has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate students with guided, hands-on professional practice while defraying some costs of the graduate portion of the program.

During the internship semesters, candidates serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site teacher advisor and a School of Education faculty member. Candidates have the opportunity to participate in staff meetings and take part in all school operations; in short, to become full members of the school community. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Candidates must continue serving in their internship/residency through the last day of the public school calendar. Therefore, although classes end in May, the internship and the completion of the five-year MAT program do not occur until mid- to late June. Candidates are allowed to "walk" during graduation ceremonies but do not formally receive their degrees until all of the internship/residency responsibilities are met.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

## Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1)

Program Contact: Christina Pavlak (Christina.Pavlak@quinnipiac.edu), 203-582-3192

The purpose of Quinnipiac's Dual-Degree Bachelor's/MAT program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation. The three values of "excellence in education, a sensitivity to students, and a spirit of community" which are at the heart of Quinnipiac's mission statement are woven through the program.

## General Information

The dual-degree program provides the means for Quinnipiac students to earn a bachelor's degree in an academic major and a master of arts in teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

The dual-degree program is divided into a two-year preprofessional component and a three-year professional component. The two-year preprofessional program includes a required introductory course (ED 140) that acquaints prospective teacher candidates with the teaching profession. Students are encouraged to take this course during their freshman year but no later than the fall semester of their sophomore year. Additional required courses before the junior year include educational philosophy and diversity (ED 250 and ED 260).

Students begin their professional component in the fall semester of their junior year. Supervised fieldwork, an integral part of the professional component, includes undergraduate observation and fieldwork, a graduate internship, and student teaching. Following completion of the fourth year of study, students receive a bachelor of arts or bachelor of science degree in their academic major. Students begin their graduate work immediately following graduation. Any teacher candidate enrolled in the five-year MAT program who does not complete all the requirements for undergraduate completion of the bachelor's degree as anticipated will not be allowed to enter any graduate fifth year without the written consent of the program director.

*Note:* Because the MAT program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

## Dual-Degree BA/MAT or BS/MAT in Secondary Education Curriculum

The secondary education program is designed to prepare the teacher candidate with strong teaching skills and a depth of content knowledge

in the discipline they wish to teach. Students interested in secondary education must select a major from among the following: biology, English, history, mathematics or Spanish.

Central to candidates' professional studies are undergraduate service-based courses (ED 341L, ED 342L, ED 343L, ED 409L, ED 452L) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/residency experience in partner schools.

## General Requirements

The following courses meet both the University Curriculum requirements and the Connecticut State Department of Education's general education requirements. A grade of "B" or better is required in these courses.

Code	Title	Credits
EN 101	Introduction to Academic Reading and Writing <sup>1</sup>	3
MA 110 or MA 140	Contemporary Mathematics <sup>2</sup> Pre-Calculus	3
HS 131 or HS 132	U.S. History to 1877 U.S. History Since Reconstruction	3
	World Language - Level 101 or higher	3
PS 101	Introduction to Psychology	3
PS 236	Child and Adolescent Development	3
	Social Sciences	3
	Fine Arts	3
	Science	3-4
Total Credits		27-28

<sup>1</sup> Student must receive a grade of B or better in EN 101. English majors must take EN 325

<sup>2</sup> MA 140 is required if student tests out of MA 110. Student must receive a grade of B or better in either MA 110 or MA 140.

## Professional Component Secondary

Code	Title	Credits
ED 140	Introduction to Public Education and the Teaching Profession	1
ED 250	Diversity, Dispositions and Multiculturalism	3
ED 260	Social and Philosophical Foundations of Education	3
ED 341 & 341L	Learning and Teaching the Developing Child and Learning and Teaching: Pedagogy Field Lab I	4
ED 343 & 343L	Advanced Learning and Teaching in Secondary Classrooms and Advanced Learning and Teaching: Secondary Assessment Field Lab II	4
ED 409 & 409L	Reading and Writing Across the Curriculum and English Language Arts Field Lab III	4
ED 477	Teaching English Language Learners in the Mainstream Classroom	3

ED 50_	Methods II, content specific	3
ED 514	Internship I	1
ED 515	Internship and Career Development Seminar	1
ED 550	Issues and Research in Education	2
ED 576	Teacher Discourse in the Secondary Classroom	3
ED 601	Student Teaching	6
ED 693	Research I	2
ED 694	Research II	2
SPED 552 & ED 452L	Teaching in the Inclusive Classroom and Inclusive Classroom Secondary Field Lab IV	4
Select three graduate content discipline courses		12
Total Credits		58

## Admission

Admission to the dual-degree program is based on a holistic review by MAT program faculty of the following admission requirements:

- A preferred 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major (applicants with overall GPAs below 2.67 will not be considered).
- Students applying to the MAT program are required to take one of the following tests: Praxis Core Mathematics, Reading and Writing tests, the SAT or the ACT. Scores will be reviewed by School of Education faculty as part of the retention review process.
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
- A written essay completed in ED 140 that meets program standards.
- A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
- Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

## Retention

Students who are accepted into Quinnipiac University as full-time students and who indicate a desire to teach are admitted into the MAT program upon acceptance, with the understanding that a retention review will be done by MAT faculty in the sophomore year.

Continuation in the dual-degree program is based on a holistic retention review during the spring sophomore semester by MAT faculty. The review requires that specific criteria have been met in order to remain in the teacher preparation program:



1. A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major (applicants with overall GPAs below 2.67 will not be considered).
2. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
3. A written essay completed in ED 140 that meets program standards.
4. Evidence of strong basic skills in math, reading and writing. Evidence can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
5. A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
6. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain an overall B (3.0) undergraduate GPA with a C or better in all general education courses required for the MAT program. In addition, candidates must earn a B- or better in all education courses (undergraduate and graduate), as well as maintain 3.0 GPA for all education course work to remain in good standing in the program. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates in the secondary program must maintain a minimum 3.0 GPA in all content area course work to remain in good standing in the program to be recommended for certification. In addition, secondary teacher candidates who earn a C+ or below in two or more undergraduate content

area courses will be required to meet with the MAT program director to discuss continuation in the program.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

## Completion

To qualify for teacher certification, students must complete all requirements of the MAT program. Candidates must complete all course work, fulfill the internship/residency responsibilities and successfully complete all performance tasks, including the required licensure tests.

## Clinical Experiences

### Field Study

Candidates are required to complete a laboratory field study course in each semester of their junior and senior year. As part of the course requirements, each candidate must complete a minimum of 20 hours per semester in her/his assigned classroom, under the guidance of the classroom teacher who serves as the field study adviser. Candidates are assigned to one school during their junior year and a different school during their senior year. Candidates are responsible for their transportation to and from these clinical sites.

### Internship/Residency

Candidates participate in an internship/residency during their graduate year. Quinnipiac has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate students with guided, hands-on professional practice while defraying some costs of the graduate portion of the program.

During the internship semesters, candidates serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site teacher advisor and a School of Education faculty member. Candidates have the opportunity to participate in staff meetings and take part in all school operations; in short, to become full members of the school community. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Candidates must continue serving in their internship/residency through the last day of the public school calendar. Therefore, although classes end in May, the internship and the completion of the MAT program do not occur until mid- to late June. Candidates are allowed to "walk" during graduation ceremonies but do not formally receive their degrees until all of the internship/residency responsibilities are met.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

## Dual-Degree BA/MBA (4+1)

The Dual-Degree BA/MBA (4+1) program is designed for exceptional undergraduate students outside of the School of Business. The program enables students from a wide variety of disciplines to add a core of business knowledge to their academic portfolio. Students with appropriate prerequisite knowledge are allowed to take courses toward an MBA during the senior year and complete their MBA in one year beyond the bachelor's degree. Students interested in pursuing the BA/



MBA option are strongly encouraged to declare the general business minor early in their undergraduate program to ensure they have an adequate foundation for graduate business course work.

## Dual-Degree BA/MBA (4+1) Program of Study

It is recommended that students interested in the Dual-Degree BA/MBA (4+1) program take the following undergraduate courses or equivalents early in their undergraduate program. These will prepare students for the recommended MBA classes during their senior year.

Code	Title	Credits
AC 211	Financial Accounting	3
EC 111	Principles of Microeconomics	3
EC 272	Advanced Applied Statistics	3
Total Credits		9

Students may complete up to 10 credits of MBA courses during the senior year, 9 credits of which also fulfill undergraduate open elective requirements. Students must work with their undergraduate adviser and the MBA director to ensure that the courses fit into both degree programs. Students must present satisfactory performance in their graduate course work completed during their senior year to be officially admitted into the graduate program upon completion of their BA degree. The BA/MBA curriculum consists of the MBA core courses including a requirement to complete MBA 660 with an international travel component and MBA 688, a graduate internship.

## MBA Program of Study

Code	Title	Credits
<b>Foundational Course Work</b>		
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
<b>Decision Making and Strategic Integration (Part 1)</b>		
MBA 615	Managing the Decision Making Process	3
<b>Core Business Disciplines</b>		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy <sup>1</sup>	3
<b>Decision Making and Strategic Integration (Part 2)</b>		
MBA 690	Decision Making Capstone	3
<b>Graduate Electives<sup>1, 2</sup></b>		

Select six graduate electives either in a specific concentration/discipline or customized by the student	18
Total Credits	46

- Students who are in the BS/MBA program are required to take MBA 660, which includes an international experience.
- MBA students take 18 credits of electives.

MBA students may choose to take elective courses within one area, creating a concentration in a specific discipline, or may choose to take electives across multiple business disciplines, enhancing a broad interdisciplinary perspective.

Electives are available in computer information systems, finance, health care management, international business, management and marketing.

Interested students must apply for admission to the BA/MBA program during the last semester of the junior year using a special application form available in the School of Business.

Admission into the combined program is competitive. Only students who have earned at least 75 credits with an overall GPA of 3.0 are considered for admission to this program. Meeting the minimum criteria for consideration does not guarantee admission.

## Accelerated Dual-Degree BS in Biology/ MS in Molecular and Cell Biology (3+1)

Program Contact: Lise Thomas (Lise.Thomas@qu.edu) 203-582-8497

For highly qualified students, the Accelerated Dual-Degree BS/MS in Biology/Molecular and Cell Biology (3+1) provides an opportunity for students to achieve both a Bachelor of Science in Biology and a Master of Science within the field of Molecular and Cell Biology within a 4-year time-frame typically associated with only an undergraduate education. Students must maintain a GPA of at least 3.0 at the end of each school year for continued participation in the program.

### Recommended Curriculum:

The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements.

Code	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
MA 140	Pre-Calculus	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
<b>Spring Semester</b>		

BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
MA 141	Calculus of a Single Variable	3
EN 102	Academic Writing and Research	3
UC Elective		3
<b>Summer Semester</b>		
UC Elective		3
UC Elective		3
Open Elective		3
Open Elective		3
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 298	Research Methods in Biology	3
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
Foreign Language I		3
UC Elective		3
<b>Spring Semester</b>		
BIO Elective		4
BIO Elective		4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
Foreign Language II		3
UC Elective		3
<b>Summer Semester</b>		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
<b>Third Year</b>		
<b>Fall Semester</b>		
BIO Elective		4
BIO 571	Molecular Genetics	4
UC Capstone		3
UC Elective		3
Open Elective		3
<b>Spring Semester</b>		
BIO Elective		3
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
Open Elective		3
Open Elective		3
<b>Summer</b>		
BIO 688	Independent Study	3
<b>Fourth Year</b>		
<b>Fall Semester</b>		
BIO 568	Molecular and Cell Biology	4

BIO 606	Protein Methods Laboratory	4
Graduate Elective		3

**Spring Semester**

BIO 675	Comp Exam in Molecular and Cell Biology	2
---------	---	---

Graduate Elective		3
-------------------	--	---

Graduate Elective		3
-------------------	--	---

The Accelerated Dual-Degree BS/MS program is designed for outstanding Biology majors - those who rank in the top 20 percent of their high school class and have a combined SAT score of 1200. Students are invited to join the program prior to matriculation. This program has several features, including flat tuition for the entire four years.

**Admission Requirements: College of Arts and Sciences**

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

**Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1)**

Program Contact: Lise Thomas (Lise.Thomas@qu.edu) 203-582-8497

The Department of Biological Sciences offers a Dual-Degree BS in Biology and MS in Molecular and Cell Biology. Upon satisfactory completion of all of the undergraduate curriculum requirements, students receive a Bachelor of Science in Biology. Students complete graduate-level biology courses during their senior year. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements. Students must maintain an overall GPA of 3.0 for all graduate courses. Students earn the MS in Molecular and Cell Biology upon satisfactory completion of all of the graduate curriculum requirements.

The MS in Molecular and Cell Biology provides an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in biotechnology and biopharmaceutical industries.

**Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1) Curriculum**

Students who choose to pursue the five-year Master's Degree in Molecular and Cell Biology are required to complete the following courses by the end of their junior year:

Code	Title	Credits
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4

CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4

A minimum of two Biology Electives in separate elective categories (Molecular and Cellular Biology, Organismal, Physiology, or Experiential Learning).

An elective in Molecular and Cellular Biology is strongly recommended.

#### Recommended Curriculum

The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements.

Code	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 150 & BIO 151L	General Biology for Majors and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140	Pre-Calculus	3
<b>Spring Semester</b>		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC University Elective		3
MA 141	Calculus of a Single Variable	3
<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 298	Research Methods in Biology	3
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC University Elective		3
<b>Spring Semester</b>		
BIO Biology Elective		3
BIO Biology Elective		3
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
UC University Elective		3
Open Elective		3

<b>Third Year</b>		
<b>Fall Semester</b>		
Biology Elective		3
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC Elective		3
Open Elective		3
Open Elective		3
<b>Spring Semester</b>		
BIO Biology Elective		3
PHY 111 & 111L	General Physics II and General Physics II Lab	4
UC University Elective		3
UC University Elective		3
Open Elective		3
<b>Fourth Year</b>		
<b>Fall Semester</b>		
BIO 571	Molecular Genetics	4
Graduate Elective		3
UC Capstone		3
Open Elective		3
Open Elective		3
<b>Spring Semester</b>		
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
UC University Elective		
UC University Elective		3
<b>Fifth Year</b>		
<b>Fall Semester</b>		
BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
BIO Graduate Elective		3
<b>Spring Semester</b>		
Graduate Elective		3
Graduate Elective		3
BIO 675	Comp Exam in Molecular and Cell Biology	2

## Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 13) page of this catalog.

## Pre-Law

Students interested in attending law school must have a BA or BS degree and have taken the Law School Admission Test (LSAT). No single pre-law

course of study is required or recommended. Several broad objectives of pre-legal education, however, have been set forth by the Association of American Law Schools: developing fundamental reading skills; the ability to think and write clearly and succinctly; logical reasoning and analytical skills; and an appreciation of the social, political and economic foundations and complexities of our society.

Toward this end, every pre-law student should carefully choose, with the assistance of his or her academic adviser and/or the pre-law adviser, courses that will help build these skills and areas of knowledge. Students or graduates who have an interest in law school should contact the Quinnipiac University pre-law adviser, via email at [prelawadvising@qu.edu](mailto:prelawadvising@qu.edu), for further information and should join the Pre-Law Society to learn more about the LSAT, law school admissions and financial aid.

Undergraduate students who wish to attend the School of Law at Quinnipiac may take one of two paths. The traditional path entails obtaining a BA or BS degree in four years followed by three years of law school. The accelerated path, via the Accelerated Dual-Degree Bachelor's/JD (3+3) program described below, allows students to complete their undergraduate degree in three years and a law degree in three years for a total of six years (one year less than the traditional path).

(Please note: Attending Quinnipiac University as an undergraduate student does not guarantee admission to the Quinnipiac School of Law.)

## Accelerated Dual-Degree Bachelor's/JD (3+3) Program

Quinnipiac University offers an innovative Bachelor's/Juris Doctorate program, which will shorten the usual seven-year sequence to just six years to earn a BA or BS in a major in the College of Arts and Sciences or the Schools of Business, Communications or Health Sciences, and the JD from the Quinnipiac School of Law. This program is designed for students who know they want to attend law school at Quinnipiac.

The Accelerated Dual-Degree Bachelor's/JD (3+3) program provides a number of benefits. In addition to the opportunity to complete both degrees in only six years, students may live in Quinnipiac housing for four years and interact with the law school dean and faculty throughout the undergraduate years. If eligible, students may receive a locked tuition rate and no additional charges for course overloads the first four years and continued merit scholarships throughout law school. A 1-credit LSAT prep class is also offered to help students prepare for the exam.

The Accelerated Dual-Degree Bachelor's/JD (3+3) program is designed for students admitted to a major in the College of Arts and Sciences or in the Schools of Business, Communications or Health Sciences at Quinnipiac who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT of at least 1200 or a composite ACT of at least 25. Students meeting these requirements may enter the program as freshmen by selecting pre-law on their application. Students interested in the program who are close to but do not meet the admission criteria may apply to the Undergraduate Admissions Office for special consideration.

Students accepted into the program in their freshman year and who receive a Quinnipiac merit scholarship will have the scholarship renewed each year of the six-year program providing they maintain a 3.0 GPA at the end of each undergraduate academic year, have a cumulative GPA of 3.4 when they enter the law school, score at least a 150 on the LSAT, and continue to rank in the top half of their class throughout law school.

Sophomores attending Quinnipiac University and sophomore transfer students may enter the Accelerated Dual-Degree Bachelor's/JD (3+3) program during the first semester of their sophomore year by applying through the pre-law adviser. Sophomores must meet the same eligibility criteria set out above for freshmen entering the program and must have a minimum of 27 credits with at least a 3.0 grade point average at the end of their freshman year. Transfer students must attend Quinnipiac for at least 60 undergraduate (non-law) credits immediately prior to matriculation in the School of Law.

Students admitted to the Accelerated Dual-Degree Bachelor's/JD (3+3) program will work with Quinnipiac's pre-law adviser as well as the adviser in their major to be certain they have completed all major and University Curriculum requirements before entering the School of Law. Course overloads may be necessary to complete the undergraduate degree requirements in the accelerated time period. Students accepted directly into the program as freshmen have the added benefit of locked tuition for the first four years and no additional charges for course overloads during that time period.

There are two options for completion of the program:

**Option 1** requires completion of a minimum of 90 undergraduate credits, including all major and University Curriculum requirements, by the end of the third year. Students following Option 1 will use the first year of law school for their fourth year of undergraduate credits and count up to 30 law school credits toward their undergraduate degree. Students will be full-time law students in the first semester of their fourth year and will earn a bachelor's degree at the end of their first year of law school/fourth year of college.

**Option 2** requires completion of a minimum of 105 undergraduate credits by the end of the third year. The fall semester of the fourth year will be a "bridge" semester in which students will take 6 credits of undergraduate courses along with 10 credits of law school courses. Students will be considered full-time law students in the second semester of the fourth year. Option 2 has the additional requirement of 6 credits of law school courses in the summer between the fourth and the fifth years. Students will receive their bachelor's degree at the end of the bridge semester.

Students in the Accelerated Dual-Degree Bachelor's/JD (3+3) program must have a cumulative GPA of 3.4 by the end of their third year, take the LSAT no later than March of that year and score a minimum of 150, and file a law school application with the Law School Admissions Council during their third undergraduate year. The Law School Admissions Office will work with students to ensure that the application is complete. All applications will be reviewed by the Law School Admissions Committee to make sure the prerequisites are met and there are no character and fitness issues. Students who do not meet the score requirements set out above may still be considered by the Law School Admissions Committee.

## School of Business

### Master of Business Administration

- Master of Business Administration (p. 283)<sup>1</sup> with electives available in:
  - Computer Information Systems
  - Finance
  - Entrepreneurship
  - Health Administration
  - International Business

- Management
- Marketing
- Strategy
- MBA-Finance Track (p. 288)
- MBA-HCM Track (Health Care Management) (p. 289)<sup>1</sup>
- MBA-SCM Track (Supply Chain Management) (p. 288)<sup>1</sup>

## Master of Science

- Master of Science in Accounting (p. 289)
- Master of Science in Business Analytics (p. 292) (online only)
- Master of Science in Organizational Leadership (p. 293) (online only)
  - Health Care Management Track
  - Human Resources Leadership Track
  - Public Service/Nonprofit Leadership Track
  - Strategic Leadership Track

## Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 285)
- Dual-Degree BA/MBA (4+1) (p. 278)
- Dual-Degree BS/MBA (4+1) (p. 287)
- JD/MBA (p. 287) (Juris Doctor) (p. 287)
- Accelerated Dual-Degree BS/MSA (3+1) (p. 290)
- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 291)

## Certificates in Health Care Administration

- Health Care Compliance (p. 349)<sup>1</sup>
- Long-Term Care Administration (p. 283)

<sup>1</sup> Program also offered online.

For specific information about the mission and learning goals for each of the graduate programs, please visit the university website at qu.edu (<http://www.qu.edu>).

## Certificate in Long-Term Care Administration

Program Contact: Angela Mattie ([angela.mattie@qu.edu](mailto:angela.mattie@qu.edu)) 203-582-3630

Individuals who wish to become licensed nursing home administrators in the state of Connecticut must pass a licensure examination offered by the Department of Public Health. To be eligible for this examination, applicants must complete either the master's degree (MBA/HCM (p. 289)) with HM 669 as part of the degree program and a 500-hour residency requirement or the non-degree Certificate in Long-Term Care Administration.

The certificate course of study consists of two components: an academic course and a 900-hour residency in a skilled nursing facility. The academic course, HM 669, is generally offered once a year in the fall semester.

The residency program is offered in a two-course sequence—HM 790 and HM 791, each of which grants 450 hours of residency (for 4 credits each). Two restrictions apply to the residency program. First, the residency must be started within one year of the completion of the academic course. (Students may petition the Department of Public Health in writing if

there is justification to begin the residency at another time.) Second, at least one half of the residency (450 hours) must be completed at a site where the student has had no previous financial or employment relationship. Information on this program is available in the Office of Graduate Admissions.

## Long-Term Care Administration Certificate Program of Study

Code	Title	Credits
<b>Required Courses</b>		
HM 669	Organization and Management of Long-Term Care Facilities	3
HM 790	Residency I (non-degree students only)	4
HM 791	Residency II	4
Total Credits		11

## Master of Business Administration

Program Contact: Lisa Braiewa ([Lisa.Braiewa@qu.edu](mailto:Lisa.Braiewa@qu.edu)) 203-582-3710

The School of Business offers an MBA program for working professionals as well as for individuals who may not have attained significant levels of work experience. The program can be completed on a part-time or full-time basis and is available fully online.

The MBA program provides students with broad coverage of the various functional areas of the firm, as well as an understanding of how these fit together into a high-performing organization. Students also are acquainted with the theories, principles and strategies necessary to succeed in careers in business, government or nonprofit management.

Beyond acquiring the knowledge of course content and an understanding of the functionality of an organization, students are taught to be innovative in their approach to solving problems and making decisions. The curriculum was recently revised to be fully reflective of the contemporary and dynamic domain of business practice. The focus of the curriculum is explicitly placed on students developing their decision-making capabilities based on a foundation of core business functions and their interrelatedness. Integral parts of the curriculum include exposure to decision-making models, global business considerations, financial markets and analysis, leadership, organizational behavior and strategy.

Graduates are action-oriented and encouraged to think critically so that they can effectively and immediately apply the competencies and skills acquired in the MBA program to their organizations. Students also have the option of developing domain knowledge through participation in one of the tracks offered: chartered financial analyst, health care management and supply chain management. Numerous electives are available through which students may customize their experience based on their own professional and other goals. Courses are offered in a traditional on-campus, classroom format as well as in a completely online format. Students may elect to complete their classes entirely on campus, entirely online or through a combination of on-campus and online delivery to best suit their personal and professional needs.



## MBA Program of Study

Code	Title	Credits
<b>Foundational Course Work</b>		
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
<b>Decision Making and Strategic Integration (Part 1)</b>		
MBA 615	Managing the Decision Making Process	3
<b>Core Business Disciplines</b>		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy <sup>1</sup>	3
<b>Decision Making and Strategic Integration (Part 2)</b>		
MBA 690	Decision Making Capstone <sup>1, 2</sup>	3
<b>Graduate Electives<sup>1, 2</sup></b>		
Select six graduate electives either in a specific concentration/discipline or customized by the student		18
Total Credits		46

<sup>1</sup> Students who are in the BS/MBA program are required to take MBA 660, which includes an international experience.

<sup>2</sup> MBA students take 18 credits of electives.

MBA students may choose to take elective courses within one area, creating a concentration in a specific discipline, or may choose to take electives across multiple business disciplines, enhancing a broad interdisciplinary perspective.

Electives are available in computer information systems, finance, health care management, international business, management and marketing.

## Learning Objectives

The learning objectives and goals of the MBA program are to develop and emphasize skills in the following areas:

- business analytic skills—facility with quantitative methods and tools and an ability to interpret financial metrics
- people management—ability to understand models and application of leadership and social intelligence
- organization management—ability to understand organizational behavior and structures and the importance of effective communication

- strategic integration—ability to assess and diagnose a situation and to formulate and implement effective decisions and responses to business problems
- ethics—ability to identify ethical issues related to business situations and to develop appropriate situational responses consistent with organizational and societal values

## Master of Business Administration

- Master of Business Administration (p. 283)<sup>1</sup> with electives available in:
  - Computer Information Systems
  - Finance
  - Entrepreneurship
  - Health Administration
  - International Business
  - Management
  - Marketing
  - Strategy
- MBA-Finance Track (p. 288)
- MBA-HCM Track (Health Care Management) (p. 289)<sup>1</sup>
- MBA-SCM Track (Supply Chain Management) (p. 288)<sup>1</sup>

## Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 285)
- Dual-Degree BA/MBA (4+1) (p. 278)
- Dual-Degree BS/MBA (4+1) (p. 287)
- JD/MBA (p. 287)(Juris Doctor) (p. 287)

<sup>1</sup> Program also offered online.

## MBA Admissions

Admission to Quinnipiac's graduate business programs is competitive. The following criteria apply for admission to the MBA. Please note: Separate admissions requirements apply for Quinnipiac Dual-Degree BS/MBA and BA/MBA (4+1) students and students entering the Accelerated Dual-Degree BS/MBA (3+1) program in the School of Business. Please refer to the appropriate sections of this catalog for further information on these programs.

All prospective MBA students must submit the following:

1. Appropriate application form for either the online MBA or the part-time or full-time on-campus program. Online submission is preferred. Go to Quinnipiac's How to Apply (<http://www.qu.edu/gradhowtoapply>) webpage.
2. Official transcripts from all institutions attended, two letters of recommendation, a current resume and a personal statement.
3. Scores obtained on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE), unless one or more of the conditions discussed below apply.
4. A request for GMAT/GRE waiver may be submitted as part of the application process. In general, applicants meeting any of the criteria below may be eligible for such a waiver with documentation of the specific circumstances under which the waiver is being requested. These include, but are not limited to:
  - Completion of a minimum of five years of post-bachelor's, professional and progressive work experience that reflects increasing

levels of responsibility, particularly in such areas as budgets, finance, operations and staff supervision.

- Completion of a master's or doctoral level degree from an accredited institution within 10 years of the application to the QU MBA program. This includes the JD, MD, PhD and other related degrees. Passage of the CPA or CMA exam series and possession of a license to practice.
  - Completion of all CFA examinations and designation as a CFA charter holder.
  - Prospective international students must submit certified translations of official transcripts prepared by World Education Services (WES) [wes.org](http://www.wes.org) (<http://www.wes.org>) or another acceptable organization that is approved by Quinnipiac for this purpose. In addition, prospective international students must submit the materials covered in #1, #2 and #3 above.
5. All applicants from non-English-speaking countries must indicate that they have the language capability to understand business instruction in English and must provide official Test of English as a Foreign Language (TOEFL) scores. In general, a minimum TOEFL Internet-based score of 90 is required for admission (or 233 for computer based, or 575 for paper based). In lieu of TOEFL, applicants may submit International English Language Testing System (IELTS) scores. A minimum score of 6.5 on this exam, a B or above on the Certificate of Advanced English or a C or above on the Certificate of Proficiency in English is required. TOEFL and IELTS scores are valid for two years.
6. International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac University before an eligibility form (I-20) can be issued. Complete the Statement of Financial Support and submit along with supporting documentation. In addition, a copy of a passport or national ID is required. The Statement of Financial Support can be found online here (<https://www.qu.edu/admissions/undergraduate/international-students.html>).

Applications for the MBA program are accepted throughout the year for both full- and part-time study. Full-time students may begin their studies in January, May or August. Part-time, on-campus students are encouraged to start in August, but may start in January or May in the online program. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired.

## Accelerated Dual-Degree BS/MBA (3+1)

Program contact: Michael Taylor ([Michael.Taylor@qu.edu](mailto:Michael.Taylor@qu.edu)) 203-582-3949

The Accelerated Dual-Degree Bachelor of Science/Master of Business Administration (3+1) is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 27. Students enter the program as freshmen and learn at an accelerated pace to earn a bachelor's degree in three years and an MBA in the fourth. This select program features total savings over the traditional five-year BS/MBA option and additional features including:

- dedicated housing for students in the program with private study hall
- dedicated resident assistant and academic adviser
- flat tuition and fees for the entire four years with any academic scholarships carrying from the third to the fourth, graduate year.

- Total savings of up to 25 percent over traditional five-year BS/MBA option
- An optional residential cohort freshman experience with other four-year BS/MBA students
- Dedicated resident assistant and study lounge in freshman cohort housing
- Community-building welcome event in August
- Dedicated program director
- Two Accelerated Dual-Degree BS/MBA program field trips during first year
- Scholarship carried from year three to year four, subject to a 3.0 GPA and continued program enrollment

This program provides a flat tuition rate that will not increase each year resulting in a substantial savings over four years.

Classes are offered both in a traditional on campus setting as well online in the summer and for some MBA options.

The four-year experience includes applied learning experiences such as internships-for-credit and faculty-led international travel in both undergraduate and graduate segments of the program. Options include:

- Undergraduate study abroad, School of Business immersion trips, university seminar travel courses
- Graduate MBA international travel courses to China, France/Germany, Hungary/Poland, Peru

Students in the Accelerated Dual-Degree BS/MBA (3+1) program live in one of the university's housing options for all four years.

## Accelerated Dual-Degree BS/MBA (3+1) Program of Study

(possible curriculum<sup>1,2</sup>)

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
CIS 101	Introduction to Information Systems	3
EC 111	Principles of Microeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 170	Probability and Data Analysis	3
SB 101	The Business Environment	3
Credits		18
<b>Spring Semester</b>		
AC 211	Financial Accounting	3
EC 112	Principles of Macroeconomics	3
EC 272	Advanced Applied Statistics	3
EN 102	Academic Writing and Research	3
IB 201	Globalization and International Business	3
MG 210	Essentials of Management and Organizational Behavior	3
SB 250	Career Planning and Development	1
Credits		19

### Unique Program Features

**Summer Semester**

UC Core Electives <sup>3</sup>	6
Credits	6

**Second Year****Fall Semester**

AC 212	Managerial Accounting	3
BLW 221	Business Law and Society	3
FIN 201	Fundamentals of Financial Management	3
MG 211	Operations Management	3
MK 201	Marketing Principles	3
University Core		3
Credits		18

**Spring Semester**

Major Course		3
Major Course		3
Major Course		3
University Core		3
University Core		3
University Core		3
Credits		18

**Summer Semester**

Internship for Credit	3
Credits	3

**Third Year****Fall Semester**

Major Course		3
Major Course		3
Major Course		3
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
MBA 615	Managing the Decision Making Process	3
SB 450	Strategic Integrated Management Seminar	3
Open Elective		3
Credits		19

**J-term**

Choose an international experience such as SB 360 Nicaragua Micro-Loan Experience or similar course	3
Credits	3

**Spring Semester**

Major Course		3
Major Course		3
Major Course		3
Science Core with Lab		4
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
Credits		19

**Summer Semester**

MBA 688	Graduate Internship I	3
Credits		3

**Fourth Year****Fall Semester**

MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
Decision Making Tools (elective course)		3
MBA elective course		3
Credits		15

**Spring Semester**

MBA 690	Decision Making Capstone	3
MBA elective course		3
MBA elective course		3
MBA elective course		3
MBA elective course		3
Credits		15

**Summer Semester**

MBA 660	Decision Making in a Global Economy	3
Credits		3
Total Credits		159

<sup>1</sup> Program of study may vary depending on major, choice of international option, AP or other college-level credits.

<sup>2</sup> Continuation in the program requires maintenance of 3.0 GPA; 3.25 GPA required to begin MBA courses.

<sup>3</sup> up to 7 credits (online)

## Admission Requirements: Accelerated Dual-Degree BS/MBA (3+1)

The Accelerated Dual-Degree BS/MBA (3+1) program does not have a separate application process. Students admitted to the School of Business who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class, and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## University Honors Program

The University Honors Program has been developed to foster the needs and interests of our most academically talented and committed students. Honors students participate in small seminar courses with instructors dedicated to working cooperatively to mold a unique learning environment. This student-centered approach supports increasingly independent learning and also engages students in the larger campus as well as regional, national and world communities.

Each year, the honors program welcomes incoming first-year students with strong academic records. Entry to the program is by application. Students who have received their acceptance to Quinnipiac may apply for admission to the honors program in February and will learn of their

status before May 1. Students also may apply after the February deadline and, if accepted, will be admitted on a wait-list basis. Interested students may inquire with the director or the admissions office at any time during the admissions process and into the summer. After their first or second semester, students with strong records of achievement and a demonstrated desire to share their intellectual curiosity and engagement with others may apply to join the program.

Visit the University Honors Program (p. 34) page for more information.

## Dual-Degree BS/MBA (4+1)

Our MBA dual-degree programs are designed for outstanding students who want to reap the benefits of completing a dual degree in less time than it would take to complete the two degrees separately. The path to the dual-degree MBA is completed in five years, and is open to both students enrolled in bachelor of science and bachelor of arts programs. In both the BS/MBA and BA/MBA paths, students begin taking graduate courses during their senior year that count toward both an undergraduate degree and an MBA.

Our dual-degree curriculum emphasizes collaboration and critical thinking, and you'll hone your leadership and presentation skills through group projects. You'll explore the major challenges of today's global business world and examine key topics, such as organizational behavior and financial analysis. Each program fosters the development of both hands-on skills and a global perspective through an experiential learning component and executive study abroad course.

Career development is central to both programs. You'll receive guidance not only from our dedicated faculty and staff, but also a vast network of alumni eager to assist in internship and job search. Job fairs and recruiting events also connect you with representatives from prominent firms including Goldman Sachs, JPMorgan Chase, Morgan Stanley, GE, Citi and Johnson & Johnson. With an intimate understanding of business, practical experiences and a foundation in subjects such as economics, finance and chemistry, you'll graduate with a step up on your competition, ready to excel in a range of careers.

## Dual-Degree BS/MBA (4+1) Program of Study

Students in the dual-degree (4+1) program may complete up to 9 credits of graduate courses during their senior year, which also fulfill undergraduate open electives. Students must work with their undergraduate adviser and the MBA director to ensure that the courses fit into both degree programs. Students must present satisfactory performance in their graduate course work completed during their senior year to be officially admitted into the graduate program upon completion of their BS degree. The BS/MBA curriculum consists of the MBA core courses plus a requirement to complete MBA 660 with an international travel component and MBA 688 MBA Internship.

## MBA Program of Study

Code	Title	Credits
<b>Foundational Course Work</b>		
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics	

CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
<b>Decision Making and Strategic Integration (Part 1)</b>		
MBA 615	Managing the Decision Making Process	3
<b>Core Business Disciplines</b>		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy <sup>1</sup>	3
<b>Decision Making and Strategic Integration (Part 2)</b>		
MBA 690	Decision Making Capstone <sup>1,2</sup>	3
<b>Graduate Electives<sup>1,2</sup></b>		
Select six graduate electives either in a specific concentration/discipline or customized by the student		18
Total Credits		46

<sup>1</sup> Students who are in the BS/MBA program are required to take MBA 660, which includes an international experience.

<sup>2</sup> MBA students take 18 credits of electives.

MBA students may choose to take elective courses within one area, creating a concentration in a specific discipline, or may choose to take electives across multiple business disciplines, enhancing a broad interdisciplinary perspective.

Electives are available in computer information systems, finance, health care management, international business, management and marketing.

Interested students must apply for admission to the BS/MBA program during the last semester of the junior year using a special application form available in the School of Business. Admission into the combined program is competitive. Only students who have earned at least 75 credits with an overall GPA of 3.0 are considered. Meeting the minimum criteria for consideration does not guarantee admission.

## Dual-Degree JD/MBA

Students may apply for acceptance to both the Quinnipiac School of Law and the MBA program and, upon completion of both programs, receive a business and a law degree. This specialized joint program shortens the length of time necessary to receive the degrees. Four law courses are used to fulfill the four-elective course requirement of the MBA program.

Admissions for these programs are handled separately, but a student should inform both admissions offices of an interest in this joint degree program. Students accepted into the School of Law are not required to take the GMAT or GRE.

Once accepted to both programs, a student typically completes one year of law studies and then begins taking courses from both programs concurrently, finishing both programs' requirements in the same

semester. However, students who wish to complete the joint program in three years can accomplish this by starting their MBA courses in the summer before their first year in the School of Law. A student may be admitted to one program and, prior to meeting the graduation requirements for that program, apply for the joint degree program.

More information about this joint program is available on the School of Law JD/MBA page (p. 337).

## MBA-Finance Track

MBA-Finance is a specialized track within the MBA program for students whose career choices require extensive finance training and preparation beyond the MBA foundation and core courses. For those students who seek preparation for investment management careers, we offer a select set of five courses, taken as a group, that provide the body of knowledge necessary to sit for the Level 1 exam that is part the Chartered Financial Analyst (CFA®) designation. Students with career interests in other areas of finance may choose from these or other finance elective courses.

Students who are interested in the MBA-Finance track must designate this choice to their adviser prior to completing the Foundations for Effective Management core courses.

The MBA-Finance track program of study is listed below.

### MBA/Finance Program of Study

Code	Title	Credits
<b>Foundational Course Work</b>		
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics (recommended for CFA candidates)	
CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
<b>Decision Making and Strategic Integration (Part 1)</b>		
MBA 615	Managing the Decision Making Process	3
<b>Core Business Disciplines</b>		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy <sup>1</sup>	3
<b>Finance Courses</b>		
Choose five courses from the following 3-credit courses:		15
AC 640	Financial Statement Analysis <sup>2</sup>	
FIN 604	Risk Management	
FIN 610	Global Investments Analysis <sup>2</sup>	

FIN 612	Fixed Income Investments <sup>2</sup>	
FIN 615	Emerging Financial Markets	
FIN 616	Derivatives <sup>2</sup>	
FIN 630	Portfolio Theory and Practice <sup>2</sup>	
FIN 660	Cases in Corporate Finance	
FIN 665	Issues in Equity Compensation	
FIN 670	Trading and Exchanges	
IB 611	International Corporate Finance	
<b>Graduate Electives<sup>3</sup></b>		
Complete one graduate finance or graduate business elective		3
<b>Decision Making and Strategic Integration (Part 2)</b>		
MBA 690	Decision Making Capstone	3
Total Credits		46

<sup>1</sup> Additional travel fee applies

<sup>2</sup> Courses that apply toward the CFA® Body of Knowledge

<sup>3</sup> BS/MBA students must complete MBA 688 as their elective

## MBA-SCM Track (Supply Chain Management)

The MBA-SCM is a specialized track within the MBA program. The field of supply chain management is experiencing significant growth in the number of opportunities for individuals who combine the right education, skills and perspective. Supply chain management is a truly interdisciplinary field that requires skills in logistics and analytics with global awareness and team building. Manufacturing, distribution, retail and even banking all need to manage their supply chain efficiently and effectively in a global environment that is characterized by competition and change. Leadership opportunities and compensation packages are among the most competitive across industries. More information about supply chain careers can be found on the MBA – Supply Chain Management Track (<https://www.qu.edu/schools/business/programs/mba-supply-chain-management-track.html>) webpage.

The MBA-SCM track has the same number of credits as the MBA program. The first 28 credits of the track are the MBA core. Students then take specialized concentration courses to complete the 46 credits required for the MBA. A student interested in the MBA-SCM track should indicate this to his/her adviser early in the program.

### MBA/SCM Program of Study

Code	Title	Credits
<b>Foundational Course Work</b>		
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
Decision Making Tools:*		
Select one of the following:		3
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
*If student chooses BAN electives then either EC 600 or CIS 600 must be chosen as the Decision Making Tools course.		
<b>Decision Making and Strategic Integration (Part 1)</b>		



MBA 615	Managing the Decision Making Process	3
<b>Core Business Disciplines</b>		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy <sup>1</sup>	3
<b>Supply Chain Track Courses</b>		
MG 641	Supply Chain Management	3
MG 642	Logistics Management	3
MG 643	Strategic Sourcing and Supply Management	3
<b>Graduate Electives</b>		
Select three graduate electives from the following:		9
MG 603	Project Management	
MK 615	Managing Marketing Channels	
IB 623	International Business Negotiation	
STR 610	Business Sustainability	
BAN 610	Introduction to Business Analytics	
BAN 615	Predictive Modeling	
<b>Decision Making and Strategic Integration (Part 2)</b>		
MBA 690	Decision Making Capstone	3
Total Credits		46

<sup>1</sup> BS/MBA students must complete MBA 688 (3 credits)

## MBA–HCM Track (Health Care Management)

Quinnipiac University, as part of its long tradition of education in health sciences and health care administration, offers a Master of Business Administration with a track in Health Care Management. This track prepares students for administrative roles in the health care industry and emphasizes the training of managers who work collaboratively with highly trained professionals from a variety of clinical disciplines in all health care settings. Students gain a comprehensive knowledge of business subjects that are increasingly important in the complex health care industry.

MBA–HCM Program of Study

Code	Title	Credits
<b>Foundational Course Work</b>		
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	

MBA 610	Business Decision Analysis	
<b>Decision Making and Strategic Integration (Part 1)</b>		
MBA 615	Managing the Decision Making Process	3
<b>Core Business Disciplines</b>		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy <sup>1</sup>	3
<b>Health Management Required Courses</b>		
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 663	Integrated Health Systems and Managed Care	3
HM 664	Financial Management in Health Care Organizations	3
HM 668	Legal Aspects of Health Care Delivery	3
<b>Elective Courses</b>		
Select one of the following:		3
HM 626	Epidemiology and Population Health	
HM 630	Corporate Compliance in the Health Care Industry	
HM 660	Human Resource Management in Health Care Administration	
HM 671	Health Policy and Politics	
HM 669	Organization and Management of Long-Term Care Facilities	
HM 780	Internship I (degree students only) <sup>1</sup>	
HM 781	Internship II (degree students only)	
HM 783 & HM 784	Consulting Practicum I (degree students only) and Consulting Practicum II (degree students only)	
MG 603	Project Management	
MG 641	Supply Chain Management	
<b>Decision Making and Strategic Integration (Part 2)</b>		
MBA 690	Decision Making Capstone	3
Total Credits		46

<sup>1</sup> BS/MBA students must complete HM 780 as their elective.

## Master of Science in Accounting

Program Contact: Nelson Alino (Nelson.Alino@qu.edu) 203-582-3827

The Master of Science in Accounting program is designed to prepare candidates to satisfy the 150 credit hours requirement and to position them for success in the CPA exam. The program will position successful graduates for careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program provides students with in-depth accounting knowledge and skills necessary to be successful accounting professionals. Notably, there is a large demand for well-trained accounting professionals in public and private accounting, as well as in government.

## MS in Accounting Curriculum

Code	Title	Credits
<b>Required Core Courses (18 credits)</b>		
AC 635	Advanced Financial Accounting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
AC 660	Strategic Management Control Systems	3
AC 670	Advanced Business Law, Regulation, Ethics and Reporting Environments	3
AC 680	Advanced Federal Income Taxation and Tax Research	3
<b>Elective Courses (12 credits)</b>		
Select four of the following:		12
AC 640	Financial Statement Analysis	
AC 665	Forensic Accounting and Fraud Examination	
AC 675	Governmental and Not-For-Profit Accounting	
BAN 610	Introduction to Business Analytics	
CIS 600	Information Systems Strategy	
EC 600	Managerial Economics	
MBA 610	Business Decision Analysis	
Total Credits		30

The learning objectives and goals of the Master of Science in Accounting program include:

1. Demonstrate ability to communicate complex accounting reports and other financial information in both technical and common language.
2. Demonstrate proficiency in the use of information technology packages to process information and to effectively complete tasks in applicable areas.
3. Demonstrate reasonable proficiency in the use of statistical and analytical tools to analyze complex accounting problems and will be able to make practical and reliable decisions as appropriate in order to resolve problem.
4. Demonstrate the capacity to recognize ethical issues encountered in public and private accounting environments and consider resolutions that are legal and ethical with appropriate consideration on the firms' material stakeholders.

5. Demonstrate knowledge of the issues involved in multinational corporation accounting including a strong understanding of the issues in international financial reporting standards.
6. Demonstrate knowledge of the principles and standards applied to financial reporting for U.S. corporations (U.S. GAAP) and to financial reporting for specialized industries and organizations such as non-profits and governments.
7. Demonstrate understanding of the relevant professional standards.

## Master of Science in Accounting

- Master of Science in Accounting

## Dual-Degree Programs

- Accelerated Dual-Degree BS/MSA (3+1) (p. 290)
- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 291)

Applicants are required to submit a resume, letter of intent, three letters of recommendation, official transcripts (recommended GPA of 3.0 or higher), and either GMAT or GRE exam results. (Recommended GMAT score of 500 or better, recommended GRE score of 150 or better in each section).

## Accelerated Dual-Degree BS/MS in Accounting (3+1)

Program contact: Michael Taylor (Michael.Taylor@qu.edu) 203-582-3949

The Accelerated Dual-Degree Bachelor of Science/Master of Science in Accounting (3+1) is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 27.

The MS in Accounting program is designed to prepare candidates to satisfy the 150 credit hours requirement and to position them for success in the CPA exam. The program will position successful graduates for careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program provides students with in-depth accounting knowledge and skills necessary to be successful accounting professionals. Notably, there is a large demand for well-trained accounting professionals in public and private accounting, as well as in government.

Students enter the program as freshmen and learn at an accelerated pace to earn a bachelor's degree in three years and an MSA in the fourth.

### Unique Program Features

- Total savings of up to 25 percent over traditional five-year BS/MSA option
- An optional residential cohort freshman experience with other four-year BS/MSA students
- Dedicated resident assistant and study lounge in freshman cohort housing
- Community-building welcome event in August
- Dedicated program director
- Scholarship carried from year three to year four, subject to a 3.0 GPA and continued program enrollment

This program provides a flat tuition rate that will not increase each year resulting in a substantial savings over four years.

Classes are offered both in a traditional on campus setting as well online in the summer.

The four-year experience includes an applied learning experience such as internships-for-credit.

Students in the Accelerated Dual-Degree BS/MSA (3+1) program live in one of the university's housing options for the first three years.

## Accelerated Dual-Degree BS/MSA (3+1) Program of Study

The MS in Accounting program is designed to prepare candidates to satisfy the 150 credits requirement and to position them for success in the CPA exam. The program will position successful graduates for careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program provides students with in-depth accounting knowledge and skills necessary to be successful accounting professionals. Notably, there is a large demand for well-trained accounting professionals in public and private accounting, as well as in government.

**In the first three years, students complete the undergraduate Accounting major (p. 166) or any other undergraduate business major in conjunction with the Accounting minor. (p. 166)**

## MSA Program of Study

Code	Title	Credits
<b>Fourth Year (Graduate Study)</b>		
<b>Fall Semester</b>		
AC 635	Advanced Financial Accounting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
MSA Elective		3
MSA Elective		3
<b>Spring Semester</b>		
AC 660	Strategic Management Control Systems	3
AC 670	Advanced Business Law, Regulation, Ethics and Reporting Environments	3
AC 680	Advanced Federal Income Taxation and Tax Research	3
MSA Elective		3
MSA Elective		3
<b>Total Credits</b>		<b>30</b>

## Admission Requirements: Accelerated Dual-Degree BS/MSA (3+1)

The Accelerated Dual-Degree BS/MSA (3+1) program does not have a separate application process. Students admitted to the School of Business who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class

and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

## University Honors Program

The University Honors Program has been developed to foster the needs and interests of our most academically talented and committed students. Honors students participate in small seminar courses with instructors dedicated to working cooperatively to mold a unique learning environment. This student-centered approach supports increasingly independent learning and also engages students in the larger campus as well as regional, national and world communities.

Each year, the honors program welcomes incoming first-year students with strong academic records. Entry to the program is by application. Students who have received their acceptance to Quinnipiac may apply for admission to the honors program in February and will learn of their status before May 1. Students also may apply after the February deadline and, if accepted, will be admitted on a wait-list basis. Interested students may inquire with the director or the admissions office at any time during the admissions process and into the summer. After their first or second semester, students with strong records of achievement and a demonstrated desire to share their intellectual curiosity and engagement with others may apply to join the program.

Visit the University Honors Program (<https://catalog.qu.edu/academics/honors-program>) page for more information.

## Dual-Degree Bachelor's/MS in Accounting (4+1)

Program contact: Christopher Neidig (Chris.Neidig@qu.edu)  
203-582-3868

Our Dual-Degree BS/MS and BA/MS in Accounting (4+1) programs answer the widespread demand for well-trained certified public accountants. The curriculum takes 5 years and provides a foundation in the principles, concepts and technical practices of accounting, while the master of science degree covers the advanced skills and accounting theory to maximize your success on the Certified Public Accountant certification exam. The curriculum is designed to help you seamlessly transition from undergraduate to graduate study and complete the 150-credit education requirement to sit for the CPA exam.

The dual-degree program is primarily designed for outstanding undergraduate accounting majors or minors, but students in other majors also may apply. Qualified students apply for this program in the Spring of their junior year or the Fall of their senior year.

Dual-degree accounting students have access to the same internship opportunities as the traditional BS, BA and MS program students. They also can take advantage of networking events and career fairs that bring representatives from Big 4 accounting firms and other employers from the public, private and government sectors to campus.

Career development is central to both programs. You'll receive guidance not only from our dedicated faculty and staff, but also a vast network of alumni eager to assist in internship and job search. Job fairs and recruiting events also connect you with representatives from prominent firms. With a comprehensive understanding of business, practical experiences and a foundation in related subjects such as economics and finance, you'll graduate with a step up on your competition, ready to excel in a range of careers.

## Dual-Degree BS/MSA or BA/MSA (4+1) Program of Study

The MS in Accounting program is designed to prepare candidates to satisfy the 150 credits requirement and to position them for success in the CPA exam. The program will position successful graduates for careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program provides students with in-depth accounting knowledge and skills necessary to be successful accounting professionals. Notably, there is a large demand for well-trained accounting professionals in public and private accounting, as well as in government.

## MSA Program of Study

Code	Title	Credits
<b>Fifth Year (Graduate Study)</b>		
<b>Fall Semester</b>		
AC 635	Advanced Financial Accounting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
MSA Elective		3
MSA Elective		3
<b>Spring Semester</b>		
AC 660	Strategic Management Control Systems	3
AC 670	Advanced Business Law, Regulation, Ethics and Reporting Environments	3
AC 680	Advanced Federal Income Taxation and Tax Research	3
MSA Elective		3
MSA Elective		3
Total Credits		30

Interested students must apply for admission to the BS/MSA or BA/MSA program during the last semester of their junior year or the first semester of their senior year using a special application form available in the School of Business. Admission requires a cumulative GPA of 3.0 in an accounting major or accounting minor. Students not enrolled as an accounting major or accounting minor must meet with the program director to discuss their candidacy for the program.

Meeting the minimum standards as listed above does not guarantee admission to the program. Students are not admitted officially into the MS in Accounting program until they graduate with their bachelor's degree and meet all other requirements. Once admitted, students begin full-time study in the MS in Accounting program.

# Master of Science in Business Analytics

Program Contact: Christopher Neidig (christopher.neidig@qu.edu) 203-582-3868

The MS in Business Analytics program is designed to develop the skills to extract, analyze, interpret and present data for business decision making. These skills are critical to decision making in every sector of industry, government and nonprofit organizations. The program emphasizes analytical and statistical tools that enable graduates to use sophisticated means to mine, analyze, evaluate and present data in a variety of organizational environments.

## MS in Business Analytics Program of Study

Code	Title	Credits
<b>Required Core Courses</b>		
BAN 610	Introduction to Business Analytics	3
BAN 615	Predictive Modeling	3
CIS 620	Data Management	3
CIS 627	Data Warehousing	3
CIS 628	Data Mining	3
BAN 620	Text Mining	3
BAN 650	Data Visualization	3
BAN 690	Business Analytics Capstone	3
<b>Elective Courses</b>		
Select three of the following: <sup>1</sup>		9
BAN 661	Web Analytics and Web Intelligence	
BAN 662	Insurance Analytics	
BAN 663	Programming for Data Analysis	
BAN 664	Health Care Analytics	
CIS 630	Business Design and Object-oriented Analysis	
CIS 690	Project Management	
Total Credits		33

<sup>1</sup> Additional elective business courses are available to students at the discretion of the program director.

## Learning Objectives

1. Evaluate different techniques used to analyze data.
2. Explain how data is stored, accessed and retrieved.
3. Apply business analytics techniques and utilize analytical tools for organizational decision making.
4. Demonstrate skills in interpreting and presenting analytical results

## Admission

To be admitted to the program, an applicant must have completed an undergraduate degree program with a GPA of at least 3.0. Work experience and recommendations also are strongly considered in the admission process. Standardized test scores (such as GMAT or GRE) submitted by the students in support of the application also are considered, but are not required.

In addition, applicants to the MS in Business Analytics program must possess an undergraduate major, graduate degree or other significant course work in a quantitatively oriented area, including but not limited to mathematics, actuarial science, statistics, computer science, engineering, operations management, accounting, finance, economics or the natural sciences.

A complete application consists of the following: an application form, application fee, two professional recommendations, a recent resume, a personal statement and official transcripts of all undergraduate and graduate work completed.

## Master of Science in Organizational Leadership

Program Contact: Christopher Neidig (Christopher.Neidig@qu.edu)  
203-582-3868

The MS in Organizational Leadership program is a rigorous online program specifically designed to be highly valuable to working professional adult students trying to advance their careers by developing a more sophisticated understanding of leadership in their organizations.

The MS in Organizational Leadership program provides a rare opportunity to develop the self-awareness and understanding of others that is so essential to effective leadership. Students must have at least four years of full-time professional experience to enter the program. The core courses of study focus on communication, ethics, analysis and organizational leadership. The MSOL program is writing intensive, building on the university's emphasis on written communication. Students may focus on one of four tracks: Health Care Management, Human Resource Leadership, Public Service/Nonprofit Leadership, or Strategic Leadership.

### MS in Organizational Leadership Program of Study

The program consists of 33 credits, including eight required core courses (24 credits) and three elective courses (9 credits) in a professional focus track.

Code	Title	Credits
<b>Required Core Courses</b>		
OL 601	Foundations of Organizational Leadership	3
OL 610	The Power and Politics of Communication	3
OL 615	Leadership Across Boundaries	3
OL 630	Performance Management	3
OL 640	Project Management	3
OL 650	Leading Organizational Change	3
OL 662	Ethics and Governance	3
OL 690	Leadership Consulting Capstone	3
Total Credits		24

## Professional Focus Tracks

Each professional focus area allows students to study a specialization within organizational leadership. This builds on the leadership foundation courses and provides expertise for those seeking to enhance their leadership skills in a specific industry.

### Health Care Management Track

Students pursuing this track must complete all core requirements, plus three additional courses (9 credits) chosen from the following:

Code	Title	Credits
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 626	Epidemiology and Population Health	3
HM 630	Corporate Compliance in the Health Care Industry	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
HM 668	Legal Aspects of Health Care Delivery	3
HM 669	Organization and Management of Long-Term Care Facilities	3
HM 671	Health Policy and Politics	3

### Human Resource Leadership Track

Students pursuing this track must complete all core requirements plus three additional courses (9 credits):

Code	Title	Credits
OL 681	Leadership in Human Resources	3
OL 682	Employment Law for the Non-Lawyer	3
OL 683	Employee Development Strategies for Organizational Leaders	3

### Public Service/Nonprofit Leadership Track

Students pursuing this track must complete all core requirements plus three additional courses (9 credits):

Code	Title	Credits
OL 681	Leadership in Human Resources	3
OL 686	Leading Public Service Organizations	3
OL 687	Strategic Planning for Public Service Organizations	3

### Strategic Leadership Track

Students pursuing this track complete three additional courses (9 credits). They may select any combination of courses from the Human Resources Leadership Track, the Public Service/Nonprofit Leadership Track, the Health Care Management Track or from a specified list of electives across the graduate business curriculum.

## Learning Objectives

The learning objectives and goals of the Master of Science in Organizational Leadership foster graduate-level growth and development in six key areas of leadership:

- interpersonal and communication skills



- self-awareness and growth
- understanding, interpreting and using data to improve performance
- understanding and leading organizations and complex teams
- strategic analysis and implementation
- ethics of leadership

Admission

Applicants to the MSOL program must possess four years of professional, post-bachelor’s degree experience.

In addition to an application for admission, students also must submit:

1. official transcripts of all undergraduate and graduate programs/ courses completed
2. personal statement
3. resume
4. two letters of recommendation
5. application fee

School of Communications

Master's Degrees

- Master of Science in Interactive Media and Communications (p. 294)
- Master of Science in Journalism (p. 295)
- Master of Science in Sports Journalism (p. 298)
- Master of Science in Public Relations (p. 296)
  - Social Media Track
- Master of Science in Public Relations - Online/Professional Track (p. 297)
  - Social Media Track

Dual-Degrees

- Dual-Degree BA/MS or BS/MS in Interactive Media and Communications (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Journalism (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Public Relations (4+1) (p. 299)
- Dual-Degree BA/MS or BS/MS in Sports Journalism (4+1) (p. 300)

Certificates

- Graduate Certificate in Social Media (p. 300)
- Graduate Certificate in User Experience Design (p. 300)

Master of Science in Interactive Media and Communications

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu)  
203-582-8274

The Master of Science in Interactive Media and Communications program merges creative, visual and critical thinking to mold expert digital storytellers and designers who are able to reach audiences on any platform in the world.

The program not only prepares students to design, produce and manage a range of content but also to become strong creative thinkers and visual leaders. Students learn principles of human-centered design to better

understand and connect with a wide range of audiences and apply design thinking strategies to solve creative, technical and business-related obstacles.

The program provides a deep exploration into all aspects of media, including web design and production; social media analytics; digital audio, video and graphics; and UX and UI.

Regardless of the specialty, the completion of a practice-based portfolio capstone is central to the program experience. This capstone is not a singular project, but a robust, web-based portfolio generated over time that will showcase accumulated work and skill set depth. The student’s portfolio is influenced by every course and program experience and can be shown to employers in a range of fields from marketing, public relations and advertising to journalism, publishing, entertainment and health care.

The program encourages applications from prospective students who want to apply skills acquired during their undergraduate education or professional careers. Students come from a diverse range of experiences such as journalism, information technology, graphic design, web design/ management, game design, broadcasting, filmmaking, media studies and public relations; as well as liberal arts and sciences.

MS in Interactive Media and Communications Program of Study

To earn the master’s degree, students must complete 30 credits with a minimum 3.0 GPA and no grades less than a C. Any course with a grade less than C must be retaken.

The program has 9 credits of required courses and 21 credits of electives. A flexible elective structure allows students to customize the degree to coincide with career goals. Certain elective sequences can lead to certifications in the areas of social media and user experience during the course of study.

A required master’s capstone experience is included in the 30 credits. For the capstone, the students create a professional quality web portfolio selected from the best work from their courses and experiences while in the program.

The program may be completed in 21 months, provided students complete two courses per semester including summer. The program is designed to be completed online, however, there will be some courses available on-campus. Full-time students can finish in 16 months. Fall and spring starts are available.

Students also have the opportunity to enroll in an optional 3-credit internship. Also available is an optional 3-credit independent study for students who want to do advanced work or research on a particular topic.

Current Quinnipiac undergraduate students may apply for the five-year dual-degree bachelor/master’s program.

Required Core Courses

Code	Title	Credits
ICM 501	Foundations in Graduate Studies	3
ICM 506	Writing for Interactive Media	3
ICM 601	Master’s Capstone	3

## Electives (select seven, aligned with your professional goals)

Code	Title	Credits
ICM 502	Visual Design	3
ICM 504	Motion Across Media	3
ICM 505	Web Technologies	3
ICM 508	Audio and Video Design	3
ICM 512	Principals of User Experience Design	3
ICM 513	Content Strategy	3
ICM 514	Understanding Your Audience	3
ICM 517	Ideation, Prototyping and Testing	3
ICM 518	Visual Storytelling	3
ICM 522	Social Media Practice and Techniques	3
ICM 524	Social Media Analytics	3
ICM 528	Content Creation	3
ICM 529	Data Visualization	3
ICM 530	Independent Study	3
ICM 531	Graduate Internship	3

## Admission

The School of Communications invites applications from prospective students who wish to pursue the professional practice of interactive media and communications. Recent graduates of a bachelor's program outside of the communications field are welcome to apply, as are prospective students who are presently working and wish to either shift careers or enhance their professional standing.

Admission is based on the following:

- undergraduate degree from a regionally accredited institution with a GPA of 3.0 or greater.
- a resume showing experience either as a student or professional.
- two professional or academic recommendations.
- online samples of written, visual, media or interactive work.
- a 500-word personal statement (see application)

## Master of Science in Journalism

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)  
203-582-5031

The MS in Journalism program emphasizes the command of journalism fundamentals and new technologies—all in the service of effective and innovative storytelling. A core of foundational courses stresses the development and practice of reporting and digital skills, and provides a solid underpinning in media ethics.

The program is designed so that students, in consultation with their adviser, develop areas of inquiry to engage in a deep exploration of current issues. By taking elective courses in communications and other areas of the university, students are equipped with the knowledge and insight that lead to high-quality journalistic work.

Our graduates are nimble and adaptable journalists who excel at gathering facts, conducting interviews, writing and producing informative and engaging stories, and expertly using a variety of digital tools.

Courses and labs are offered in our professional all-digital broadcast production environment. Our facilities include a high-definition studio, two 4K video editing suites, HD editing suites for single or group projects, and other areas designed to support both studio and remote productions.

Video cameras, audio recorders, lights and other gear required to capture interviews and events in the field are available to students through our well-stocked and expertly maintained equipment inventory.

Prior to entering the program, students who do not have a journalism background must complete the boot camp course.

## MS in Journalism Curriculum

The MS in Journalism is offered in collaboration with the College of Arts and Sciences. In the School of Communications, students receive journalism-specific theoretical grounding and skills-based instruction. Once matriculated, students must choose an area of inquiry. In collaboration with their academic advisor, students design a course of study that uses elective courses—selected from a pre-approved menu—to deepen their understanding of particular areas of interest.

To earn the master's degree, students must complete 30 credits with a minimum 3.0 GPA and no grade less than a C. Any course with a grade of less than C must be retaken. Full-time students can complete the program in two semesters and one summer term.

### SAMPLE FULL-TIME SCHEDULE

Code	Title	Credits
<b>Before fall semester begins:</b>		
Boot Camp (if necessary) - Boot Camp credits do not count toward degree.		
<b>First Semester</b>		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
Elective Course		3
Elective Course		3
<b>Second Semester</b>		
JRN 546	Digital News Production	3
JRN 552	Media Law & Ethics	3
JRN 600	Capstone Proposal	3
Elective Course		3
<b>Summer Semester</b>		
JRN 601	Capstone Project	3
Elective Course		3
Total Credits		30

### Program of Study

Code	Title	Credits
<b>Required Courses</b>		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
JRN 546	Digital News Production	3
JRN 552	Media Law & Ethics	3
<b>The capstone is a two-semester course that culminates with a professional quality master's project.</b>		

JRN 600	Capstone Proposal	3
JRN 601	Capstone Project	3

**Electives**

Students will select four courses in a concentration they will determine with their adviser.	12
--	----

Total Credits	30
---------------	----

Students may take other electives with permission of their advisor. Electives are offered on an as-needed basis and may not be available during a given student's program of study.

Courses and curriculum requirements are subject to change.

## Learning Objectives

Students in the Master of Science in Journalism program:

- Understand professional journalistic practices, ethical standards and technologies and are able to apply reason to develop ideas within these structures.
- Analyze information based on journalistic practices of research, interviews and observation.
- Evaluate information in determining the story's narrative structure and reach via social media and other applications.
- Report and compose a story, either visual, multimedia or text, that informs, enlightens, entertains and is useful to the reader or audience within professional journalistic reporting and writing practices and ethical standards.

## Admission

To qualify for admission, candidates must have earned a bachelor's degree from a regionally accredited institution of higher learning and have a minimum GPA of 3.0. Journalism experience is not required.

Admission to the MS in Journalism program is competitive and based on undergraduate performance as measured by GPA, experience in any career field for students returning to school and the required documents listed below.

Applications are considered on a rolling basis, and students apply to enter during the fall. Applications are evaluated once all materials are received by Quinnipiac.

A complete application consists of the following:

- application form
- application fee
- two professional recommendations
- personal statement explaining decision to pursue graduate study
- current resume
- portfolio of writing or work samples (i.e., college papers, videos, audio clips or published work of any kind)
- official transcripts of all undergraduate and graduate work

## Master of Science in Public Relations

Program Contact: Alexander Laskin (alexander.laskin@quinnipiac.edu)  
203-582-8470

The Master of Science in Public Relations program offers students the opportunity to pursue an advanced degree in a highly competitive and growing field. The program is designed for those interested in advancing their careers in public relations and/or transitioning into public relations from complementary fields such as (but not limited to) finance, law, health care, technology, human resources, journalism, and marketing. The program helps recent graduates with bachelor's degrees in public relations and other disciplines gain a competitive edge as they enter the workforce. Quinnipiac University undergraduate students may apply for the combined, five-year bachelor/master's dual degree program (p. 299).

Graduates of the program are qualified to work as public relations specialists in both the public sector and private sector with expertise and skills applicable to corporate, nonprofit and government institutions. Students study the conceptual and theoretical foundations of public relations, learn how to conduct and analyze public relations research and evaluation, and hone their skills in contemporary public relations practices and techniques. The program stresses professional competence, global consciousness, and professional and social responsibility.

Also available is a social media track for students who want to delve deeper into social media. Students who choose the social media track take courses that cover social media practices, social and web analytics, and strategic planning. In this track, students learn the fundamental practices that have led to the rise of social media and how to deploy them across multiple platforms and disciplines. Students who complete this track have a firm understanding of the role social media plays in today's communications landscape as well as the tools to deploy new solutions as this media continues to grow and evolve.

## MS in Public Relations Program of Study

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grades less than a C. Any course with a grade of less than C has to be retaken.

Students have three options to complete the program: fast track, full time or part time. Students on a fast track complete the 36-credit program in one calendar year. They take 15 credits in the fall and spring terms, respectively, and complete a 6-credit research thesis or professional project during the summer or subsequent terms. Full-time students take 9 credits every fall and spring semester and complete the program in two years. Students may also elect to complete the program on a part-time basis.

Code	Title	Credits
<b>Core requirements</b>		
STC 501	Principles and Theories of Public Relations	3
STC 502	Public Relations Research Methods	3
STC 503	Public Relations Research Design	3
STC 504	Law and Ethics in Public Relations	3
STC 505	Public Relations Writing	3
STC 506	Public Relations Management	3
STC 507	Strategic Planning in Public Relations	3
<b>Public Relations elective requirements<sup>1</sup></b>		
Select two of the following:		6
STC 510	Crisis Management	

STC 511	Global Strategy	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
STC 514	Social and Mobile Media	
STC 515	Special Topics in Public Relations	
STC 531	Graduate Internship in Public Relations	
STC 606	Independent Study	
<b>Free elective</b>		
Select one public relations elective (from list above) or elective from other School of Communications graduate programs approved by adviser		3
<b>Capstone requirement</b>		
STC 601	Public Relations Professional Project	6
	or STC 602 Public Relations Research Thesis	
Total Credits		36

<sup>1</sup> Students pursuing the Social Media Track must complete the following two courses as electives: ICM 522 and ICM 524.

## Admission

New students are admitted only in the fall term. Applications are accepted on a rolling basis. Admission is competitive and based on the following application requirements:

- application form and fee
- resume
- personal statement explaining decision to pursue graduate study in public relations
- two letters of reference (preferably from individuals familiar with the applicant's academic potential)
- official undergraduate and graduate transcripts from all institutions attended
- writing or other media samples that demonstrate the applicant's ability to communicate effectively with diverse audiences
- minimum 3.0 undergraduate GPA

## Master of Science in Public Relations – Online/Professional Track

Program Contact: Alexander Laskin (alexander.laskin@quinnipiac.edu)  
203-582-8470

Students admitted to the Master of Science in Public Relations – online/professional track enroll on a part-time basis. Students must complete a 3 credit capstone project.

The online program prepares students for the Accreditation in Public Relations (APR) exam from the Public Relations Society of America. The core courses are aligned with the 10 Knowledge, Skills and Abilities (KSA) areas tested in the APR exam.

The Master of Science in Public Relations – online/professional track is geared toward early- to mid-career professionals who are interested in advancing their careers in public relations and/or transitioning into public

relations from complementary fields such as finance, health, technology, human resources, journalism, marketing and law.

Also available is a social media track for students who want to delve deeper into social media. Students who choose the social media track take courses that cover social media practices, social and web analytics and strategic planning. In this track, students learn the fundamental practices that have led to the rise of social media and how to deploy them across multiple platforms and disciplines. Students who complete this track have a firm understanding of the role social media plays in today's communications landscape as well as the tools to deploy new solutions as this media continues to grow and evolve.

The overriding goal of the Master of Science in Public Relations – online/professional track is to develop professionally competent, socially responsible and globally-conscious graduates who are familiar with the conceptual and professional foundations of public relations, capable of assessing and applying public relations research, and skilled in contemporary public relations practices and techniques. In keeping with Quinnipiac University's mission, graduates of this online program will be prepared to make contributions as responsible professionals and community leaders in a culturally diverse society.

## MS in Public Relations – Online/Professional Track Program of Study

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grades less than a C. Any course with a grade of less than C must be retaken.

Code	Title	Credits
<b>Core requirements</b>		
STC 506	Public Relations Management	3
STC 505	Public Relations Writing	3
STC 519	Strategic Public Relations and Reputation Management	3
STC 516	Branding Strategies	3
STC 511	Global Strategy	3
STC 518	Measurement and Evaluation	3
STC 510	Crisis Management	3
STC 504	Law and Ethics in Public Relations	3
<b>Public Relations elective requirements</b> <sup>1</sup>		
Select three of the following:		9
STC 507	Strategic Planning in Public Relations	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
ICM 522	Social Media Practice and Techniques	
ICM 524	Social Media Analytics	
<b>Capstone requirement</b>		
STC 605	Public Relations Graduate Capstone	3
Total Credits		36

<sup>1</sup> Students pursuing the Social Media Track must complete STC 507 and the following ICM courses as electives: ICM 522, ICM 524.

Admission

Applications are accepted on a rolling basis. Admission is based on the following:

- undergraduate degree from a regionally accredited institution with a GPA of 3.0 or greater
- a resume showing experience either as a student or professional
- two professional or academic recommendations
- online samples of written, visual, media or interactive work
- a 500-word personal statement (see application)

Master of Science in Sports Journalism

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)  
203-582-5031

The Master of Science in Sports Journalism prepares students from all academic and professional backgrounds for careers in broadcast/multimedia sports and in traditional and emerging media companies that focus on reporting and analysis of sports.

The program features training in the principles, tools, craft, history and ethics of contemporary sports journalism in the context of innovative approaches to reporting and presenting information via social media and other forms. Our goal is simple: to transform a lifelong passion for sports into a successful career.

The curriculum prepares students for careers in local, cable and network television news, for websites with a strong visual component, and for mobile news apps.

Students are challenged to develop story ideas through reasoning and observation, to analyze data and public documents, to wisely conduct interviews, to learn the technical skills to acquire and edit video and audio, and, above all, to write with discipline, poise and creative vitality. In short, our program prepares students for the daily test-of-strength that is sports reporting in the 21st century regardless of the distribution platform.

Students who successfully complete the program will be properly trained for a number of career opportunities including on-camera reporters and anchors for broadcast, cable and network television news, play-by-play announcers, analysts, and talk show hosts for terrestrial, online and satellite radio, producers for broadcast, cable and network television news, producers for news websites and mobile apps, and writers for broadcast news, websites and mobile apps.

Courses and labs are offered in our professional all-digital broadcast production environment. Our facilities include a high-definition studio, two 4K video editing suites, HD editing suites for single or group projects, and other areas designed to support both studio and remote productions.

Video cameras, audio recorders, lights and other gear required to capture interviews and events in the field are available to students through our well-stocked and expertly maintained equipment inventory. In addition, students will have access to the People’s United Center for the coverage of games and interviews.

MS in Sports Journalism

To earn the master’s degree, students must complete 36 credits with a minimum 3.0 GPA and no grade less than a C. Any course with a grade of less than C must be retaken. Full-time students can complete the program in one calendar year. Part-time students can do it in two.

Program of Study

Code	Title	Credits
Required Courses		
JRN 524	TV Reporting	3
JRN 560	Multimedia Sports Reporting	3
JRN 562	Sports Law and Ethics	3
JRN 563	Sports Analytics	3
JRN 564	Presenting and Producing Radio Sports	3
JRN 565	Presenting and Producing Television Sports: Remote	3
JRN 566	Presenting and Producing Television Sports: Studio	3
JRN 573	Sports Literature	3
JRN 589	Critical Issues in Sports	3
JRN 595	Sports Clinical	3
JRN 601	Capstone Project	3
Elective Courses		3
Select one elective from those available in consultation with your adviser. Students may take any course in any School of Communications graduate program with permission of program director. Electives are offered on an as-needed basis and may not be available during a given student’s program of study.		
Total Credits		36

Courses and curriculum requirements are subject to change.

Students who complete the Master of Science in Sports Journalism program learn to:

- Understand professional sports journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
- Analyze information based on sports journalistic practices of research, interviews and observation.
- Evaluate information in determining the story’s narrative structure and reach via social media and other applications.
- Report and compose a story, either visual, multimedia or text, that informs, enlightens, entertains and is useful to the reader or audience within professional sports journalistic reporting and writing practices and ethical standards.

Admission

To qualify for admission, candidates must have earned a bachelor’s degree from a regionally accredited institution of higher learning and have a minimum GPA of 3.0. Journalism experience is not required.

Admission to the MS in Sports Journalism program is competitive and based on undergraduate performance as measured by GPA, experience



in any career field for students returning to school and the required documents listed below.

Applications are considered on a rolling basis, and students apply to enter during the fall. Applications are evaluated once all materials and fees are received by Quinnipiac.

A complete application consists of the following:

- application form
- application fee
- two professional recommendations
- personal statement explaining decision to pursue graduate study
- current resume
- portfolio of writing or work samples (i.e., college papers, videos, audio clips or published work of any kind)
- official transcripts of all undergraduate and graduate work

## Dual-Degree BA/MS or BS/MS in Interactive Media and Communications (4+1)

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu)  
203-582-8274

Quinnipiac offers a five-year Dual-Degree BA/MS or BS/MS in Interactive Media and Communications (4+1) program for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. Students may apply for provisional acceptance to the MS in Interactive Media and Communications (p. 294) program during the second semester of their junior year. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester with the permission of the graduate program director. Those credits can be applied to both undergraduate and graduate programs. Applications for this special program are available through the School of Communications.

### Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

## Dual-Degree BA/MS or BS/MS in Journalism (4+1)

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)  
203-582-5031

Quinnipiac offers a five-year Dual-Degree BA/MS or BS/MS in Journalism (4+1) for students who are currently enrolled in any Quinnipiac

undergraduate program and wish to pursue graduate studies at the university. Students may apply for provisional acceptance to the MS in Journalism program during the second semester of their junior year. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester with the permission of the graduate program director. Those credits can be applied to both undergraduate and graduate programs. Applications for this special program are available through the School of Communications.

### Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

## Dual-Degree BA/MS or BS/MS in Public Relations (4+1)

Program Contact: Alexander Laskin (alexander.laskin@quinnipiac.edu)  
203-582-8470

Quinnipiac offers a five-year Dual-Degree BA/MS or BS/MS in Public Relations (4+1) program for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. Students may apply for provisional acceptance to the MS in Public Relations program (p. 296) during the second semester of their junior year. If accepted, students typically take 6 credits of graduate courses during their senior year beginning in the fall semester. In some circumstances, 9 graduate credits will be allowed with the permission of the graduate public relations director. Those credits can be applied to both undergraduate and graduate programs. Applications for this special program are available through the School of Communications.

### Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

# Dual-Degree BA/MS or BS/MS in Sports Journalism (4+1)

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)  
203-582-5031

Quinnipiac offers a five-year Dual-Degree BA/MS or BS/MS in Sports Journalism (4+1) for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. Students may apply for provisional acceptance to the MS in Sports Journalism program during the second semester of their junior year. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester with the permission of the graduate sports journalism director. Those credits can be applied to both undergraduate and graduate programs. Applications for this special program are available through the School of Communications.

## Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

## Graduate Certificate in Social Media

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu)  
203-582-8274

The Graduate Certificate in Social Media is primarily directed at two types of students. The first are professionals who realize that social media skills can add value to their existing professional toolkit. The second are individuals who are tasked by their organizations to take on responsibility for a new social media function. These individuals are looking for an educational experience that is more substantial than a conference, to get both a foundational underpinning and actionable tools and structures that they can deploy within their workplace.

To be eligible for the Graduate Certificate in Social Media, a student needs to have received an undergraduate degree from a regionally accredited college or university.

Admission to the certificate program is based on completion of an admission application, submission of an official transcript for an undergraduate degree; and a professional resume.

## Graduate Certificate in Social Media Program of Study

The Graduate Certificate in Social Media requires completion of 9 credits. Those who are at the beginning of their professional experience should take ICM 522 first.

Code	Title	Credits
ICM 513	Content Strategy	3
ICM 522	Social Media Practice and Techniques	3
ICM 524	Social Media Analytics	3

## Graduate Certificate in User Experience Design

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu)  
203-582-8274

The Graduate Certificate in User Experience Design is a 9-credit program. The curriculum explores all of the elements that go into creating an extraordinary user experience including user research, content strategy, interface design, usability testing and prototyping.

As today's web users continue to access websites and applications through a variety of electronic devices and screen sizes, user experience design has become a critical element of business strategy. Users will not tolerate anything less than a well-designed experience that is both interactive and intuitive.

While one-off courses can be helpful in learning the basics, the Graduate Certificate in User Experience Design offers a more comprehensive approach to user-centered design. Graduates of this program will be prepared to research, design, test and prototype an effective, end-to-end user experience on any device.

Any credits earned during this program may also be applied toward the MS in Interactive Media and Communications (p. 294) upon acceptance into the program.

To be eligible for the Graduate Certificate in User Experience Design, a student needs to have received an undergraduate degree from a regionally accredited college or university.

Admission to the certificate program is based on completion of an admission application; submission of an official transcript for an undergraduate degree; and a resume.

## Graduate Certificate in User Experience Design Program of Study

The Graduate Certificate in User Experience Design requires completion of 9 credits. Take three of the courses listed below for the graduate certificate.

Code	Title	Credits
ICM 512	Principals of User Experience Design	3
ICM 513	Content Strategy	3
ICM 514	Understanding Your Audience	3
ICM 517	Ideation, Prototyping and Testing	3

## School of Education

North Haven Campus

Main Office: 203-582-3354

## Administrative Officers

Title	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	Anne.Dichele@qu.edu
Associate Dean	Beth Larkins-Strathy	203-582-3510	Beth.Larkins-Strathy@qu.edu
Director, Master of Arts in Teaching	Christina Pavlak	203-582-3192	Christina.pavlak@qu.edu
Director, Educational Leadership	Gail Gilmore	203-582-3289	Gail.Gilmore@qu.edu
Director, Instructional Design	Ruth Schwartz	203-582-8419	Ruth.Schwartz@qu.edu
Director, Special Education	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu

## Mission Statement

The mission of the School of Education is to lead our graduates to acquire the knowledge, skills and dispositions to serve successfully in their role as *educator* and *school leader*. The school defines the concept of educator as three-dimensional in nature, and believes that successful educators are *teachers*, *learners* and *leaders*. Graduates of the School of Education are expected to be *teachers* who establish conditions for all students to learn, *learners* who continue to learn as they continue their professional careers, and *leaders* who influence the culture of their schools in ways that support best practices in teaching and learning. Inherent in our mission is a commitment to graduate educators who recognize the potential of schooling to promote social change required for social justice.

## Master of Arts in Teaching

- Dual-Degree (p. 274)BA/MAT or BS/MAT in Elementary Education (p. 274) (4+1) (p. 274)
- Dual-Degree (p. 276)BA/MAT or BS/MAT in Secondary Education (p. 276) (4+1) (p. 276)
- Graduate MAT Degree in Elementary Education (p. 303)
- Graduate MAT Degree in Secondary Education (p. 301)

## Master of Science

- MS in Instructional Design (p. 304) (online-only program)
- MS in Teacher Leadership (p. 307) (online-only program)
- MS in Special Education (p. 306) (online-only program)

## Sixth-Year Diploma

- Sixth-Year Diploma in Educational Leadership (p. 308)

## Certificate

- Special Education Certificate of Completion (p. 310)
- Online Course Design Certificate (p. 308)

## Graduate MAT Degree in Secondary Education

Program Contact: Christina Pavlak (Christina.Pavlak@quinnipiac.edu), 203-582-3192

The purpose of Quinnipiac's graduate Master of Arts in Teaching program is to prepare teacher candidates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the National Council for Accreditation of Teacher Education (NCATE). The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

## General Information

The Quinnipiac University secondary curriculum consists of an intensive five-semester program of study that begins in the fall semester. Each curriculum includes core certification courses that provide eligibility for teacher certification, advanced content (discipline) courses which satisfy master's degree requirements, and a unique internship experience which provides pre-service teachers the opportunity to learn about schools, students and teaching.

The graduate MAT program offers Quinnipiac teacher candidates a Master of Arts in Teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

## Internship/Residency

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship/residency is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

## Secondary Education MAT Curriculum

To complete all requirements of the MAT program, a candidate must complete all course work and successfully complete all performance tasks to qualify for teacher certification.

Code	Title	Credits
ED 500	Internship and Seminar I	1

ED 501	Internship and Seminar II	1
ED 509	Reading and Writing Across the Curriculum	3
ED 510	Adolescent Development	3
ED 521	Social and Philosophical Foundations of Education	3
ED 525	Diversity in the Classroom	3
ED 550	Issues and Research in Education	2
ED 571	Learning and Teaching the Developing Child	3
ED 573	Advanced Teaching and Learning - Secondary	3
ED 576	Teacher Discourse in the Secondary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching	6
ED 616	Secondary Education Internship III	1
ED 617	Internship and Career Development Seminar	1
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Select one of the following methods courses:		3
ED 502 & 502L	Teaching Methods in Secondary Biology and Science Laboratory Safety Course	
ED 503	Advanced Teaching Methods in Secondary Science (For Biology Teacher Candidates Only)	
ED 512	Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts (For Biology Teacher Candidates Only)	
ED 504	Methods II: Teaching English	
ED 505	Methods II: Teaching History/Social Studies	
ED 506	Methods II: Teaching Mathematics	
ED 507	Methods II: Teaching a World Language	
Complete three graduate content discipline courses		12
Total Credits		58

## Admission

To ensure admission into the program with a placement in an internship, applicants should complete the application process as early as possible. Admission to the graduate MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

1. A preferred 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major (applicants with an overall GPA below 2.67 will not be considered).

2. A transcript review that indicates a "B" or better performance in courses related to mathematics as well as English/language arts. (Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT program director.)
3. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator.
4. A written essay completed on-site that meets program standards.
5. Evidence of strong basic skills in math, reading and writing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
6. A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
7. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship, and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

## Retention

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

*Note:* Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

## Graduate MAT in Elementary Education

Program Contact: Christina Pavlak (Christina.Pavlak@quinnipiac.edu), 203-582-3192

The purpose of Quinnipiac's graduate Master of Arts in Teaching program is to prepare teacher candidates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the National Council for Accreditation of Teacher Education (NCATE). The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

## General Information

The Quinnipiac University elementary education curriculum is an intensive five-semester program of study consisting of core certification courses that provide eligibility for teacher certification, advanced course work in literacy, numeracy and pedagogy to satisfy master's degree requirements, and a unique internship/residency experience which provides pre-service teacher candidates the opportunity to learn about schools, students and teaching.

The graduate MAT program offers Quinnipiac teacher candidates a Master of Arts in Teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

## Internship/Residency

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship/residency is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac

faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

## Elementary Education MAT Curriculum

To complete all requirements of the MAT program, a candidate must complete all course work and successfully complete all performance tasks to qualify for teacher certification.

Code	Title	Credits
ED 521	Social and Philosophical Foundations of Education	3
ED 525	Diversity in the Classroom	3
ED 535	Elementary Internship and Seminar I	1
ED 544	Developing Literacy in the Primary Grades	3
ED 545	Elementary Internship and Seminar II	1
ED 550	Issues and Research in Education	2
ED 556	Teaching Literacy in Grades 4-6	3
ED 558	Elementary School Science: Content and Pedagogy	3
ED 562	Facilitating the Arts in the Elementary Classroom	2
ED 566	Elementary School Social Studies: Content and Pedagogy	2
ED 568	Teaching Mathematics in the Primary Grades	3
ED 569	Teaching Mathematics in Grades 4-6	3
ED 571	Learning and Teaching the Developing Child	3
ED 572	Advanced Learning and Teaching	3
ED 575	Teacher Discourse: Language and Communication Issues in the Elementary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching	6
ED 614	Elementary Education Internship III	1
ED 615	Internship and Career Development Seminar	1
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Total Credits		56

## Admission

Applicants are accepted for admission to the fall semester only and are expected to enroll as full-time graduate students. To ensure admission into the program with a placement in an internship, applicants should



complete the application process early. Admission to the graduate MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

1. A preferred 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major (applicants with an overall GPA below 2.67 will not be considered).
2. A transcript review that indicates a “B” or better performance in courses related to mathematics as well as English/language arts. (Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT program director.)
3. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant’s suitability as a prospective educator.
4. A written essay completed on-site that meets program standards.
5. Evidence of strong basic skills in math, reading and writing. Evidence can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
6. A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
7. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship, and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

## Retention

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education’s Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program.

Granting of probationary status is subject to the director’s approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

## Master of Science in Instructional Design

Program Contact: Ruth Schwartz (Ruth.Schwartz@quinnipiac.edu)  
203-582-8419

The field of instructional design applies what we know about how people learn to the thoughtful design and implementation of instructional materials, such as websites, videos, podcasts, online courses, social media sites, interactive simulations and educational games. Our fully online program prepares students for professional work or advanced study in instructional design by providing opportunities to develop a solid grounding in core competencies of the field, including instructional design models, theories of learning, principles for the design of instructional media, specific technical skills for media production, and approaches to the selection, integration and evaluation of digital materials for learning. A selection of elective courses allows students to focus on their own particular interests and goals, such as teaching with technology in the K–12 classroom, designing digital media for museums or after-school programs, or producing instructional materials for higher education, corporate or nonprofit environments.

Courses in Theoretical Foundations of Education address learning theories; theoretical approaches to multimedia design; instructional design models; and elements of the instructional design process, including the needs assessment, generation of a design solution, and formative and summative evaluation of an instructional resource.

Courses in Design Fundamentals emphasize the application of theory to short-term design projects, fostering familiarity and essential competencies in a range of media (e.g., podcasts and videocasts; websites; social media; games and simulations; learning management systems; design for handheld devices and public spaces). The process of working in a team to plan and implement an instructional resource is also a focus.

Graduates of this program are prepared for career opportunities in settings such as higher education, schools or school districts, business environments, nonprofit groups, and educational software or media design firms.

## MS in Instructional Design Curriculum

To earn the master's degree, students must complete 30 credits of course work, with a minimum GPA of 3.0. The sequence of courses is composed of required foundational courses, electives and the Capstone Experience.

### Foundations

15 credits (five courses), required for all candidates, focus on theoretical foundations of education and fundamentals of design. These courses include extensive exposure to research literature investigating the efficacy of media for educational applications, since it is the ability to understand and apply research that allows instructional designers to bridge the gap between theory and practice.

### Electives

Individuals select an additional 9 credits (3 courses), according to their own areas of interest. Topics include in-depth theoretical and practical aspects of producing educational resources (e.g., web design; design of online courses; video production; interactive digital media) with hands-on use of specific software applications. Other elective options explore the process of selecting, implementing, and evaluating digital resources for instruction in a range of environments (K–12; higher education; industry and nonprofit organizations; informal learning).

### Capstone Experience

The required 6-credit (two-course) capstone experience includes:

*Career exploration, including preparation of the resume and portfolio.*

Throughout their course work, students select their best work to post on an electronic portfolio for critique; in the capstone they further refine the portfolio. Consistent with program objectives, this allows the student to demonstrate competence with a range of software applications and serves to present student work to prospective employers.

*Introduction to project management.* To develop effective instructional design projects, students need to understand the basics of project management. In some cases, instructional designers may even be asked to serve as project managers. This component of the Capstone explores the basics of project management and the terminology used in this field.

*The thesis project.* Each student chooses a topic of personal and/or professional interest, researches existing approaches to and resources for instruction on this topic, and prepares a proposal for the design of a learning resource. The proposal includes a needs analysis, design details and evaluation plan. The final step is the creation and presentation of a working prototype of the proposed resource. This project serves to demonstrate the candidate's fluency with elements of an instructional design analysis as well as with the use of theory to inform design.

Code	Title	Credits
<b>Required Foundation Courses</b>		
Theoretical Foundations of Education:		
IDN 525	Instructional Design for Digital Environments	3
IDN 526	Cognitive Science and Educational Design	3
IDN 527	Society, Culture and Learning	3
Design Foundations:		
IDN 528	Collaborative Design of Digital Environments	3
IDN 529	Educational Media Design Lab	3

### Elective Courses

Production, Implementation & Evaluation:		
Select 9 credits of the following:		9
IDN 530	Web Design for Instruction (3 credits)	
IDN 531	Design of Interactive Educational Environments (3 credits)	
IDN 532	Design and Development of Online Learning (3 credits)	
IDN 533	Producing Educational Video and Digital Training (3 credits)	
IDN 534	Implementing Digital Media for Learning (3 credits)	
IDN 535	New Directions in Digital Environments for Learning (3 credits)	
IDN 536	Independent Study (3 credits)	
<b>Capstone Experience</b>		
IDN 540	Capstone Experience: Thesis and ePortfolio	3
IDN 541	Capstone Experience: Project and Presentation	3
Total Credits		30

## Admission

Successful applicants to this program come from diverse backgrounds in universities, schools, businesses or the nonprofit world, but all share an interest in using digital media for education. There are no specific technological prerequisites; all students will advance their levels of technical skills as they progress through the program.

Applications for the online Master of Science in Instructional Design program are considered on a rolling basis. Students may begin the program in fall or spring, and can complete the program in five semesters by taking two courses per semester; courses are offered in fall, spring and summer. We encourage candidates to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must have earned a bachelor's degree from an accredited institution with a preferred minimum GPA of 3.0. Candidates must submit:

1. completed application form
2. resume
3. letter of intent
4. official transcripts of all undergraduate and graduate work completed
5. two letters of recommendation (professional and/or academic)

Candidates will be interviewed in person, by phone or online as appropriate.

### Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the

School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

## Master of Science in Special Education

Program contact: Judith Falaro, JD, 203-582-8868

The Master of Science in Special Education program has received approval from the Connecticut State Department of Education. The School of Education offers two tracks in special education. One leads to cross-endorsement Connecticut #165, Comprehensive K-12 Special Education for those already holding an initial endorsement, and the second track is for anyone who is interested in doing research in special education.

### Program Description

The field of special education requires an in-depth understanding of the laws that frame it, particularly the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). The program provides certified teachers with opportunities to better understand the purposes and protections of these laws, as well as their implications for teaching and working with students with special needs and their families. Through these lenses, program candidates will understand how students identified with special needs learn, how their particular special needs impact their lives inside and outside of school academically, socially and emotionally. The knowledge and understanding developed through the program will enable graduates to design individual programs of learning for students, with supports that allow all identified students to access the curriculum together with their non-disabled peers in inclusive settings.

The program will provide graduate candidates with two options to achieve their professional goals. Teachers already holding a valid teaching certificate will be able to pursue a cross-endorsement in comprehensive special education along with their master of science in special education in accordance with the requirements and regulations of the Connecticut State Department of Education. Graduate candidates who are in a related field, but still desire an MS in Special Education will complete a similar course of study culminating in a research-centered capstone experience.

### MS in Special Education Leading to Cross-Endorsement

Code	Title	Credits
SPED 545	Introduction to the Exceptional Child	4
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	3
SPED 574	Understanding and Teaching Students with Intellectual Disabilities	3

SPED 568	Assessment/Program Planning and Evaluation of Children with Special Needs	3
SPED 570	Special Education Law	3
SPED 572	Educating Young Children with Special Needs	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 579	Practicum in Special Education I	3
SPED 580	Practicum in Special Education II <sup>1</sup>	3
Optional Course Work		
SPED 575	Working with Gifted and Talented Students	
SPED 576	Implementing Assistive Technology and Screen Capture Tools	
Total Credits		36

### MS in Special Education Curriculum

Code	Title	Credits
SPED 545	Introduction to the Exceptional Child	4
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	3
SPED 574	Understanding and Teaching Students with Intellectual Disabilities	3
SPED 570	Special Education Law	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 568	Assessment/Program Planning and Evaluation of Children with Special Needs	3
SPED 581	Research in Special Education (Masters only)	3
Optional Course Work		
SPED 572	Educating Young Children with Special Needs	
SPED 575	Working with Gifted and Talented Students	
SPED 576	Implementing Assistive Technology and Screen Capture Tools	
Total Credits		30

<sup>1</sup> Both SPED 579 and SPED 580 are required for candidates seeking a cross-endorsement in Connecticut #165 Comprehensive Special Education K-12

## Admission

Applications for the online Master of Science in Special Education program are considered on a rolling basis. Students may apply to enter during the fall or spring semester. We encourage candidates to

submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must have earned a bachelor's degree from an accredited institution with a preferred minimum GPA of 3.0. Candidates must submit:

1. completed application form
2. resume
3. letter of intent
4. official transcripts of all undergraduate and graduate work completed
5. two letters of recommendation (professional and/or academic)

## Foundations

The 18 credits of foundation courses are designed to provide an in-depth study of the characteristics and outcomes of four of the areas identified under IDEA. The remaining 12 credits include course work in special education law, policy and ethics; assessment, program planning and evaluation; and evaluation and instruction in reading disorders. Those seeking the cross-endorsement are required to take a 3-credit course in educating young children with special needs.

## Capstone Experience

Candidates following the cross-endorsement track are required to successfully complete the capstone project consisting of two 3-credit practicums, each in a different area of special education. Those completing the master's-only track will complete a 3-credit thesis based on research in special education as their capstone project

## Optional Courses

Several courses are available but not required.

## Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

# Master of Science in Teacher Leadership

Program Contact: Gail Gilmore (Gail.Gilmore@quinnipiac.edu)  
203-582-3289

The online Master of Science in Teacher Leadership program, offered through the School of Education, intends to prepare teacher leaders who have a clear vision of the educated person and can work collaboratively with others toward aligning students' experiences and school programs to support that vision. The objectives of the program are aligned with the standards of the Educational Leadership Constituent Council.

Graduates will understand current research on learning theory and human motivation and be able to promote the continuous improvement

of student learning. They will value and understand diverse perspectives, establish goals and work cooperatively with colleagues and school administrators to improve the quality of school programs, and utilize multiple strategies to help shape the school culture in a way that fosters collaboration among all stakeholders to establish rigorous academic standards for all students.

The program consists of a planned sequence of 30 credits. The first 21 credits are required of all candidates and focus on the following themes:

- Transforming School Culture
- Leading Instruction to Improve Student Learning
- Understanding Research on Best Practices in Literacy Instruction
- Embracing Diversity in Classroom and School Communities
- Leading School Improvement

The additional 9 credits in the program are related to the teacher's area of specialization, including literacy leadership, mathematics leadership, program improvement or science leadership. Each area of specialization has its own capstone experience.

## MS in Teacher Leadership Curriculum

Code	Title	Credits
<b>Required Courses</b>		
EDL 501	Teacher Leadership to Transform School Culture	3
EDL 503	Leading the Instructional Program to Improve Student Learning	6
EDL 505	Research-based Literacy Practices	3
EDL 509	Leading School Improvement	6
EDL 525	Diversity in the Classroom and School Community	3
<b>Specialization Courses</b>		
Complete the requirements of the appropriate specialization		9
Total Credits		30

## Literacy Leadership Specialization

Code	Title	Credits
EDL 511	Cycles of Inquiry within the Literacy Classroom	3
EDL 513	Coaching Teachers of Literacy	3
EDL 515	Action Research in Literacy Leadership	3
Total Credits		9

## Mathematics Leadership Specialization

Code	Title	Credits
EDL 517	Cycles of Inquiry within the Mathematics Classroom	3
EDL 519	Coaching Teachers of Mathematics	3
EDL 521	Action Research in Mathematics Leadership	3
Total Credits		9

**Program Improvement Leadership Specialization**

Code	Title	Credits
EDL 523	Leading Organizational Learning	3
EDL 527	Financing Program Improvement Initiatives	3
EDL 529	Educational Program Evaluation	3
Total Credits		9

**Science Leadership Specialization**

Code	Title	Credits
ED 512	Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts (may be waived at director's discretion)	2
EDL 531	Cycles of Inquiry within the Science Classroom	3
EDL 532	Coaching Teachers of Science	3
EDL 533	Action Research in Science Leadership	3

**Admission**

Applications for the online Master of Science in Teacher Leadership program are considered on a rolling basis, and students may apply to enter during the fall or spring semesters. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must:

- have earned a bachelor's degree in education or a related field from an accredited institution with a minimum GPA of 3.0.
- have a record of excellent teaching as evidenced by recommendations of supervisors
- demonstrate satisfactory writing skills as evidenced by a written essay
- demonstrate satisfactory dispositions concerning the value of diversity, the efficacy of teacher leaders, and the belief that all children can learn as evidenced by a written essay and during the application interview

In addition to an application for admission, students also must submit:

1. official transcripts of all undergraduate and graduate work completed
2. a letter of intent
3. resume
4. two letters of recommendation
5. application fee
6. essay

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

**Online Course Design Certificate**

Program Contact: Ruth Schwartz (ruth.schwartz@qu.edu), 203-582-8419

The 9-credit graduate certificate in online course design is focused on providing the knowledge and experience needed to develop online

courses across a range of disciplines. The sequence of three online graduate-level courses begins with an examination of the instructional design process—using what we know about *how people learn* to help us design effective educational materials. In the following two courses, students explore best practices of online course design, create a model course, and investigate multimedia project development using a number of tools and resources.

As K-12 programs, higher education and corporate training continue to shift online, there is a growing demand for skilled professionals who can create effective digital education resources. This online certificate program equips students with a deeper understanding of instructional design as well as the skills needed to plan, design and develop a powerful online course.

Please note: candidates in the Master of Science in Instructional Design program who are interested in the Certificate in Online Course design must consult with the program director, Ruth Schwartz, for information on requirements for this credential.

**Online Course Design Certificate Curriculum**

Code	Title	Credits
<b>Required Courses</b>		
IDN 525	Instructional Design for Digital Environments	3
IDN 529	Educational Media Design Lab	3
IDN 532	Design and Development of Online Learning	3
Total Credits		9

To qualify for admission, candidates must have earned a bachelor's degree from a regionally accredited institution of higher learning. The ideal candidate will have maintained a 3.0 cumulative GPA and earned no grade lower than a B- in a single class. No prior technical experience is required.

Interested individuals can apply online (<http://www.quinnipiac.edu/online/apply>). Applications are accepted throughout the year; however, the admissions committee will not review an application until all of the supporting documents are received.

**A complete application consists of the following:**

- Application form (<http://www.quinnipiac.edu/online/apply>)
- \$45 application fee
- Current resume
- Official transcripts of all undergraduate and graduate work completed

Candidates will be interviewed either in person or online as appropriate.

**Sixth-Year Diploma in Educational Leadership**

Program Contact: Gail Gilmore (Gail.Gilmore@quinnipiac.edu)  
203-582-3289

The purpose of Quinnipiac University's Sixth-Year Diploma in Educational Leadership is to prepare graduates with the perspectives, knowledge and skills to become exceptional school leaders. The School of Education



recognizes that the concept of educational leader is three-dimensional, and that successful educational leaders must be teachers, learners and leaders. Therefore, graduates of the Sixth-Year Diploma in Educational Leadership program are master teachers who have a deep understanding of the teaching and learning process, learners who continue to learn as they continue to lead, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the leadership standards for the state of Connecticut and to the standards of the National Council for the Accreditation of Teacher Education. The three values of “excellence in education, a sensitivity to students, and a spirit of community,” which are the heart of Quinnipiac’s mission statement, are woven throughout the program.

## General Information

The Sixth-Year Diploma in Educational Leadership program offers Quinnipiac students a post-master’s credential, which prepares them to assume a variety of school leadership roles such as department chair, assistant principal, principal, curriculum coordinator and central office administrator below the rank of superintendent. Candidates who complete the first 18 credits of the 30-credit program, the internship, and pass the Connecticut Administrator Test or Educational Leadership: Administration and Supervision Test to fulfill the Connecticut State Department of Education certification requirements as an Intermediate Administrator/Supervisor (092).

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.

*Note:* Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

## Internship

Candidates must participate in an internship after completing EDL 601, EDL 603 and EDL 605 to gain authentic leadership experience. The Internship in Educational Leadership (EDL 607) consists of a series of coordinated activities related to the national standards for school leaders as established by the Educational Leadership Constituent Council (ELCC). The specific experiences are cooperatively planned by the candidate, a faculty member and a school district mentor. To demonstrate mastery of the ELCC standards, each candidate compiles an internship portfolio, which includes a description and analysis of activities related to the national standards, evidence of evaluating a portion of a school program for the purpose of improving student learning, evaluations from the administrator, mentor and University supervisor, a reflection journal describing leadership strengths and needs, a weekly log of activities and hours (a minimum of 216 hours are required), and artifacts from the internship. The internship is scheduled only during the fall or spring semester to ensure the most authentic experience possible.

## Sixth-Year Diploma in Educational Leadership Curriculum

Code	Title	Credits
<b>Required Courses</b>		
EDL 601	Leading and Managing the Contemporary School	6
EDL 603	Leading and Managing the Instructional Program	6

EDL 605	Leading and Managing School Improvement	6
EDL 607	Internship in Educational Leadership	3
EDL 609	Educational Program Evaluation	3
EDL 611	Educational Law	3
EDL 613	Public School Finance	3
Total Credits		30

## Internship

Candidates must participate in an internship after completing EDL 601, EDL 603 and EDL 605 to gain authentic leadership experience. The Internship in Educational Leadership (EDL 607) consists of a series of coordinated activities related to the national standards for school leaders as established by the Educational Leadership Constituent Council (ELCC). The specific experiences are cooperatively planned by the candidate, a faculty member and a school district mentor. To demonstrate mastery of the ELCC standards, each candidate compiles an internship portfolio, which includes a description and analysis of activities related to the national standards, evidence of evaluating a portion of a school program for the purpose of improving student learning, evaluations from the administrator, mentor and University supervisor, a reflection journal describing leadership strengths and needs, a weekly log of activities and hours (a minimum of 216 hours are required), and artifacts from the internship. The internship is scheduled only during the fall or spring semester to ensure the most authentic experience possible.

## Admission

Students are admitted into the Sixth-Year Diploma in Educational Leadership program upon meeting the following requirements:

1. A master’s degree in education or a related field from an accredited institution with a minimum GPA of 3.0;
2. Evidence of four years of full-time teaching experience in a PK–12 setting;
3. Completion of at least 36 hours (equivalent to 3 credits), of a special education course<sup>1</sup>;
4. A record of excellent teaching as evidenced by recommendations of supervisors;
5. Satisfactory writing skills as evidenced by a written essay; and
6. Satisfactory leadership dispositions and a professional maturity to meet the demands of the program as evidenced during a formal interview.

<sup>1</sup> Applicants who have not met the special education requirement may be admitted on the condition that they enroll in a state-approved course.

## Retention

To remain in the program, students must maintain academic standards and honor and follow Connecticut’s Code of Professional Responsibilities for Teachers in all interactions in the schools. Students must maintain a 3.0 GPA for graduate courses in each semester with at least B- or better in any leadership course. A grade of C+ or below in any program course requires the student to retake the course and earn a minimum of B-. If a student fails to maintain the minimum GPA, that student may be allowed to remain in the program for a single semester with probationary status. If a student on probation fails to meet the minimum GPA by the end of the single probationary semester, that student is dismissed from the program. Granting of probationary status is subject to the

dean’s approval and is neither automatic nor guaranteed. Students failing to meet professional standards in the program may be subject to suspension or dismissal.

Completion

To fulfill all requirements of the Sixth-Year Diploma in Educational Leadership program, students must complete all course work, including the internship, and successfully complete all performance tasks including passing the Connecticut Administrator Test or the Educational Leadership: Administration and Supervision Test.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.

Special Education Certificate of Completion

Program Contact: J (Anne.Dichele@quinnipiac.edu)udith Falaro (judith.falaro@qu.edu), 203-582-8868

The Special Education Certificate of Completion is a 12-credit option for MAT program teacher candidates or for external applicants who hold a current teaching certificate from an approved institution of higher education and/or are practicing teachers. The certificate is not a degree or licensure program. External candidates may earn the certificate by completing 12 credits of online special education courses as listed below. Current certified teachers interested in the Special Education Certificate of Completion online program should contact QU Online.

For internal candidates for the certificate, 3 credits are earned as part of the required program of study for the MAT program. The additional 9 credits required for the Special Education Certificate of Completion are earned through two 4-credit online courses offered during the J-term, and a 1-credit independent study to be completed during the final semester in the program.

MAT program candidates interested in the Special Education Certificate of Completion should notify the coordinator of the Special Education Certificate of Completion program by Sept. 1 of their senior year (or the start of the first semester for candidates in the five-semester MAT program), as the first course in the optional program, SPED 545, is taken online during the J-term of the candidate's senior year.

Special Education Certificate of Completion Program of Study

Code	Title	Credits
SPED 545	Introduction to the Exceptional Child	4
SPED 552	Teaching in the Inclusive Classroom	3
SPED 567	Independent Research in Special Education (required)	1
Select one of the following:		4

SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)
SPED 566	Autism Spectrum Disorders
<hr/>	
Total Credits	12

School of Engineering Center for Communications and Engineering

203-582-7985 (central office)

Administrative Officers

Title	Name	Phone	Email
Dean	Justin W. Kile	203-582-3372	justin.kile@qu.edu
Associate Dean	Corey Kiassat	203-582-5020	corey.kiassat@qu.edu
Associate Dean for Career Development	Jill Koehler	203-582-3655	jill.koehler@qu.edu

Programs

Program	Name	Phone	Email
Civil Engineering	John Greenleaf	203-582-5018	john.greenleaf@qu.edu
Computer Science	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Mechanical Engineering	Lynn Byers	203-582-5028	lynn.byers@qu.edu
Industrial Engineering	Emre Tokgoz	203-582-7909	emre.tokgoz@qu.edu
Software Engineering	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Cybersecurity	Fred Scholl	203-582-7394	frederick.scholl@qu.edu

Master of Science

- Cybersecurity (p. 310)

Master of Science in Cybersecurity

The Master of Science in Cybersecurity brings together cybersecurity courses from three of Quinnipiac's schools – Business, Engineering and Law. Through this interdisciplinary program, students will be prepared to address technology and policy challenges of present-day and future information systems and networks.

Master of Science in Cybersecurity Program of Study

The core of the 36-credit Master of Science in Cybersecurity is made up of coursework that embodies the knowledge units set forth by the National Centers of Academic Excellence in Cyber Defense Education (CAE-CDE). Degree course work culminates with a capstone project that challenges students to examine the architecture of a complex system, identify vulnerabilities and determine the specific security approaches that should be employed.

For individuals working in the field seeking to fine tune their current skill sets without immediately pursuing a complete degree, you may elect to take any of the 1-credit courses listed below as stackable credentials.

Any credits earned may be applied toward the completion of a degree at the later date.

The following courses are core requirements of the Cybersecurity program:

Code	Title	Credits
<b>Core Requirements</b>		
CYB 500	Special Topics Cyber Security	3
CYB 501	Security I (Intro to Security Design)	1
CYB 502	Security II (Intro to Cyber Threats)	1
CYB 503	Security III (Intro to Cyber Defense)	1
CYB 504	Systems I (Systems Administration)	1
CYB 505	Systems II (IT Infrastructure)	1
CYB 506	Systems III (Systems Programming)	1
CYB 509	Operating Systems I (Processes)	1
CYB 510	Operating Systems II (Storage)	1
CYB 511	Operating Systems III (Performance)	1
CYB 515	Theory of Computation II (Computability)	1
CYB 514	Theory of Computation I (Automata)	1
CYB 516	Theory of Computation III (Complexity)	1
CYB 517	Cryptography I (Symmetric-Key Systems)	1
CYB 518	Cryptography II (Public-Key Systems and Digital Signatures)	1
CYB 519	Cryptography III (Security Protocols and Advanced Topics)	1
CYB 524	Database I (Relational Databases)	1
CYB 525	Database II (Database Management Systems)	1
CYB 526	Database III (NoSQL and BigData)	1
CYB 540	Networking I (Intro to Networking)	1
CYB 541	Networking II (Networking Infrastructure)	1
CYB 550	Cyber Policy	3
CYB 610	Operating Systems IV (Security)	1
CYB 625	Database IV (Database Security)	1
CYB 640	Networking III (Intro to Network Defense)	1
CYB 641	Networking IV (Advanced Networking Defense)	1
CYB 650	Cyber Operations	1
CYB 660	Scripting for Investigations	1
CYB 670	Embedded Device Security	1
CYB 691	Capstone I	1
CYB 692	Capstone II	2
Total Credits		36

## Admission

Admission to Quinnipiac University's graduate programs is competitive. To be admitted to the MS in Cybersecurity program, a prospective student must have successfully completed a BS or BA degree in

Computer Science or documented completion of appropriate prerequisite courses. Those courses include:

- Introductory Programming
- Data Structures
- Discrete Mathematics
- Algorithms

## School of Health Sciences

The state of Connecticut is a growing center of nationally known medical facilities, biotechnology development and pharmaceutical research and manufacture. These institutions have increased demands for individuals with up-to-date training. The Master of Health Science program offers several majors that meet these standards. The Cardiovascular Perfusion program provides comprehensive preparation in clinical sciences and clinical internships to prepare perfusionists who provide life support during cardiopulmonary bypass. The Medical Laboratory Sciences/ Biomedical Sciences program provides laboratory professionals with the opportunity to specialize in fields such as microbiology and biomedical sciences. A full-time program for Pathologists' Assistants provides training in pathology, anatomy and the medical sciences. The Physician Assistant studies program provides full-time instruction in the basic medical and clinical sciences needed for certification and a graduate degree in a growing profession. The Social Work program prepares students for achievement and leadership in the field of social work. The Radiologist Assistant program provides students with full-time advanced training in the field of radiology, which is needed for certification and to obtain a master's degree.

## Career Development

In the School of Health Sciences, the assistant dean for career development works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

## Additional Requirements

Academic programs with clinical components use multiple clinical education centers. Students are responsible for their transportation to and from these clinical agencies.

## Background Checks

Students should be aware that certain clinical sites or internship locations may require a criminal background check before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining such a background check. The cost of the background check is the responsibility of each individual student.

## Technical Standards for Admission

Students admitted to all programs in the School of Health Sciences must be able to meet their program's technical standards and/or essential functions. Technical standards are developed by accreditation agencies and organizations to establish the essential qualities and standards considered necessary to achieve the skills, knowledge and competencies for entry-level practice. Information on technical standards and essential

functions may be found in the catalog, on the website or by contacting the individual program chairperson.

## Academic Good Standing

All undergraduate and graduate students in the School of Health Sciences are expected to maintain the required minimum GPA set forth by their respective program of study (if applicable). Each program may have additional benchmarks that must be met to progress within the program of study. The student should refer to the program's description in the Quinnipiac University Catalog and to the program's student handbook (if applicable) for clarification for what is required to maintain his/her status within the program.

At the end of each semester, the program directors will compile a list of students who are deficient in meeting academic or clinical/professional achievement requirements. Utilizing the review process established by his/her program, the student will be notified via email of his/her status in the program. Deficient students may be: a) placed on probation, b) suspended or c) dismissed. Students placed on probation remain in their program but in order to progress, must meet the performance standards specified in their probation notification letter. For further clarification please see the Program Level Academic Good Standing Policy (p. 51).

## Admission

Students who hold a bachelor's degree in the biological, medical or health sciences are eligible for admission to the Master of Health Science degree program. A detailed autobiography of personal, professional and educational achievements as well as two letters of reference must be submitted with a student's application. Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the Graduate Admission Requirements (p. 267) in this catalog.

The Quinnipiac University Physician Assistant program participates in the Central Application Service for Physician Assistants (CASPA). Go to [caspa.liaisoncas.com](https://caspa.liaisoncas.com) (<https://caspa.liaisoncas.com>) for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. The Physician Assistant program admits students on a yearly basis. The deadline for completed applications to CASPA is September 1. Interviews are conducted from the early fall through mid-November. Classes begin in late May/early June.

## Master of Health Science

- Advanced Medical Imaging and Leadership (p. 312)
- Cardiovascular Perfusion (p. 316)
- Biomedical Sciences (p. 314) with concentrations in:
  - Medical Sciences
  - Microbiology
- Pathologists' Assistant (p. 326)
- Physician Assistant (p. 328)
- Radiologist Assistant (p. 331)

## Master of Social Work

- Master of Social Work (p. 320)

## Doctoral Degrees

- Online Post-Professional Occupational Therapy Doctorate (OTD) (p. 324)

- Entry-Level Doctor of Physical Therapy (DPT) (p. 247)

## Certificate Programs

- Online Certificate of Advanced Graduate Studies in Occupational Therapy (p. 323) (Post-Professional)

## Advanced Medical Imaging and Leadership

Program Contact: John Candler  
(John.Candler@quinnipiac.edu) 203-582-6205

The MHS in Advanced Medical Imaging and Leadership at Quinnipiac University is an interprofessional degree program offered by the Department of Diagnostic Imaging in the School of Health Sciences in conjunction with the Department of Healthcare Management and Organizational Leadership in the School of Business.

The one-year AMIL program provides graduates with the opportunity to obtain additional certification in one of the following three advanced imaging modalities: Magnetic Resonance Imaging, Computed Tomography or Women's Imaging. The advanced imaging courses are coupled with fundamental leadership course work that lays the foundation for future careers and leadership positions in imaging and health care management.

## MHS in Advanced Medical Imaging and Leadership Curriculum

Code	Title	Credits
<b>Complete Programmatic Course Listing</b>		
AMI 515 & 515L	Introduction to Magnetic Resonance Imaging and Magnetic Resonance Imaging Principles I - Lab Practicum	4
AMI 516 & 516L	Advanced MRI Principles and Imaging and Magnetic Resonance Imaging Principles II - Lab Practicum	4
AMI 517	Magnetic Resonance Imaging Clinical I	2
AMI 518	Magnetic Resonance Imaging Clinical II	2
AMI 523	Advanced Sectional Anatomy	3
AMI 530	Mammography and Bone Densitometry Clinical I	2
AMI 531	Mammography and Bone Densitometry Clinical II	2
AMI 534	Bone Densitometry	1
AMI 537	Computed Tomography Clinical I	2
AMI 538 & 538L	Introduction to CT Scanning and Computed Tomography Lab I	4
AMI 539	Computed Tomography Clinical II	2
AMI 540	Principles of Mammography	3
AMI 541L	Mammography and Bone Densitometry Lab	2
AMI 545	Women's Health and Imaging	3

AMI 560	Pathology for CT and MRI Technologists	3
AMI 570	Capstone I	1
AMI 575	Capstone II	3
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 640	Financial Decision Making	3
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3

## Computed Tomography

Course	Title	Credits
<b>First Year</b>		
<b>Summer Semester</b>		
AMI 523	Advanced Sectional Anatomy (Computed Tomography)	3
AMI 538 & 538L	Introduction to CT Scanning and Computed Tomography Lab I	4
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
Credits		14
<b>Fall Semester</b>		
AMI 537	Computed Tomography Clinical I	2
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 640	Special Topics	3
Credits		12
<b>Spring Semester</b>		
AMI 539	Computed Tomography Clinical II	2
AMI 560	Pathology for CT and MRI Technologists	3
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
Credits		14
Total Credits		40

## Magnetic Resonance Imaging

Course	Title	Credits
<b>First Year</b>		
<b>Summer Semester</b>		
AMI 523	Advanced Sectional Anatomy	3
AMI 515 & 515L	Introduction to Magnetic Resonance Imaging and Magnetic Resonance Imaging Principles I - Lab Practicum	4
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
Credits		14
<b>Fall Semester</b>		
AMI 516 & 516L	Advanced MRI Principles and Imaging and Magnetic Resonance Imaging Principles II - Lab Practicum	4
AMI 517	Magnetic Resonance Imaging Clinical I	2
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 640	Special Topics	3
Credits		16
<b>Spring Semester</b>		
AMI 518	Magnetic Resonance Imaging Clinical II	2
AMI 560	Pathology for CT and MRI Technologists	3
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
Credits		14
Total Credits		44

## Women's Imaging

Course	Title	Credits
<b>First Year</b>		
<b>Summer Semester</b>		
AMI 534	Bone Densitometry	1
AMI 540	Principles of Mammography	3
AMI 541L	Mammography and Bone Densitometry Lab	2
MBA 601	Foundations for Decision Making (MBA Quick Start)	1
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
Credits		13
<b>Fall Semester</b>		
AMI 530	Mammography and Bone Densitometry Clinical I	2
AMI 545	Women's Health and Imaging	3



AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 640	Special Topics	3
Credits		15
<b>Spring Semester</b>		
AMI 531	Mammography and Bone Densitometry Clinical II	2
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
Credits		11
Total Credits		39

## Mission Statement

The Advanced Medical Imaging and Leadership program supports the mission statements of both Quinnipiac University and the School of Health Sciences and their commitment to excellence in education. The mission of the Advanced Medical Imaging and Leadership program is to develop student's technical, professional and interpersonal communication skills through a logical and organized sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to advanced imaging modalities and associated protocols. In addition, the program prepares skilled graduates competent in the art and science of radiography, fluoroscopy and interventional procedures. Graduates of the Advanced Medical Imaging and Leadership program will meet the needs of the community for highly qualified professionals, and the program will prepare students for career entry and advanced study.

## Program Objectives

The objectives of the Advanced Medical Imaging and Leadership program are to:

- provide excellent education in both the didactic and clinical learning environment;
- provide research opportunities that contribute to the clinical and scientific knowledge base in the field of diagnostic radiology;
- provide the skills necessary to prepare graduates for practice as advanced modality imaging professionals;
- provide essential and fundamental leadership skills to better position graduates for entry level supervisory opportunities within radiology health care organizations; and
- foster a sense of commitment to continuing education and professional development.

These objectives are consistent with the mission statement of Quinnipiac University, which is to provide a supportive and stimulating environment for intellectual and personal growth.

## Admission Requirements

The eligibility requirements for the MHS-AMIL program include:

1. Bachelor's degree from an accredited institution;
2. Radiologic Technologist in good standing with the American Registry of Radiologic Technologists; and

3. State of Connecticut Licensure as a radiographer prior to clinical component of the program;
4. Prerequisite course requirements:

- 3-4 credits of physics **or** chemistry
- 3 credits of college-level mathematics
- 12-15 credits of biology with labs, including:
- 6-8 credits of anatomy and physiology

Admission to the program is conducted on a rolling basis. Decisions are made individually as an application becomes complete. Final decision on which applicants are selected into the program will be made by the program director, with input from MHS-AMIL program faculty. An interview is required when appropriate with the program director and at least two members of the MHS-AMIL faculty in attendance. Applications will be ranked based on a strong academic record, experience in a relevant clinical area, perceived ability to complete a challenging didactic and clinical program and the strength of recommendation by reference person.

## Biomedical Sciences Program

Program Contact: Dwayne Boucaud (Dwayne.Boucaud@quinnipiac.edu)  
203-582-3768

Medical laboratory research and diagnostic testing are among today's most exciting professions. The last decade has brought many exciting breakthroughs in the diagnosis and treatment of disease as well as new challenges such as AIDS, Lyme disease and the resurgence of tuberculosis. These new developments and challenges require laboratory professionals to stay on the cutting edge of their field. New techniques have to be mastered, new theories and concepts understood, and new means of managing the more complex operations of laboratories developed. The Biomedical Sciences program at Quinnipiac is specially designed to meet the educational needs of students to complete their education toward a degree in medicine or PhD programs or employment in the research/development industry and diagnostic companies. The program provides the training that is necessary to stay current with today's rapidly changing technology and to assume positions of greater responsibility. A laptop is required for all students enrolled in the MHS in Biomedical Sciences program.

## MHS in Biomedical Sciences Program of Study

Students may choose either a thesis or a non-thesis option in the Biomedical Sciences program. Both options require students to take four courses or more in their specialization while allowing students to choose a number of electives to meet their individual needs.

### Thesis Option Requirements (based on availability of faculty)

The curriculum includes a minimum of 35 credits including 8 credits of thesis (BMS 650, BMS 651). A total of 15–16 credits of core classes in an area of specialization is required along with three classes (9–12 credits) of electives within the specific area of specialization. Open elective courses could be chosen from any area of specialization.

Code	Title	Credits
BMS 650	Thesis I	4
BMS 651	Thesis II	4

Core courses in area of specialization <sup>1</sup>	15-16
Three areas of specialization electives <sup>1</sup>	9-12
Open electives	0-3
<b>Total Credits</b>	<b>35-38</b>

<sup>1</sup> Since most courses are either 3 or 4 credits, the total credits from area of specialization and total number of elective courses are based on the number of credits for individual courses.

## Non-Thesis Option Requirements

The curriculum includes a minimum of 38 credits including 2 credits of comprehensive examination (BMS 670). A total of 15–16 credits of core classes in an area of specialization is required along with three elective classes (9–12 credits) within the specific area of specialization. Open elective courses could be chosen from any area of specialization.

<b>Code</b>	<b>Title</b>	<b>Credits</b>
	Comprehensive Exam	2
	Core courses in area of specialization <sup>1</sup>	15-16
	Three areas of specialization electives <sup>1</sup>	9-12
	Open electives <sup>1</sup>	9-12
	<b>Total Credits</b>	<b>38-41</b>

<sup>1</sup> Since most courses are either 3 or 4 credits, the total credits from area of specialization and total number of elective courses are based on the number of credits for individual courses.

## Comprehensive Examination

The comprehensive examination in medical laboratory sciences (2 credits) is a requirement for the non-thesis option in the Biomedical Sciences program. The purpose of the exam is two-fold. First, the student must demonstrate broad and specific knowledge expected of someone holding a master's degree. Second, the student must be able to integrate knowledge obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. The student is given two opportunities to demonstrate competency. A written essay exam is administered by a designated faculty member. Students should schedule an appointment with the program director before registering for the comprehensive exam.

## Areas of Specialization

### Medical Sciences

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Core Courses</b>		
BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 532	Histology	4
<b>Specialization Electives</b>		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 520	Neuropharmacology	3

BMS 521	Advances in Hematology	3
BMS 522	Immunology	3
BMS 527	Pharmacology	3
BMS 532	Histology	4
BMS 535	Histochemistry	3
BMS 536	Endocrinology	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 591	The New Genetics and Human Future	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
PA 515	Human Physiology	4

## Microbiology

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Core Courses</b>		
BMS 502	Research Methods	4
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
<b>Specialization Electives</b>		
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 569	Antimicrobial Therapy	3
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 579	Molecular Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 595	Transplantation Immunology	3

## Graduate Science Electives

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Open Electives</b>		
BIO 505	Writing and Science	3

BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 510	Biostatistics	3
BMS 511	Writing for Scientists	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 532	Histology	4
BMS 535	Histochemistry	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 591	The New Genetics and Human Future	3
BMS 595	Transplantation Immunology	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
BMS 688	Independent Study	2
BMS 689	Independent Study	2
PA 515	Human Physiology	4
PA 535	Disease Mechanisms	4

The mission of Quinnipiac University's Master of Health Science in Biomedical Sciences program is to provide students with the cutting-edge skills they need to manage the more complex operations carried out today in hospitals and research facilities, as well as allowing students to develop their critical thinking skills and knowledge of the biomedical sciences, sought after by PhD programs and medical

schools. The two specialties included in the program (biomedical sciences and microbiology) and the integration of courses from these individual specialties provides the student with a comprehensive knowledge to meet the education and technical needs of the biomedical profession in pharmaceutical, biotechnology, diagnostics and medical research. Students are guided in the principles and methods of scientific research, and they gain knowledge of the latest advances in biomedical, biotechnological and laboratory sciences—all directly applicable to real-world work environments.

The curriculum of the Biomedical Sciences program is designed to allow students to achieve the following objectives:

1. Have an advanced understanding of translational science in biomedical and microbiological topics.
2. Have an advanced understanding of the scientific process including research, research ethics, communication, critical analysis of the scientific literature and experimental design.
3. Gain scientific knowledge and critical thinking skills necessary to implement evidence-based translational research.
4. Gain skills and knowledge necessary to apply to PhD and professional programs.

Students who have a bachelor's degree in the biological, medical or health sciences from a regionally accredited institution in the U.S. or Canada are eligible to apply for admission to the Biomedical Sciences program. Scores for the tests of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required if the applicant is from a non-English speaking country. A minimum undergraduate GPA of 2.75 is required for admission, however the most successful applicants have a GPA of 3.0 or higher. All undergraduate transcripts and a detailed autobiography indicating why the student would like admission into the program as well as personal, professional and educational achievements should be included with the application. Two letters of reference detailing the applicant's academic and interpersonal strengths must also be submitted. Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements (p. 267) found in this catalog. Applications to this program are accepted throughout the year. Incoming students can start the program in either the fall or spring semester.

## Cardiovascular Perfusion Program

Program Contact: Michael Smith (Michael.Smith@quinnipiac.edu)  
203-582-3427

The perfusionist provides consultation to the physician in the selection of the appropriate equipment and techniques to be used during extracorporeal circulation. During cardiopulmonary bypass, the perfusionist provides life support to the patient while the heart and lungs are stopped to enable the surgeon to operate. Perfusionists administer blood products, anesthetic agents and drugs through the extracorporeal circuit. The perfusionist is responsible for the induction of hypothermia and other duties, when required. Perfusionists have a role in the implementation and operation of ventricular assist devices designed to provide long-term circulatory support for the failing heart.

You will learn to operate the equipment perfusionists use to support or replace a patient's heart and lung functions during cardiac surgery and to monitor vital cardiopulmonary signs to keep the patient stable. You'll also learn to administer the appropriate medications and anesthesia during surgery.

Our program is one of only eight in the nation that offers graduate-level training in this profession. As cardiovascular disease becomes increasingly common, the employment opportunities in this field continue to expand, and we prepare you to enter the workforce with a competitive advantage.

A strong sense of responsibility and the capacity to work effectively with other professionals in a high-pressure environment are essential qualities of successful cardiovascular perfusionists. You'll acquire both during group activities and clinical work. Plus, you'll learn in our technologically sophisticated Center for Medicine, Nursing and Health Sciences.

This program is fully accredited by the Accreditation Committee—Perfusion Education (6663 S. Sycamore St., Littleton, CO 80120) under the Commission on Accreditation of Allied Health Education Programs.

## MHS in Cardiovascular Perfusion Curriculum

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
College-based didactic course work:		
PA 535	Disease Mechanisms	4
PR 500	Theoretical Foundations of Cardiovascular Perfusion	2
PR 502	Systems Anatomy and Physiology I	3
PR 508	Extracorporeal Circuitry and Laboratory I	1
PR 516	Physiologic Monitoring	4
Credits		14
<b>Spring Semester</b>		
PR 503	Systems Anatomy and Physiology II	3
PR 506	Pharmacologic Intervention in Cardiovascular Perfusion	4
PR 509	Extracorporeal Circuitry and Lab II	1
PR 510	Surgical Techniques	2
PR 512	Pediatric Perfusion	4
Credits		14
<b>Second Year</b>		
<b>Summer Semester</b>		
Hospital-based clinical training session:		
PR 600	Clinical Practicum I	5
PR 520	Research Methods in Cardiovascular Perfusion	2
Credits		7
<b>Fall Semester</b>		
PR 602	Clinical Practicum II	5
PR 522	Research Methods in CV Perfusion II	2
Credits		7
<b>Spring Semester</b>		
PR 604	Clinical Practicum III	5
PR 514	Special Topics in Cardiovascular Perfusion	2
Credits		7
Total Credits		49

During the first two didactic semesters, students are introduced to the operating room environment by weekly orientation sessions in one of

several affiliated hospitals. Students are required to join the American Society of Extracorporeal Technology and maintain student membership for the duration of the program.

Failure to maintain a 3.0 minimum GPA in all didactic and clinical semesters will result in automatic dismissal from the program. Students must also successfully complete all clinical practicums to graduate from the program.

## Mission Statement

The School of Health Sciences offers a Master of Health Science in Cardiovascular Perfusion program. The mission of the program is to:

1. provide excellent education in both the didactic and clinical learning environment;
2. provide research opportunities that contribute to the clinical and scientific knowledge base in the field of extracorporeal circulation; and
3. foster a sense of commitment to continuing education and professional development.

This mission is consistent with the mission of Quinnipiac University, which is to provide a supportive and stimulating environment for the intellectual and personal growth of undergraduate, graduate and continuing education students.

## Admission

Interested candidates must have earned a bachelor's degree from a regionally accredited institution in the U.S. or Canada. Scores for the tests of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required if the applicant is from a non-English speaking country. Applicants must have the following course prerequisites:

- two semesters of basic biology (or equivalent)
- two semesters of anatomy and physiology
- two semesters of general chemistry
- one semester of physics
- one semester of microbiology
- one semester of college algebra or calculus
- certification in Basic Life Support from the American Heart Association

Applicants to the program should have a strong background in the health sciences, and be able to work for long periods under intense conditions. Individuals already working in the fields of nursing, respiratory care, physician assistant, physical therapy, paramedical and biomedical engineering are ideally suited for admission into the program.

Applicants must have a minimum undergraduate cumulative GPA of 3.0, and at least two years of experience working in a health care field involving patient care.

Applications can be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements found in this catalog.

A detailed autobiography of personal, professional and educational achievements, and two letters of recommendation must accompany the student's application.

All applications, transcripts, reference letters and supporting materials must be submitted to the Office of Graduate Admissions.

Admission to the program is competitive. Personal interviews, required for admission, are offered to the most qualified candidates.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

## Background Check and Drug Screen

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check and drug screen. All students entering the Quinnipiac University Cardiovascular Perfusion program are required to undergo a criminal background check and drug screen (through the university vendor) prior to beginning classes and prior to beginning the clinical year. This is a mandatory component of the program. In addition, Cardiovascular Perfusion students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac University Cardiovascular Perfusion student may need proof of criminal background check for clinical rotations and/or to be eligible to sit for their certification exam, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

The Cardiovascular Perfusion program is accredited by:

Commission on Accreditation of Allied Health Education Programs  
25400 US Highway 19 North, Suite 158  
Clearwater, FL 33763

Phone: 727-210-2350

Fax: 727-210-2354

Website: [caahep.org](http://www.caahep.org) (<http://www.caahep.org>)

## Doctor of Physical Therapy (DPT)

Program Contact: Katherine Harris (Maureen.Helgren@quinnipiac.edu)  
203-582-8511

The Doctor of Physical Therapy (DPT) program at Quinnipiac prepares students to be outstanding clinicians equipped for contemporary practice through a three-year, 12-month graduate program. Students develop the essential skills of a 21<sup>st</sup> century health care professional by having access to expert academic and clinical faculty and the benefit of learning in state-of-the-art facilities. The program is an integrated curriculum of foundational knowledge and clinical training and is located in the Center for Medicine, Nursing and Health Sciences. Students learn the foundation of movement science through full body dissection in the Human Anatomy Lab and application in the Motion Analysis Laboratory. The learning environment for clinical skills, clinical decision-making, and professionalism is supported in classrooms, well-equipped laboratories, and progressive technology. Students can practice and are assessed on skills utilizing simulation, standardized patients and clinical-readiness practicums. The program integrates frequent client-based opportunities throughout the curriculum in addition to three full-time clinical experiences completed at various domestic or international

clinical sites. Although the goal of the program is to prepare entry-level physical therapists, faculty value establishing close mentoring relationships through in-depth research or innovative projects which allow students to grow intellectually and professionally.

DPT students at Quinnipiac take advantage of a myriad of student opportunities which include leadership or participant roles in the campus student-run pro-bono rehabilitation clinic, graduation with Distinction in Interprofessional Education through the extensive opportunities within the university's Center for Interprofessional Healthcare Education, international delegations involved in Global Solidarity through a Fair-Trade Learning Model, sustainable local community service, attendance and presentation at professional conferences, a vibrant graduate council, as well as a variety university sponsored specialized camps.

## Doctor of Physical Therapy (DPT degree) for Freshman Entry HSS-DPT, AT-DPT and Internal Transfer Students

A total of 112 credits is required for completion of the DPT.

Course	Title	Credits
<b>First Year</b>		
<b>Summer Semester</b>		
PT 517	Clinical Education Seminar	1
PT 520	Pathophysiology I	3
PT 523	Applied Pharmacology I	1
PT 529 & 529L	Physical Therapy Process - Musculoskeletal II and Physical Therapy Process - Musculoskeletal II Lab	4
PT 531 & 531L	Physical Therapy Process - Acute Care and Cardiopulmonary Physical Therapy I and Acute Care Cardiopulmonary Lab I	4
PT 548L	Physical Therapy Process - Physical Agents Lab	1
Credits		14
<b>Fall Semester</b>		
PT 503L	Physical Therapy Process I Lab	2
PT 505 & 505L	Kinesiology I and Kinesiology I Lab	3
PT 512 & 512L	Human Anatomy I and Human Anatomy Lab	4
PT 514	Neuroanatomy I	2
PT 519	Professional Issues in Physical Therapy I	2
PT 569	Education/Community Health/Wellness	2
Credits		15
<b>Spring Semester</b>		
PT 502	Introduction to Clinical Decision Making	3
PT 504L	Physical Therapy Process II Lab	4
PT 506 & 506L	Kinesiology II and Kinesiology II Lab	2
PT 513 & 513L	Human Anatomy II and Human Anatomy II Lab	3
PT 515	Neuroanatomy II	2
PT 528 & 528L	Musculoskeletal I and Musculoskeletal I Lab	4
Credits		18



**Second Year****Summer Semester**

PT 657	Diagnostic Imaging for Physical Therapists	2
PT 658	Differential Diagnosis	3
PT 661	Administration and Leadership in Physical Therapy	3
PT 665 & 665L	Neurological Rehabilitation II and Neurological Rehabilitation Lab II	4
PT 676	Capstone II	1
Credits		13

**Fall Semester**

PT 671	Clinical Education I	4
PT 675	Normal/Abnormal Gait	1
PT 685	Evidence in Practice	2
Credits		7

**Spring Semester**

PT 626	Pathophysiology II	3
PT 627	Applied Pharmacology II	1
PT 628 & 628L	Acute Care and Cardiopulmonary II and Physical Therapy Process: Acute Care & Cardiopulmonary II Lab	3
PT 652	Professional Issues in Physical Therapy II	1
PT 664 & 664L	Neurological Rehabilitation I and Neurological Rehabilitation Lab I	4
PT 666	Capstone I	2
PT 668 & 668L	Psychosocial Aspects of Physical Disability and Psychosocial Aspects of Physical Disability Lab	2
Credits		16

**Third Year****Summer Semester**

PT 782	Clinical Internship III	6
Credits		6

**Fall Semester**

PT 730 & 730L	Musculoskeletal III and Musculoskeletal III Lab	3
PT 736 & 736L	Pediatric Rehabilitation and Pediatric Rehabilitation Lab	4
PT 744	Physical Therapy Skills Elective	2
PT 759	PBL Advanced Clinical Decision-Making	3
PT 740 & 740L	Prosthetics and Orthotics and Prosthetics and Orthotics Lab	2
PT 767	Capstone III	2
Credits		16

**Spring Semester**

PT 781	Clinical Internship II	6
Credits		6
Total Credits		111

\*The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

## Philosophy

Excellence in physical therapy education is developed in cooperation with the larger university and health science community that is student-centered and focused on academic distinction. Our program seeks to enhance the professional development of every student and faculty member through a variety of academic, scholarly and service opportunities. This philosophy is well represented by the program's physical resources and integrated curriculum that links foundational and medical sciences, clinical practice and professionalism.

## Mission Statement

An education in physical therapy at Quinnipiac University embodies both the university's commitment to its three core values: high-quality academic programs, a student-oriented environment and a strong sense of community, and the American Physical Therapy Association's core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility. The program in physical therapy prepares students to become competent and compassionate entry-level physical therapists, who are able to practice in a variety of settings serving diverse populations across the lifespan.

To achieve its mission, the Doctor of Physical Therapy program:

- cultivates critical and reflective thinking, clinical decision-making, and lifelong learning by utilizing an evidenced-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, visits to area clinics and opportunities to engage in professional development forums and community interdisciplinary collaboration
- provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management
- supports faculty teacher-scholars who are effective teachers and who collectively engage in scholarship, professional development, direct patient care and university and community service

## Essential Functions

### Sensory Ability

To provide quality care, a student is expected to possess functional use of the senses of vision, touch, hearing, and smell. All data received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. In addition, the student is expected to possess the ability to distinguish color, perceive pain, pressure, temperature, position, equilibrium, and movement. The student is expected to be able to observe the patient/client to accurately assess any alteration in functional abilities. Inherent in this observational process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities, such as auscultation, percussion, and palpation. The student should also be able to observe a patient accurately and completely at both from a distance and close at hand.

### Communication Ability

The student is expected to be able to communicate verbally and non-verbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care. This requires the ability to see, speak, hear, read, write effectively in English, and utilize technology effectively. Students are also expected to be able to communicate effectively with fellow students, faculty and members of the health care team.

## Motor Ability

The student is expected to be able to perform gross and fine motor movements bilaterally in order to provide competent care. Examples of care that the student must be able to perform include, but are not limited to, lifting, turning, transferring, transporting, and ambulating individuals. The student is expected to have the manual dexterity and/or psychomotor skills necessary to perform and/or to assist with procedures, treatments and emergency interventions in a variety of settings with individuals across the lifespan. The student must be able to administer CPR without assistance. The student is expected to have sufficient motor function to elicit information from individuals by palpation, auscultation, percussion and other diagnostic maneuvers. The student is expected to be able to maintain consciousness and equilibrium, and to have the physical strength and stamina to perform satisfactorily in clinical physical therapy experiences on multiple days per week during the semester.

## Intellectual-Conceptual Ability

The student is expected to have the ability to develop problem-solving skills, make clinical decisions, demonstrate the ability to establish care plans, and set priorities. This includes the ability to measure, calculate, analyze, and synthesize objective and subjective data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. Students need to demonstrate the ability to perform these cognitive skills efficiently and with the flexibility that is inherent to the needs in the clinical environment. Students need to be mindful of the degree of personal risk, and take proper precautions to prevent incidents associated with commonly occurring hazards in the work environment such as blood borne pathogens and environmental allergens such as latex or iodine preparations.

## Behavioral/Social/Professional Attributes

The student is expected to have the emotional stability required for the full utilization of his/her intellectual abilities, the exercise of sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. The individual is expected to have the ability to function effectively under stress, and exhibit the professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility.

The Physical Therapy department is a member of the Early Assurance consortium for physical therapy education. Please see Entry-Level DPT (p. 245) for information concerning admission to the program and course of undergraduate study.

## Professional DPT Program Requirements

Students in the professional graduate DPT component of the curriculum are required to achieve a GPA of 3.0 in each semester. In addition, a grade of C+ or better is required in all professional graduate component courses. Students whose averages for each semester fall below 3.0 or receive a grade below C+ may be subject to dismissal from the program. Transfer students are considered for admission to the professional graduate DPT program on a space-available basis.

For continuation in the program, all students must successfully complete all course work in the sequence identified. In addition to these academic requirements, all DPT students must be aware that there are additional requirements necessary to participate in scheduled clinical affiliations. Specific health requirements, including but not limited to: titers for mumps, measles and rubella, varicella and hepatitis B, annual physical

exams, two-step PPDs, flu shots, current CPR certification and other mandates must be completed within the timeframe established by the clinical site at which a student has been placed. In addition, criminal background check updates and drug testing also may be required. These mandates are facility-specific and change frequently without notice. Quinnipiac University has no authority over any clinical facilities' protocols. Students must comply with what is required at their specific clinical affiliation.

Clinical education is a vital component of physical therapy student education and is a significant part of the physical therapy curriculum at Quinnipiac University. Clinical education experiences occur through both integrated and full-time clinical experiences in a variety of settings throughout the country. Placement in specific settings, locations and clinical facilities is not ever guaranteed and individual student assignment occurs at the discretion of the faculty. Students may be required to travel for clinical assignments. All associated housing and travel costs are the responsibility of the student.

The physical therapy program at Quinnipiac University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)  
1111 North Fairfax Street  
Alexandria, Virginia 22314  
telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org);  
([accreditation@apta.org](mailto:accreditation@apta.org)) website: [capteonline.org](http://www.capteonline.org) (<http://www.capteonline.org>)

## Master of Social Work

Program Contact: Stephanie Jacobson  
([Stephanie.Jacobson@quinnipiac.edu](mailto:Stephanie.Jacobson@quinnipiac.edu)) 203-582-8907

The Master of Social Work program prepares students for achievement and leadership in the field of social work. The curricular approach of the MSW program is unique in that it directly engages students in interprofessional education and the health care team approach.

Quinnipiac's MSW program embraces the university's commitment to the development of professional expertise through practice experience. The two field placements offer students the opportunity to practice skills learned in the classroom in real-world settings. A seminar that supports the student in integrating academic and fieldwork is held monthly. Upon completion of the MSW degree, the student will have at least 1,000 hours of professional preparation in the field.

## General Information

The 60 credits required for the MSW degree include 30 credits in the foundation curriculum and 30 credits in the advanced curriculum. The degree can be completed full-time in four terms of study or through an extended plan, where the foundation curriculum begins with part-time courses (6 credits) for one or two semesters, and is completed full time over two semesters of study (with foundation field and courses for 9 or more credits each term) and the advanced curriculum is completed full time over two semesters.

The curriculum includes a course in interprofessional education. An electronic portfolio is used throughout the program to include all major assignments from courses and field placements. The advanced curriculum has a concentration of health/behavioral health. Also, each student chooses one of four specializations: aging services, child and family welfare and justice, health/mental health/substance abuse, or school social work. An integrative seminar/capstone project is completed

in the final semester of study and requires an integrative paper or project related to the specialization. The MSW program at Quinnipiac University does not give credit for life or work experience.

Students entering Quinnipiac as undergraduates who are interested in the social work program also have the option of pursuing a dual-degree bachelor's/master's program. There are two options: the Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 213) or the Accelerated Dual-Degree Bachelor's/Master of Social Work (3+2) (p. 272) program, which begins with undergraduate study in the College of Arts and Sciences. Students who are interested in earning a JD and a Master of Social Work may earn both degrees on an accelerated basis by enrolling in the joint JD/MSW degree program (p. 337). Please see the Admission (p. 322) tab for additional details.

The MSW degree also meets the academic requirements for licensure as a Licensed Clinical Social Worker (LCSW).

## MSW Program of Study

Students can choose among three plans of study for the MSW.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

### Two-Year Full-Time MSW

Students in this plan of study enter the MSW program in the fall semester and complete the degree over four terms of study in two academic years. In addition to their classes, students are required to complete foundation and advanced field placements.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
SW 500	Generalist Field Education Practicum I	3
SW 501	Practice I: Individuals and Families	3
SW 504	Social Welfare Policy	3
SW 505	Social Work Research	3
SW 506	Human Behavior in the Social Environment I: Theories of Practice	3
Credits		15
<b>Spring Semester</b>		
SW 502	Generalist Field Education Practicum II	3
SW 503	Practice II: Groups, Organizations and Communities	3
SW 507	Human Behavior in the Social Environment II: Issues of Diversity and Oppression	3
SW 508	Psychopathology	3
SW 509	Interprofessional Education (IPE) Option	3
Credits		15
<b>Second Year</b>		
<b>Fall Semester</b>		
SW 600	Specialized Practice Field Education Practicum in Health/ Behavioral Health I	4
SW 601	Specialized Clinical Social Work Practice (Practice III)	3
SW 604	Evaluation Research for Social Work Programs and Practice	2

Select two electives <sup>1</sup>		6
Credits		15
<b>Spring Semester</b>		
SW 602	Specialized Practice Field Education Practicum in Health/ Behavioral Health II	4
SW 603	Specialized Organizational Social Work Practice: Program Management, Supervision, Professional Ethics and Career Development (Practice IV)	3
SW 605	Integrative Seminar/Capstone Project	2
Select two electives <sup>1</sup>		6
Credits		15
Total Credits		60

<sup>1</sup> Of the four elective courses, one must be an advanced clinical course and another must support the chosen specialization.

### Extended MSW (completed in six semesters with fall admission)

Students are admitted in the fall to complete the foundation curriculum over two years with part-time and full-time terms and then attend classes full time during the last nine months of study (fall and spring) to complete the advanced concentration curriculum. In addition to their classes, students are required to complete foundation and advanced field placements.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
SW 505	Social Work Research	3
SW 506	Human Behavior in the Social Environment I: Theories of Practice	3
Credits		6
<b>Spring Semester</b>		
SW 507	Human Behavior in the Social Environment II: Issues of Diversity and Oppression	3
SW 509	Interprofessional Education (IPE) Option	3
Credits		6
<b>Second Year</b>		
<b>Fall Semester</b>		
SW 500	Generalist Field Education Practicum I	3
SW 501	Practice I: Individuals and Families	3
SW 504	Social Welfare Policy	3
Credits		9
<b>Spring Semester</b>		
SW 502	Generalist Field Education Practicum II	3
SW 503	Practice II: Groups, Organizations and Communities	3
SW 508	Psychopathology	3
Credits		9
<b>Third Year</b>		
<b>Fall Semester</b>		
SW 600	Specialized Practice Field Education Practicum in Health/ Behavioral Health I	4

SW 601	Specialized Clinical Social Work Practice (Practice III)	3
SW 604	Evaluation Research for Social Work Programs and Practice	2
Select two electives <sup>1</sup>		6
Credits		15
<b>Spring Semester</b>		
SW 602	Specialized Practice Field Education Practicum in Health/ Behavioral Health II	4
SW 603	Specialized Organizational Social Work Practice: Program Management, Supervision, Professional Ethics and Career Development (Practice IV)	3
SW 605	Integrative Seminar/Capstone Project	2
Select two electives <sup>1</sup>		6
Credits		15
Total Credits		60

<sup>1</sup> Of the four elective courses, one must be an advanced clinical course and another must support the chosen specialization.

## Extended MSW (completed in five semesters with spring admission)

Students are admitted in the spring semester to complete the foundation curriculum in three semesters (with part-time and full-time terms) and then attend classes full-time during the last nine months of study (fall and spring) to complete the advanced concentration curriculum. In addition to their classes, students are required to complete foundation and advanced field placements.

Course	Title	Credits
<b>First Year</b>		
<b>Spring Semester</b>		
SW 507	Human Behavior in the Social Environment II: Issues of Diversity and Oppression	3
SW 509	Interprofessional Education (IPE) Option	3
Credits		6
<b>Second Year</b>		
<b>Fall Semester</b>		
SW 500	Generalist Field Education Practicum I	3
SW 501	Practice I: Individuals and Families	3
SW 504	Social Welfare Policy	3
SW 505	Social Work Research	3
SW 506	Human Behavior in the Social Environment I: Theories of Practice	3
Credits		15
<b>Spring Semester</b>		
SW 502	Generalist Field Education Practicum II	3
SW 503	Practice II: Groups, Organizations and Communities	3
SW 508	Psychopathology	3
Credits		9

## Third Year

### Fall Semester

SW 600	Specialized Practice Field Education Practicum in Health/ Behavioral Health I	4
SW 601	Specialized Clinical Social Work Practice (Practice III)	3
SW 604	Evaluation Research for Social Work Programs and Practice	2
Select two electives <sup>1</sup>		6
Credits		15

### Spring Semester

SW 602	Specialized Practice Field Education Practicum in Health/ Behavioral Health II	4
SW 603	Specialized Organizational Social Work Practice: Program Management, Supervision, Professional Ethics and Career Development (Practice IV)	3
SW 605	Integrative Seminar/Capstone Project	2
Select two electives <sup>1</sup>		6
Credits		15
Total Credits		60

<sup>1</sup> Of the four elective courses, one must be an advanced clinical course and another must support the chosen specialization.

## Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for advanced practice in the context of health and behavioral health settings through a curriculum that focuses on clinical practice, organizational practice and interprofessional teamwork. This program is guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry, for the purpose of educating social work professionals to promote human and community well-being. The program's core values are as follows and reflect the NASW *Code of Ethics for Social Workers*: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights and scientific inquiry.

## Program Goals

The MSW program has the following four goals:

1. Prepare social workers to be advanced practitioners in diverse systems of various sizes, emphasizing competent, ethical clinical and organizational practice toward the advancement of the human condition. The advanced curriculum will build upon the foundation curriculum of generalist knowledge and practice skills with individuals, families and groups and communities.
2. Prepare social workers to practice without discrimination with diverse populations.
3. Prepare social workers to engage in professional activities that promote interprofessional collaboration and advocacy within diverse environments toward the enhancement of the human condition.
4. Prepare students for lifelong professional development.

## Admission

To qualify for admission to the program, students must have earned a bachelor's degree from a college or university accredited by a recognized regional accrediting association, with a preferred minimum GPA of 3.0 and at least 20 semester credits in liberal arts, and a course in statistics (with a grade of C or higher).

## Background Check and Drug Screening

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check. All students entering the Quinnipiac MSW program are required to undergo a criminal background check (through the university vendor) prior to beginning classes. This is a mandatory component of the program. In addition, MSW students may be required to undergo a criminal background re-check and/or drug screen prior to any of their field placements. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac MSW student may need proof of his/her criminal background check for field placements, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

## Dual-Degree JD/MSW

Students interested in earning both a JD and a Master of Social Work may earn both degrees on an accelerated basis by enrolling in the Dual-Degree JD/MSW program. Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program.

For more information, see the Dual-Degree JD/MSW page (p. 337).

The MSW program is accredited by the Council on Social Work Education (CSWE).

The CSWE address is:

### Council on Social Work Education

1701 Duke Street, Suite 200

Alexandria, VA 22314

Phone: +1.703.683.8080

Fax: +1.703.683.8099

Email: [info@cswe.org](mailto:info@cswe.org)

Website: [CSWE.org \(http://www.cswe.org\)](http://www.cswe.org)

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

Please click Assessment of Student Learning Outcomes (<https://www.qu.edu/content/dam/qu/documents/shs/>)

[msw\\_epas\\_form\\_2017.pdf](#) (PDF) for more information - last completed June 6, 2017.

## Occupational Therapy Online Certificate of Advanced Graduate Studies

Program Contact: B (Francine.Seruya@quinnipiac.edu)arbara Nadeau (barbara.nadeau@qu.edu) 203-582-8691

The Certificate of Advanced Graduate Studies in Occupational Therapy (CAGS) is a flexible, online 12-credit program designed to: a) prepare bachelor-level occupational therapists for post-professional occupational therapy doctorate (OTD) studies at Quinnipiac University; or b) provide concentrated studies in a specialized area of practice for occupational therapists regardless of entry-level degree (i.e., bachelor's, master's, or doctorate).

The CAGS begins in the Spring and consist of four 3-credit courses taken sequentially. Two common courses taken at the start and end of the program will have an emphasis on scholarly writing and integration. The other two courses are based on the student's chosen track and are specifically designed for specialized areas of practice. The CAGS program currently offers two tracks: a) school-based practice; and b) teaching and learning in occupational therapy.

## Certificate of Advanced Graduate Study in Occupational Therapy Curriculum

The curriculum for the professional courses in the program are reviewed regularly and are subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Code	Title	Credits
OT 615	Critical Writing I	3
OT 625	Special Topics in School-Based Practice I	3
or OT 620	Foundations in Teaching and Learning I	
OT 626	Special Topics in School-Based Practice II	3
or OT 621	Creating Effective Learning Environments and Experiences	
OT 635	Scholarly Use of Evidence in Writing	3

The CAGS curriculum is framed around the following objectives which support Quinnipiac University's institutional mission to prepare graduate students for achievement and leadership in their professional fields as well as facilitate students' ability to be valued and contributing members of their professional communities. Upon completion of the certificate program students will be able to:

- synthesize theory and evidence in a practice concentration
- develop intermediate skills to engage in scholarly writing

## Admission Requirements

An entry-level degree in occupational therapy from a program approved by Accreditation Council for Education of Occupational Therapy (ACOTE) or a World Federation of Occupational Therapy (WFOT).



A GPA of 3.0 or higher in the prospective student’s entry-level occupational therapy education.

Proof of initial certification by the National Board for Certification of Occupational Therapy (NBCOT) or American Occupational Therapy Certification Board (AOTCB).

Proof of active licensure to practice.

A background check completed through the Quinnipiac University system.

For students who graduated from a WFOT-program where the primary language is not English, completion of the Test of English as a Foreign Language (TOEFL).

Verification of employment as an occupational therapist: minimum of 6,000 hours of OT practice (three years FTE) or 4,000 hours (two FTE years or four to six part-time years) within the last six years.

Current membership to the American Occupational Therapy Association.

Two professional references. Examples of acceptable references include those from a supervisor, a professional peer, or a faculty member from an academic program you attended.

A personal essay that sets forth the applicant’s professional goals and compatibility with the program’s learning objectives.

## Online Post-Professional Occupational Therapy Doctorate (OTD)

Program Contact: B (Francine.Seruya@quinnipiac.edu)arbara Nadeau (barbara.nadeau@qu.edu) 203-582-8691

The Post-Professional Occupational Therapy Doctorate (OTD) is designed for practicing registered occupational therapists who want to merge their experience and practical skills with contemporary professional knowledge and scholarship.

The program enables registered occupational therapists to advance their skills to become future leaders and evidence-based scholars of the profession. The degree can be completed in five semesters online with minimal on-campus requirements tailored for the working professional.

Courses run in online modules of varying duration (i.e., 5-week, 7-week, 12-week). Students are required to attend a one-week, on-campus class offered during the summer as well as the Symposium Day at the end of the curriculum. Attendance at the on-campus orientation is also recommended.

The online program offers an opportunity for practicing occupational therapists to continue their education without interrupting their careers. The pace of the program permits steady accumulation of skills that can be applied immediately to the workplace. Practitioners develop refined skills allowing increased specialization and direct practical application. This program is designed to further the American Occupational Therapy Association “Vision 2025” by creating practitioners who are equipped to lead the profession to meet society’s occupational needs and to be “agents of change” within their communities and the occupational therapy profession.

There are two paths to obtain the Post-Professional Occupational Therapy Doctorate (OTD): Certificate of Advanced Graduate Studies in OT to OTD and Master’s to OTD. The requirements for each are listed below.

## Bachelor of Science to OTD (Certificate of Advanced Graduate Studies in OT)

This certificate program recognizes the fact that a number of experienced practitioners previously entered the field of occupational therapy when the bachelor’s degree was the accepted entry-level degree. As demands within health care have evolved, so did the educational requirements for students. Current occupational therapy students graduate with a master’s degree. The clinical experience required for the program ensures practitioners begin their studies with significant current work experience. This certificate program therefore is designed to form a bridge from the BS to an OTD.

This program begins each spring and requires two semesters of course work.

All students currently holding an entry-level BS in Occupational Therapy with initial National Certification Board for Occupational Therapy (NBCOT)/AOTCB certification will be required to complete the Certificate of Advanced Graduate Studies in Occupational Therapy (p. 323) prior to entering the OTD curriculum.

## Master’s Degree to Occupational Therapy Doctorate

To be eligible to apply to the Online Post-Professional Occupational Therapy Doctorate program, students need to have completed either a bachelor’s degree in occupational therapy with a separate master’s degree, a master’s degree in occupational therapy, OR the Certificate of Advanced Graduate Studies in Occupational Therapy.

### Tracks

Each student designates one course for each of the two specialization tracks at the end of the first year of study. Tracks are designed to offer the students the ability to focus on a particular area of interest. The tracks are designed to cover a variety of populations and settings, allowing the student latitude to focus study to a particular area within the track if desired. The tracks are as follows:

1. Innovations and Emerging Issues in Practice
2. Leadership

### OT Track Curriculums

Code	Title	Credits
<b>Professional Development</b>		
OT 650	Application of Theory and Exploration of Occupation	
OT 651	Systems	
OT 652	Doctoral Seminar	
OT 653	Policy/Ethics	
OT 655	Professional Seminar (residency class)	

### Critical Inquiry of Scholarship

Courses must be completed in the order listed:

- |        |                                 |
|--------|---------------------------------|
| OT 654 | Critical Inquiry of Scholarship |
|--------|---------------------------------|

OT 640	Directed Study in Evidence-Based Practice
OT 656	Critical Inquiry of Scholarship II
OT 680	Capstone I
OT 681	Capstone II

**Courses within the Tracks**

OT 660	Seminar: Innovations and Emerging Issues in Children and Youth
OT 661	Seminar: Innovations and Emerging Issues in Environmental Adaptations
OT 662	Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum
OT 670	Leadership in Program Development/Business
OT 671	Leadership in Higher Education
OT 672	Leadership in Practice

**Residency Requirement**

All students are required to attend one summer course at Quinnipiac University for the duration of one week (OT 656). Students also are required to attend the Symposium Day at the completion of the second year to present their final project.

**Class Schedule**

Classes begin in the fall. Program requires five semesters: two academic years and summer between.

**Occupational Therapy Course of Study**

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
OT 651	Systems	3
OT 652	Doctoral Seminar	1
OT 654	Critical Inquiry of Scholarship	3
Credits		7
<b>Spring Semester</b>		
OT 640	Directed Study in Evidence-Based Practice	3
OT 650	Application of Theory and Exploration of Occupation	3
Credits		6
<b>Summer Semester</b>		
12-week courses:		
OT 655	Professional Seminar	3
OT 656	Critical Inquiry of Scholarship II <sup>1</sup>	4
Credits		7
<b>Second Year</b>		
<b>Fall Semester</b>		
Second Year: Tracks:		
OT 653	Policy/Ethics	2
Select one of the following:		3
OT 660	Seminar: Innovations and Emerging Issues in Children and Youth	

OT 661	Seminar: Innovations and Emerging Issues in Environmental Adaptations	
OT 662	Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum	
OT 680	Capstone I	2
Credits		7

**Spring Semester**

Select one of the following:		3
OT 670	Leadership in Program Development/Business	
OT 671	Leadership in Higher Education	
OT 672	Leadership in Practice	
OT 681	Capstone II	2
Credits		5
Total Credits		32

<sup>1</sup> A portion of this course is taken at Quinnipiac University to fulfill the residency requirement.

**Graduation Requirements**

Completion of all courses with a cumulative GPA of 3.0.

**Program Mission**

The mission of the Occupational Therapy Doctorate (OTD) program is to provide excellent online educational opportunities that build upon the clinical experience of each student, enable students to become an “agent of change” for their professional community and to foster lifelong learning and continued professional growth in the field of occupational therapy.

**Program Philosophy**

Because the program philosophy is humanistic and developmental in nature, a faculty adviser is assigned to each student from the beginning of the core classes. This allows the adviser to guide the student throughout the entire process of the OTD curriculum.

**Program Outcomes**

To provide students the opportunity to become an “agent of change,” the following student outcomes are to be achieved by the end of the program.

Upon graduation, each student will be able to:

1. Integrate clinical experience with current theoretical concepts within the clinical literature (for example a student might work with a population on the development of an injury prevention program as a consultant and will need to include theoretical concepts as they relate to behavior change and/or environmental modifications).
2. Incorporate advanced concepts of policy, ethics and advocacy into practice to promote the profession (for example a student may advocate for and participate in the development of guidelines for including occupational therapy into primary care practices).
3. Develop clinical questions as a basis for clinical application of evidence and the development of clinical scholarship to inform best practice (for example a student may wish to determine if constraint induced movement therapy is an effective intervention for an adult neuro-rehab population of clients).
4. Conduct a needs assessment for practice trends and emerging practices (for example students might complete a needs assessment

of their clinic to determine the feasibility of an older adult wellness program).

5. Apply leadership theories to practice to promote the growth of the profession (for example a student who practices in a public school may write a testimony for including sensory breaks during standardized testing to improve the attention of all students).

The program outcomes will be measured through assignments in each course, the capstone project, an exit survey, electronic focus groups, evidence of advancement in employment and employer feedback.

## Admission Requirements

To qualify for admission to the Occupational Therapy doctorate (OTD) program, a student must meet the following admissions criteria:

1. A bachelor's degree in occupational therapy with a GPA of 3.0 or higher, and related master's degree, OR a master's degree in occupational therapy with a GPA of 3.0 or higher.
2. Official transcript(s), indicating the year of graduation from an Accreditation Council for Education of Occupational Therapy (ACOTE) or a World Federation of Occupational Therapy (WFOT) accredited entry-level professional program.
3. Proof of initial certification by the National Board for Certification of Occupational Therapy (NBCOT) or American Occupational Therapy Certification Board (AOTCB) initial certification (prior to NBCOT).
4. Verification of employment as an occupational therapist: minimum of five full-time equivalent years of OT practice or 10,000 hours within the past 10 years.
5. Proof of active licensure to practice (if applicable in the state of current practice).
6. Current membership to the American Occupational Therapy Association.
7. When applicable, completion of the Test of English as a Foreign Language (TOEFL).
8. A background check completed through the Quinnipiac University system.

In addition, the student must submit the following documents, which will be used to evaluate the applicant's fit and potential for success in the OTD program:

1. Two professional references, at least one of which must be from a supervisor or administrator.
2. A personal essay that sets forth the applicant's professional goals and compatibility with the program's learning objectives. The essay must address focused questions that coincide with the program's mission. Question prompts may include:
  - *Describe a professional issue in your practice area and identify how you might address or resolve this issue.*
  - *How would this program assist you in meeting this professional need?*
  - *Reflect upon and describe your professional goals and motivations.*

Responses to EACH question should be at most, 350 words. Responses MUST include current references utilizing APA formatting. The essay will be evaluated based on depth of content, as well as writing ability.

Finally, a telephone interview may be required in the admission process. Qualified applicants will be notified via email if they are selected for an interview.

**Classes begin in August for the fall term. Candidates are advised to submit applications as early as possible.**

## Program Requirements

1. Students in the OTD program are required to achieve a GPA of 3.0 upon the completion of their first 9 credits, and must maintain a cumulative GPA of 3.0 thereafter, as stated in the Graduate Student Handbook.
2. A student must earn a grade of "C+" or above in all course work. Any student who receives a grade below a C+ in a course will be required to repeat and repay for that course.

In the event that a student does not achieve a 3.0 upon completion of the first 9 credits, he/she will be referred to the Progression and Retention Committee and placed on academic probation. The student must achieve a 3.0 semester GPA thereafter to demonstrate progression.

In the event that the student does not meet the GPA requirement in any semester after the first 9 credits, he/she will be referred to the Progression and Retention Committee and placed on academic probation.

If the student does not achieve a 3.0 per semester subsequent to being placed on academic probation, he/she will be dismissed from the program. A student may appeal dismissal by writing a letter to the dean. Please refer to the Graduate Handbook for specific policies regarding the appeal process.

## Pathologists' Assistant Program

Program Contact: Robert Cottrell (Robert.Cottrell@quinnipiac.edu)  
203-582-8676

This program, leading to a Master of Health Science, trains qualified candidates to be pathologists' assistants. Upon successful completion of their training, graduates are employed by pathologists in hospital laboratories, private laboratories and medical research centers. Currently, there is a nationwide demand for pathologists' assistants. This demand results from the tremendous explosion in medical information and technology, the demand for new and more sophisticated pathological determinations and a national decline in the number of medical residents in pathology.

The program is a cooperative educational endeavor involving the following:

- Quinnipiac University;
- Veterans Affairs Medical Center, West Haven, Connecticut;
- Yale-New Haven Hospital, New Haven, Connecticut;
- Yale-New Haven Hospital Saint Raphael Campus, New Haven, Connecticut;
- Yale-New Haven Hospital Bridgeport Campus, Bridgeport, Connecticut;
- Norwalk Community Hospital, Norwalk, Connecticut;
- St. Vincent's Medical Center, Bridgeport, Connecticut;
- St. Francis Hospital, Hartford, Connecticut;
- CT State Medical Examiner Office, Farmington, Connecticut;
- Yale University School of Medicine, New Haven, Connecticut;

- Hartford Hospital, Hartford, Connecticut
- Baylor University, Houston, Texas;
- Massachusetts General Hospital, Boston, Massachusetts;
- Mayo Clinic, Rochester, Minnesota;
- UCLA Medical Center, Los Angeles, California;
- Crouse Hospital, Syracuse, New York;
- Brigham and Women's Hospital, Boston, Massachusetts; and
- Memorial Sloan Kettering Cancer Center, New York, New York.

The program consists of both classroom and clinical training. Quinnipiac University is a charter member of the Association of Pathologists' Assistant Training Programs, and its program meets criteria established by the American Association of Pathologists' Assistants (AAPA). This program is fully accredited by The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

## MHS Pathologists' Assistant Curriculum

Course	Title	Credits
<b>First Year</b>		
<b>Summer Semester</b>		
College-based didactic course work		
PA 502	Medical Terminology: Advanced	2
PA 511	Human Microscopic Anatomy	4
PA 512 & 512L	Human Anatomy and Human Anatomy Lab	4
PA 515	Human Physiology	4
PA 526	Biomedical Photography	4
Credits		18
<b>Fall Semester</b>		
BMS 517	Human Embryology	3
BMS 532 & 532L	Histology and Histology Lab	4
PA 513	Basic Human Pathology I	3
PA 518	Laboratory Management	3
PA 535	Disease Mechanisms	4
Credits		17
<b>Spring Semester</b>		
BMS 535 & 535L	Histochemistry and Histochemistry Lab	3
BMS 572	Pathogenic Microbiology	4
PA 514	Basic Human Pathology II	3
PA 516	Clinical Pathology	4
PA 517	Applied Anatomic Pathology	4
Credits		18
<b>Second Year</b>		
<b>Summer Semester</b>		
12-month hospital-based clinical training session		
PA 520	Autopsy Pathology I	6
PA 523	Surgical Pathology I	6
Credits		12
<b>Fall Semester</b>		
PA 521	Autopsy Pathology II	6
PA 524	Surgical Pathology II	6
Credits		12

### Spring Semester

PA 522	Autopsy Pathology III	6
PA 525	Surgical Pathology III	6
Credits		12
Total Credits		89

In addition to the college-based classroom course work taken during the first year, the student is introduced and oriented to the pathologists' assistant profession by weekly attendance at clinical and gross conferences during their second year. This facilitates integration of the classroom course work with intensive clinical training during the second year.

To continue in the pathologists' assistant program, students must maintain the minimum academic and clinical requirements for the program. Students must achieve the following requirements:

1. Maintain an overall GPA of at least a 3.0 following the first didactic year.
2. Maintain an overall GPA of at least a 3.0 during each semester of the clinical year.
3. Successfully complete all clinical rotations.

Failure to meet any of these requirements may result in probation or dismissal from the program.

## Mission Statement

The mission of Quinnipiac University's Pathologists' Assistant program is to prepare students with comprehensive knowledge in the practice and operation of an anatomic pathology laboratory. The program aims to maximize the students' technical proficiency and creative thinking by successfully integrating didactic biomedical knowledge with hospital-based training. The culmination of this type of training assures that the graduates of the program are able to carry out a myriad of functions critical in becoming a successful pathologists' assistant.

## Program Goals

Through their graduate studies, pathologists' assistant students are able to:

1. Develop a comprehensive knowledge of scientific facts, principles and data that contribute to the practice and operation of a pathology laboratory.
2. Understand performance-based education to assist the anatomic pathologist in the hospital or in other medical environments.
3. Compare the structure and physiological functions of normal organs, tissues and cells to those of abnormal ones.
4. Understand the characteristics of stains and the staining properties of normal and abnormal cells and their cellular constituents.
5. Assist the pathologist who is determining the pathogenesis of disease by:
  - a. Properly collecting and handling specimens and keeping appropriate records using biomedical/photography techniques.
  - b. Submitting tissues and selecting the necessary and appropriate techniques for processing and proper staining procedures.
  - c. Reviewing histological slides for technical quality and collecting clinical information and laboratory data for final diagnosis by the pathologist.

6. Perform a postmortem examination and relate the clinical history to the results of the dissection.
7. Recognize and record anatomic and morphologic changes in relation to clinical manifestations and laboratory data for the pathologist's interpretation.
8. Understand the operation and services provided by the anatomic pathology laboratories and develop skills for the operation and management of the autopsy suite and surgical cutting room.
9. Interact with the pathologist by integrating didactic biomedical knowledge with practical hospital-based training.
10. Through management training and experience, supervise and coordinate the work of other laboratory professionals.

## Admission

Students are admitted to the Pathologists' Assistant program on a rolling basis. Applications are accepted until September 1. Interviews are conducted during the summer, spring and fall semesters. The six-semester class cycle begins with summer semester I.

The most competitive applicants will ideally possess a minimum undergraduate cumulative GPA of 3.0. Interested candidates must have a bachelor's degree from a regionally accredited institution in the United States or Canada and must possess, at a minimum, the following courses to be eligible to apply for admission:

- two semesters of basic biology (or equivalent)
- two semesters of general chemistry
- two semesters of anatomy and physiology (or A&P I and A&P II)
- one semester of organic chemistry or biochemistry (lab preferred)
- one semester of mathematics
- four semester courses in biology or chemistry, particularly courses in microbiology, physiology, anatomy and biochemistry.

All prerequisites must be completed at a regionally accredited institution in the United States or Canada. We are not able to accept prerequisite courses that have been completed online.

Scores from the Graduate Record Examination are not required.

Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the Graduate Admission Requirements (<https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgraduate-studies%2F%23admissiontext&data=02%7C01%7C%7Cbff416286d4c45c3641408d5bb350f6a%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C636620758909705207&sdata=2IAwvNPLLyg%2FsHBrlYUJfRust%2BgIruj4mjo7ugKfjYM%3D&reserved=0>) found in this Catalog. A detailed resume of personal, professional and educational achievements as well as two letters of reference, official transcripts and other supporting materials including copies of relevant professional licenses and/or certifications must be submitted with a student's application directly to the Office of Graduate Admissions.

Admission to the program is competitive. Personal interviews, required for admission, are offered to the most qualified individuals. A personal laptop computer is required.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

## Background Check and Drug Screen

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check and drug screen. All students entering the Quinnipiac University Pathologists' Assistant program are required to undergo a criminal background check and drug screen (through the university vendor) prior to beginning the didactic portion of the first year. This is a mandatory component of the program. In addition, pathologists' assistant students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac University Pathologists' Assistant student may need proof of criminal background check for clinical rotations and/or to be eligible to sit for their ASCP certification exam, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

## Accreditation

The program consists of both didactic classroom and clinical training. Quinnipiac University is in compliance and fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

The Pathologists' Assistant program is a member of the American Society of Clinical Laboratories (ASCP) and is a charter member of the Association of Pathologists' Assistant Training Programs established by the American Association of Pathologists' Assistants (AAPA).

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)  
5600 North River Road, Suite 720  
Rosemont, IL 60018  
Phone: 773-714-8880  
Fax 773-714-8886  
[naacls.org](http://naacls.org) (<http://naacls.org>)

## Physician Assistant Program

Program Contact: Dennis Brown (Dennis.Brown2@quinnipiac.edu)  
203-582-8704

The Physician Assistant program, which leads to a Master of Health Science degree, educates qualified individuals to be highly skilled licensed health care providers who practice team-based medicine in collaboration with physicians, in a number of health care facilities ranging from private practices to tertiary care hospitals. This program fosters the development of compassionate and professional health care providers who embody the competencies of the PA profession. These competencies include "the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, systems-based learning as well as an unwavering commitment to continual learning, professional growth and the physician-PA team, for the benefit of patients and the larger community being served."<sup>1</sup>

The vision of the Physician Assistant program at Quinnipiac University is to create a PA workforce that provides high-quality, affordable health care that is accessible to all people in all settings by fostering teamwork, critical-thinking skills, high ethical standards and respect for diverse populations.



Quinnipiac is a member of the Physician Assistant Education Association (PAEA) and accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

<sup>1</sup> Competencies for the Physician Assistant Profession. National Commission on Certification of Physician Assistants (2012).

## MHS Physician Assistant Program of Study

Course	Title	Credits
<b>First Year</b>		
<b>Summer Semester</b>		
PY 501	Human Physiology	4
PY 503	Principles of Interviewing	3
PY 507	Principles of Electrocardiography	1
PY 508	Diagnostic Methods I	2
PY 515	Clinical Pathology	3
PY 517	Human Anatomy	4
	Credits	17
<b>Fall Semester</b>		
PY 502	Physical Diagnosis	4
PY 505	Clinical Pharmacology I	2
PY 506	Principles of Internal Medicine	6
PY 514	Diagnostic Methods II	1
PY 572	Medical Microbiology and Infectious Diseases	4
	Credits	17
<b>Spring Semester</b>		
PY 504	History, Roles and Responsibilities of the PA	1
PY 509	Principles of Obstetrics and Gynecology	3
PY 510	Principles of Pediatrics	3
PY 511	Principles of Surgery and Emergency Medicine	4
PY 512	Psychosocial Issues in Health Care	2
PY 513	Behavioral Medicine	3
PY 516	Clinical Pharmacology II	2
	Credits	18
<b>Second Year</b>		
<b>Summer Semester</b>		
PY 526	Principles of Epidemiology	3
PY 536	Biostatistics	3
PY 546	Ethics in Health Care Delivery	3
PY 650	Medical Writing Workshop/Journal Club	1
	Credits	10
<b>Clinical Rotations</b>		
PY 611	Clinical Residency I	3
PY 612	Clinical Residency II	3
PY 613	Clinical Residency III	3
PY 614	Clinical Residency IV	3
PY 615	Clinical Residency V	3
PY 616	Clinical Residency VI	3
PY 617	Clinical Residency VII	3
PY 618	Clinical Residency VIII	3
PY 619	Clinical Residency IX	3
	Credits	27

### Third Year

#### Summer Semester

PY 608	Graduate Seminar	3
PY 676	Comprehensive Examination	2
PY 648	Ethics/Health Care Delivery II	1
	Credits	6
	Total Credits	95

In addition to the intensive classroom study during the first year, students are introduced to the clinical application of their training by being paired with a graduate physician assistant or physician one half day a week. This is designed to facilitate application of the skills and knowledge acquired in the classroom setting to the care of the patient.

## Requirements for Graduation

Upon successful completion of the 27-month Quinnipiac University Physician Assistant program, students are granted a Master of Health Science and a certificate of completion as a physician assistant. Students must meet **all** of the following requirements in **27 months**:

1. Satisfactory completion of the PA curriculum requirements (including academic, clinical, medical writing, clinical logging, professionalism and community service requirements).
2. Satisfactory completion of the PA program core competencies and essential learning outcomes.
3. Satisfactory completion of all PA course requirements.
4. Satisfactory completion of the capstone comprehensive examination.
5. A cumulative GPA of at least 3.0/4.0.

## Mission Statement

The mission of Quinnipiac University's Physician Assistant program is to increase access to quality health care through the education and development of caring, knowledgeable and competent physician assistants who are dedicated to:

1. Clinical Competence—Developing highly qualified health care providers who demonstrate an investigative and analytic approach to clinical situations and provide care that is effective, safe, high quality and equitable.
2. Professionalism—Providing care with respect, compassion and integrity with a commitment to excellence and ongoing professional development.
3. Interprofessional Education—Prepare students for a team-based care system through interprofessional education.
4. Leadership—Working effectively with health care professionals as a member or leader of a health care team or other professional/ community group. Mentoring and developing future leaders within the profession and the community.
5. Community Outreach—Demonstrating responsibility and accountability to patients, society and the profession through active community involvement and volunteerism.
6. Cultural Competence—Enhancing sensitivity and developing the ability to function effectively to meet the needs of a diverse patient population.

## Vision

To create a PA workforce that provides high-quality, affordable health care that is accessible to all people in all settings by fostering teamwork,

critical-thinking skills, high ethical standards and respect for diverse populations.

## Core Values

The PA program core values reflect a commitment to the ethical concepts that guide the PA profession. They stand as the program's pledge to the profession as well as the patients, families, and communities with which the PA students engage.

These core values include:

**Excellence**—A commitment to teaching excellence and championing quality, patient-centered, evidence-based health care in an innovative and supportive learning environment that fosters the student's personal effectiveness.

**Accountability**—Demonstrating responsibility to students, the University, patients, society and the PA profession utilizing a continuous process improvement system.

**Integrity**—Honesty and adherence to the highest standards of professional behavior and ethical conduct.

**Teamwork and Collaboration**—Building respectful partnerships within the University and the community to transform the health care system.

**Advocacy and Equity**—Seeking to eliminate disparities and barriers to effective, quality health care through patient advocacy and advocacy of the PA profession.

**Intellectual Curiosity**—Exhibiting self-reflection, intellectual curiosity and initiative, critical thinking and the enthusiastic pursuit of lifelong learning within a supportive environment that encourages research and scholarly work.

## Admission

The Quinnipiac University Physician Assistant program is committed to accepting a diverse group of qualified individuals from a variety of backgrounds and experiences. The program selects students who reflect varied social, economic, ethnic, educational and health care experience backgrounds. The program seeks students who possess intellectual capacity, personal maturity, communication and interpersonal skills.

Interested students must possess, at a minimum:

- a bachelor's degree from a regionally accredited institution in the United States or a nationally recognized institution
- four semesters of courses in biology with labs (credits must be in mammalian or human biology), including one semester of microbiology (with lab) and two semesters of anatomy and physiology (with labs)
- three semesters of courses in chemistry with labs, including one semester of organic chemistry (with lab) or biochemistry
- one semester of pre-calculus, calculus or statistics
- all prerequisites must be completed at a regionally accredited institution in the United States or nationally ranked institution in Canada
- all academic requirements must be completed prior to December 31 of the year of application
- scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) if the

applicant received a bachelor's degree from a non-English speaking country

- scores from Graduate Record Examination are not required

The most competitive applicants typically possess at a minimum:

- a cumulative GPA of 3.2 and science GPA of 3.2
- a minimum of one year (2,500 hours) direct patient care experience in the U.S. health care system

The Physician Assistant program is a full-time program. There is no part-time status. The program does not accept: transfer credits, advanced placement applications for challenge examinations and/or credits for experiential learning. Admission to the program is highly competitive. Applications are reviewed relative to undergraduate, post-bachelor's and graduate cumulative and science GPA, direct patient care experience, completion of narrative and letters of reference. Personal interviews, required for admission, are offered to the most qualified individuals.

Quinnipiac University has a pre-PA program known as the Entry-Level Master's Physician Assistant program (ELMPA). Students who have successfully completed all requirements of the ELMPA program as well as the admissions requirements listed above, also will be granted admission to the Master of Health Science Physician Assistant program.

The Quinnipiac Physician Assistant program participates in the Central Application Service for Physician Assistants (CASPA). Go to [caspa.liaisoncas.com](https://caspa.liaisoncas.com) (<https://caspa.liaisoncas.com>) for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. Applicants may contact CASPA or the Office of Graduate Admissions for more information.

## PA Program Technical Standards

The Physician Assistant program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The PA certificate/master of health science degree signifies that the holder is prepared for entry into the practice of medicine. It follows that the graduate PA student must have the skills and knowledge to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The technical standards set forth by the physician assistant program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of the physician assistant profession as well to meet the expectations of the program's accrediting agency:

Accreditation Review Commission on Education for the Physician Assistant, INC. (ARC-PA)  
12000 Findley Road, Suite 150  
John's Creek, Georgia 30097

All students entering the graduate Physician Assistant program at Quinnipiac University must be able to meet the established abilities and expectations of the PA program technical standards. Students must possess ability, aptitude and skills in the following areas: observation, communication, motor, intellectual-conceptual-integrative, behavioral, social and physical. PA students must be able to meet the requirements and worker attributes of a physician assistant as defined by the Bureau of Labor and Statistics, U.S. Department of Labor/Employment and Training Administration's Occupational Information network (O\*NET) Handbook.

In the event a student is unable to fulfill these technical standards, he/she will not be admitted or may be dismissed from the program.

Students matriculating into the PA program are required to verify they understand and meet the technical standards. Verification of understanding includes the student reading, thoroughly reviewing with their medical provider, signing and returning a copy of the Technical Standards Agreement to the program prior to arrival on campus in the summer semester.

A listing of the technical standards for the PA program can be found on the program's website. Both the student and medical provider must sign the document and return it to the PA program prior to the start of class.

## Background Check and Drug Screen

To ensure their safety and maintain high quality care of patients, clinical affiliates of the university require students to have a criminal background check. All students entering the Quinnipiac University PA program are required to undergo a criminal background check (through the university vendor) prior to beginning classes and prior to beginning the clinical year. This is a mandatory component of the program. In addition, PA students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac PA student may need proof of criminal background check for pre-clinical clerkships or clinical rotations, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

## Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant program sponsored by Quinnipiac University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2023. The review date is contingent upon continued compliance with the accreditation standards and ARC-PA policy.

Accreditation Review Commission on Education for the Physician Assistant, Inc. (arc-pa.org (<http://www.arc-pa.org>))  
12000 Findley Road, Suite 150  
John's Creek, Georgia 30097  
Phone: 770-476-1224

## Radiologist Assistant Program

Program Contact: John Candler (John.Candler@quinnipiac.edu)  
203-582-6205

The Radiologist Assistant pathway was developed by the American College of Radiology and the American Society of Radiologic Technologists to meet the increasing demands of imaging technology. Radiologist assistants function as physician extenders whose focus is strictly within the radiology department. They provide expanded patient management, perform complex procedures and conduct research and teaching. One of the radiologist assistant's most important functions is providing direct patient care including preprocedure consultations and procedure preparation. In clinical practice, the radiologist assistant works under the supervision of a board-certified radiologist. The Radiologist Assistant program at Quinnipiac University is formally recognized by the American Registry of Radiologic Technologists.

## Clinical Experiences

Clinical experiences enable students to apply the knowledge learned in the first two semesters of the program. In total, the program requires approximately 2,100 hours of clinical experience. Quinnipiac provides all clinical placements and clinical preceptors throughout the program. Clinical placements include sites in Connecticut, Massachusetts, New York and Rhode Island. Students are responsible for travel, housing and all other expenses related to clinical rotations.

## MHS in Radiologist Assistant Curriculum

Course	Title	Credits
<b>First Year</b>		
<b>Summer Semester</b>		
PA 502	Medical Terminology: Advanced	2
PY 517 & 517L	Human Anatomy and Human Anatomy Lab	4
RA 505	Clinical Pharmacology I	3
RA 520	Radiation Safety and Health Physics	2
Credits		11
<b>Fall Semester</b>		
PY 502 & 502L	Physical Diagnosis and Physical Diagnosis Lab	4
RA 518	Imaging Pathophysiology	3
RA 530	Image Critique and Pathologic Pattern Recognition I	3
RA 532	Interventional Procedures I	3
RA 545	Research Methods and Design	3
Credits		16
<b>Spring Semester</b>		
RA 531	Image Critique and Pathologic Pattern Recognition II	3
RA 535	Interventional Procedures II	3
RA 550	Clinical Seminar I	1
RA 570	Radiologist Assistant Clinical I	3
RA 590	Thesis I	1
Credits		11
<b>Second Year</b>		
<b>Summer Semester</b>		
RA 551	Clinical Seminar II	1
RA 571	Radiologist Assistant Clinical II	5
RA 591	Thesis II	2
Credits		8

**Fall Semester**

RA 552	Clinical Seminar III	3
RA 572	Radiologist Assistant Clinical III	5
Credits		8

**Spring Semester**

RA 573	Radiologist Assistant Clinical IV	5
Credits		5
Total Credits		59

## Mission Statement

The Quinnipiac University Master of Health Science in Radiologist Assistant program is designed to prepare advanced practitioners in the field of radiology. The mission of the program is to develop students' technical professional and interpersonal communication skills through a logical and organized sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to diversified radiographic and interventional procedures and imaging protocols. In addition, the program prepares skilled graduates who are competent in the art and science of radiography, fluoroscopy and interventional procedures. Graduates of the radiologist assistant program are prepared for career entry and are capable of meeting the needs of the community for highly qualified professionals.

## Program Outcomes

The Master of Health Science in Radiologist Assistant program prepares graduates to:

- Integrate professional, ethical and legal standards, and interdisciplinary collaboration into radiologist assistant practice.
- Integrate effective written, oral and nonverbal communication skills into radiologist assistant practice.
- Utilize information technology and informatics to communicate, manage knowledge, mitigate error, and support clinical decision making in radiologist assistant practice.
- Synthesize clinical data and scientific evidence, apply appropriate modalities, evaluate findings, and make recommendations within the scope of radiologist assistant practice.
- Provide patient centered care.
- Assume a leadership role in applying quality improvement methods.

## Admission to the Program

Candidates applying for admission to the Master of Health Science in Radiologist Assistant program are required to be a radiologic technologist in good standing with the American Registry of Radiologic Technologists. They must have a bachelor's degree, documented evidence of at least 2,000 hours of direct patient care contact post-radiography certification, certification in CPR for Healthcare Professionals and have completed the following prerequisite course requirements:

Code	Title	Credits
	Chemistry	4
	College-level mathematics	3
	Biology with labs, including anatomy and physiology	16

Pathophysiology	3
Total Credits	26

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

## Accreditation

The Radiologist Assistant program is formally recognized by the American Registry of Radiologic Technologists (ARRT). The ARRT recently extended the recognition period for the Radiologist Assistant educational program at Quinnipiac University for a period of five years, extending through January 31, 2022. Students who graduate from the program will meet ARRT's educational eligibility requirement for certification and registration as Registered Radiologist Assistants. To obtain or maintain ARRT recognition, educational programs must meet criteria including accreditation, clinical education and preceptorship requirements. ARRT grants initial recognition for up to three years and continuing recognition for up to five years per reapplication.

# SCHOOL OF LAW

The School of Law combines rigorous academics, personalized attention, and a practice-focused curriculum to enable every student to develop the core legal skills that are fundamental to a successful and rewarding legal career. The law school has several legal clinics and numerous externship opportunities through which students acquire client-based legal experience and do pro bono work in the community, supervised by practicing attorneys. Students can further refine their critical problem-solving skills in more than a dozen classroom-based simulation courses.

The School of Law offers full-time, part-time, and flex-time programs leading to the JD degree, as well as joint JD/MBA, JD/MSW, and JD/MELP (Master of Environmental Law and Policy) degrees. Students may also choose to concentrate in one or more of several subject matter areas: Civil Advocacy and Dispute Resolution, Criminal Law and Advocacy, Family Law, Health Law, Intellectual Property, International Law and Policy, Tax Law, and Workplace Law.

The student experience at the School of Law is enhanced through many other activities, including three student-edited scholarly journals – the Law Review, the Health Law Journal, and the Probate Law Journal; intramural and interschool competitions sponsored by the Moot Court Society, the Mock Trial Society, and the Society for Dispute Resolution; and a range of student organizations, including affinity bar organizations such as the Black Law Students Association, the Women's Law Society, the Latin American Law Association, and Outlaws, our LGBTQA organization. The law school's International Human Rights Law Society travels each year and a course in International Human Rights and Transitional Justice gives students the opportunity to make presentations at the annual Summit of Nobel Peace Laureates.

Quinnipiac's Accelerated Dual-Degree Bachelor's/JD (3+3) program offers qualified freshmen and sophomores the opportunity to complete both their BA or BS degree and the JD degree in six years instead of seven. Visit the Pre-Law (p. 37) section of this Catalog for program details.

## Nondiscrimination

Quinnipiac University School of Law admits students of any race, color, creed, sex, sexual orientation, age, national and ethnic origin, and disability status to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, sexual orientation, age, national and ethnic origin, or disability status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Quinnipiac University School of Law is committed to equal educational opportunity and full participation for persons with qualified disabilities. No qualified person will be excluded from participation in any university program or be subject to any form of discrimination.

## Mission Statement

At Quinnipiac University School of Law, we seek to imbue our students with the knowledge, skills and attitudes necessary for competent and ethical service in the legal profession. Accordingly, we strive – through rigorous classroom instruction and practical training in lawyering skills – to educate attorneys who prepare carefully, think independently and creatively, reason critically, act with compassion and respect for others, and express themselves cogently, both orally and in writing. We also strive to inspire our students to embrace the professional ethic of service and to appreciate the value of “practical wisdom.” To this end, we work

with our students to help them develop sound judgment and personal approaches that will help them to succeed in a changing world and to serve effectively as advocates, problem-solvers and counselors. We also demonstrate our own commitment to professionalism and to the advancement of knowledge and justice, by engaging in scholarship that facilitates the understanding and just solution of complex problems and by providing service to governmental and public interest agencies and to the community at large. In addition, recognizing the important pedagogical benefits realized when an educational community is meaningfully diverse – and conscious of the role that law schools must play in helping diversify the legal profession – we strive to maintain meaningful diversity in our student body and in our faculty and staff.

## Right to Modify

This Catalog is intended to serve as a convenient reference source for students. It is not guaranteed to be free from errors. Moreover, the programs, policies and courses described here are subject to continual review and reevaluation and may be changed at any time without prior notice. The School of Law reserves the right to modify the academic requirements, admission requirements and program of study; to change the arrangement and content of courses, the instructional material and the tuition and fees; to alter any regulation affecting students; to refuse readmission at any time; or to dismiss any student at any time, should it appear to be in the best interest of the school or student to do so. The School of Law also reserves the right to change the semester schedule and examination times and locations. Nothing in this Catalog should be regarded as setting terms of a contract between a student or prospective student and Quinnipiac University or its School of Law.

## Admission to the Bar

### Bar Examination

Some states require registration with their State Board of Law Examiners at the start of law studies for students who expect to take the bar examination upon graduation. Applicants are urged to consult the regulations of the Board of Law Examiners in the states where they expect to practice. The State of Connecticut does not require such registration. Students are also urged to check each state bar's school credit and residency requirements, including possible limits on non-classroom credits, for bar certification in each state where they expect to take the bar examination.

### Character and Fitness for Admission to the Bar

It is extremely important for students to determine the applicable character, fitness, and other qualifications of the bar admission authorities in the state(s) in which he or she intends to practice. In particular, any student who has been subjected to disciplinary action by an educational institution, who has incurred a judgment of civil liability, or who has been charged with or convicted of a criminal offense is strongly encouraged to check with the bar admission authority in the jurisdiction(s) in which he or she intends to practice to determine the effect of such action on the person's admissibility to the bar.

## Juris Doctor

- Full-Time Juris Doctor Program (p. 334)
- Part-Time Juris Doctor Program (p. 335)

## Concentrations

- Civil Advocacy and Dispute Resolution (p. 337)
- Criminal Law and Advocacy (p. 339)



- Family Law (p. 340)
- Health Law (p. 342)
- International Law and Policy (p. 344)
- Intellectual Property (p. 343)
- Tax (p. 346)
- Workplace Law (p. 347)

## Dual-Degree Programs

- Accelerated Dual-Degree Bachelor's/JD (3+3) (p. 37)
- JD/MBA (p. 337)
- JD/MELP (p. 337)
- JD/MSW (p. 337)

## Master of Laws

- LLM in Health Law (p. 349)

## Certificate Programs

- Health Care Compliance Certificate (p. 350)

# School of Law Academic Calendar

## 2018-19 Academic Calendar

### Summer 2018

May 14	Monday	Classes begin
June 28	Thursday	Last day to withdraw from courses; last day of classes
June 29-July 1	Fri-Sun	Reading period
July 2-5	Mon-Thurs	Examination period
July 4	Wednesday	Independence Day—university holiday; no classes

### Fall 2018

August 15-16	Wed-Thurs	Business Literacy Bootcamp (for rising 2Ls)
August 17-18	Fri-Sat	First Year Orientation
August 20	Monday	Classes begin
August 24	Friday	Last day to add classes
September 3	Monday	Labor Day—university holiday; no classes
September 19	Wednesday	Yom Kippur—university holiday; no classes
November 20	Tuesday	Classes meet on Wednesday schedule
November 21-25	Wed-Sun	Thanksgiving Recess
November 30	Friday	Last day to withdraw from courses; last day of classes
December 1-4	Sat-Tue	Reading period/class makeups
December 5-18	Wed-Tue	Examination period
December 19	Wednesday	Exam makeup day for weather related postponements; last day for graduating students to complete course work
Dec. 20-Jan. 1	Thurs-Tue	Holiday Recess

### Spring 2019

January 3-4	Thurs-Fri	Gateway to Practice program (for 1Ls)
January 7	Monday	Classes begin
January 11	Friday	Last day to add classes
January 21	Monday	Martin Luther King Jr. Day—university holiday; no classes
March 9-17	Sat-Sun	Spring Recess
April 13	Saturday	Business of Law program (for 3Ls and 4Ls)
April 19	Friday	Good Friday—university holiday; no classes
April 23	Tuesday	Classes meet on a Friday schedule; last day of classes; last day to withdraw from courses
April 24-28	Wed-Sun	Reading period/class makeups
April 29-May 10	Mon-Fri	Examination period
May 10	Friday	Last day for graduating students to complete coursework
May 12	Sunday	Commencement

## Juris Doctor

### Full-Time JD Program

This program is designed for those students who are able to devote substantially all of their time to the study of law. Classes generally are taken during the day, but students may choose to enroll in evening elective courses during their second and third years, if space is available. The first year curriculum is entirely prescribed. The second year curriculum consists of core electives and general electives. Students must take at least four of the core electives as described below (see Academic Regulations (p. 350), section I.B. and I.C, Requirements for Graduation). In addition, prior to graduation, a student must take the course in Lawyers' Professional Responsibility, satisfy the Professional Skills Requirement (for students matriculating before Fall 2016) or the Experiential Learning Requirement (for students matriculating Fall 2016 or later), and satisfy the Advanced Writing Requirement (p. 350).

### Summer Session

One seven-week session is offered each summer. Summer courses are taught in the late afternoon or evening and are open to all students. Under some circumstances, a full-time or part-time student may accelerate graduation by attending summer sessions.

## Gateway to Practice Program

All first-year students will participate in this two-day workshop in law and lawyering, presented as an intrinsic part of the first-year curriculum, just before the start of the spring semester classes. Students are assigned to "law firms" as junior associates and work with practitioners who serve as partners, conducting a variety of tasks in simulated cases for mock clients. This program is designed as a "gateway to practice" and is intended to provide several benefits:

- **Foundation:** First-year students learn the basics of law and legal analysis; the program helps students understand how lawyers use these bedrock skills in the everyday practice of law.
- **Balance:** Students supplement their classroom experience with activities ordinarily not part of the first-year curriculum, including deriving facts from a client interview, brainstorming strategies with

law firm colleagues, explaining options to clients, and engaging clients in decision-making.

- **Context:** The program integrates transactional lawyering and litigation, and helps students to understand better the relationship between legal theory and practice.
- **Group work and collaboration:** Students work in teams to strategize and solve problems.
- **Immediate Preparation:** The program helps students prepare for summer employment and gives them a start in developing networking skills.

## Full-Time Juris Doctor Program of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
LAWS 101	Civil Procedure I	3
LAWS 103	Contracts I	3
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
LAWS 113	Criminal Law	3
Credits		15
<b>Spring Semester</b>		
LAWS 102	Civil Procedure II	2
LAWS 104	Contracts II	3
LAWS 105	Property	4
LAWS 110	Constitutional Law	4
LAWS 112	Legal Skills II	2
Credits		15
<b>Second Year</b>		
<b>Fall Semester</b>		
A combination of core and general electives <sup>1</sup>		12-17
Credits		12-17
<b>Spring Semester</b>		
A combination of core and general electives <sup>1</sup>		12-17
Credits		12-17
Total Credits		54-64

<sup>1</sup> Full-time students **must** take at least 9 credits of core electives in the second year.

## Concentrations

There are eight optional concentrations offered within the juris doctor degree program.

- Civil Advocacy and Dispute Resolution (p. 337)
- Criminal Law and Advocacy (p. 339)
- Family Law (p. 340)
- Health Law (p. 342)
- Intellectual Property (p. 343)
- International Law and Policy (new Fall 2017) (p. 344)

- Tax Law (p. 346)

- Workplace Law (p. 347)

## Part-Time Juris Doctor

### Part-Time Evening JD Program

This program is designed for those students who are employed or otherwise occupied for most of their time, and who are able to devote only a portion of their time to the study of law. The completion of this program requires four academic years and one or two summer sessions of residence. Part-time students are admitted for evening courses. They may be allowed to enroll in day classes if space is available. All part-time students are required to take the prescribed program of required courses listed below and at least four of the core electives as described below (see Academic Regulations (p. 350), section I.B. and I.C, Requirements for Graduation). In addition, prior to graduation, students must take the course in Lawyers' Professional Responsibility, satisfy the Professional Skills Requirement (for students matriculating before Fall 2016) or the Experiential Learning Requirement (for students matriculating Fall 2016 or later), and satisfy the Advanced Writing Requirement (p. 350).

### Flex-Time Day JD Program

This program is designed for a limited number of students who, because of work or family commitments, cannot attend either the full-time day or part-time evening program. Students admitted to this program must meet with the associate dean for academic affairs to arrange an appropriate schedule.

## Summer Session

One seven-week session is offered each summer. Summer courses are taught in the late afternoon or evening and are open to all students. Under some circumstances, a full-time or part-time student may accelerate graduation by attending summer sessions.

## Part-Time Juris Doctor Program of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
LAWS 101	Civil Procedure I	2
LAWS 103	Contracts I	2
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
Credits		10
<b>Spring Semester</b>		
LAWS 102	Civil Procedure II	3
LAWS 104	Contracts II	4
LAWS 112	Legal Skills II	2
Credits		9
<b>Second Year</b>		
<b>Fall Semester</b>		
LAWS 105	Property	4
LAWS 113	Criminal Law	3
Core Elective <sup>1</sup>		3-4
Credits		10-11

**Spring Semester**

LAWS 110 Constitutional Law	4
Core and General Electives <sup>1</sup>	6-7
Credits	10-11

**Third Year****Fall Semester**

Core and General Electives	10-11
Credits	10-11

**Spring Semester**

Core and General Electives	10-11
Credits	10-11
Total Credits	59-63

<sup>1</sup> Part-time students may take fewer core elective credits in the second year if they have taken one or more core electives in the summer between the first and second years.

## Pre-Law

Students interested in attending law school must have a BA or BS degree and have taken the Law School Admission Test (LSAT). No single pre-law course of study is required or recommended. Several broad objectives of pre-legal education, however, have been set forth by the Association of American Law Schools: developing fundamental reading skills; the ability to think and write clearly and succinctly; logical reasoning and analytical skills; and an appreciation of the social, political and economic foundations and complexities of our society.

Toward this end, every pre-law student should carefully choose, with the assistance of his or her academic adviser and/or the pre-law adviser, courses that will help build these skills and areas of knowledge. Students or graduates who have an interest in law school should contact the Quinnipiac University pre-law adviser, via email at [prelawadvising@qu.edu](mailto:prelawadvising@qu.edu), for further information and should join the Pre-Law Society to learn more about the LSAT, law school admissions and financial aid.

Undergraduate students who wish to attend the School of Law at Quinnipiac may take one of two paths. The traditional path entails obtaining a BA or BS degree in four years followed by three years of law school. The accelerated path, via the Accelerated Dual-Degree Bachelor's/JD (3+3) program described below, allows students to complete their undergraduate degree in three years and a law degree in three years for a total of six years (one year less than the traditional path).

(Please note: Attending Quinnipiac University as an undergraduate student does not guarantee admission to the Quinnipiac School of Law.)

## Accelerated Dual-Degree Bachelor's/JD (3+3) Program

Quinnipiac University offers an innovative Bachelor's/Juris Doctorate program, which will shorten the usual seven-year sequence to just six years to earn a BA or BS in a major in the College of Arts and Sciences or the Schools of Business, Communications or Health Sciences, and the JD from the Quinnipiac School of Law. This program is designed for students who know they want to attend law school at Quinnipiac.

The Accelerated Dual-Degree Bachelor's/JD (3+3) program provides a number of benefits. In addition to the opportunity to complete both

degrees in only six years, students may live in Quinnipiac housing for four years and interact with the law school dean and faculty throughout the undergraduate years. If eligible, students may receive a locked tuition rate and no additional charges for course overloads the first four years and continued merit scholarships throughout law school. A 1-credit LSAT prep class is also offered to help students prepare for the exam.

The Accelerated Dual-Degree Bachelor's/JD (3+3) program is designed for students admitted to a major in the College of Arts and Sciences or in the Schools of Business, Communications or Health Sciences at Quinnipiac who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT of at least 1200 or a composite ACT of at least 25. Students meeting these requirements may enter the program as freshmen by selecting pre-law on their application. Students interested in the program who are close to but do not meet the admission criteria may apply to the Undergraduate Admissions Office for special consideration.

Students accepted into the program in their freshman year and who receive a Quinnipiac merit scholarship will have the scholarship renewed each year of the six-year program providing they maintain a 3.0 GPA at the end of each undergraduate academic year, have a cumulative GPA of 3.4 when they enter the law school, score at least a 150 on the LSAT, and continue to rank in the top half of their class throughout law school.

Sophomores attending Quinnipiac University and sophomore transfer students may enter the Accelerated Dual-Degree Bachelor's/JD (3+3) program during the first semester of their sophomore year by applying through the pre-law adviser. Sophomores must meet the same eligibility criteria set out above for freshmen entering the program and must have a minimum of 27 credits with at least a 3.0 grade point average at the end of their freshman year. Transfer students must attend Quinnipiac for at least 60 undergraduate (non-law) credits immediately prior to matriculation in the School of Law.

Students admitted to the Accelerated Dual-Degree Bachelor's/JD (3+3) program will work with Quinnipiac's pre-law adviser as well as the adviser in their major to be certain they have completed all major and University Curriculum requirements before entering the School of Law. Course overloads may be necessary to complete the undergraduate degree requirements in the accelerated time period. Students accepted directly into the program as freshmen have the added benefit of locked tuition for the first four years and no additional charges for course overloads during that time period.

There are two options for completion of the program:

**Option 1** requires completion of a minimum of 90 undergraduate credits, including all major and University Curriculum requirements, by the end of the third year. Students following Option 1 will use the first year of law school for their fourth year of undergraduate credits and count up to 30 law school credits toward their undergraduate degree. Students will be full-time law students in the first semester of their fourth year and will earn a bachelor's degree at the end of their first year of law school/fourth year of college.

**Option 2** requires completion of a minimum of 105 undergraduate credits by the end of the third year. The fall semester of the fourth year will be a "bridge" semester in which students will take 6 credits of undergraduate courses along with 10 credits of law school courses. Students will be considered full-time law students in the second semester of the fourth year. Option 2 has the additional requirement of 6 credits of law school

courses in the summer between the fourth and the fifth years. Students will receive their bachelor's degree at the end of the bridge semester.

Students in the Accelerated Dual-Degree Bachelor's/JD (3+3) program must have a cumulative GPA of 3.4 by the end of their third year, take the LSAT no later than March of that year and score a minimum of 150, and file a law school application with the Law School Admissions Council during their third undergraduate year. The Law School Admissions Office will work with students to ensure that the application is complete. All applications will be reviewed by the Law School Admissions Committee to make sure the prerequisites are met and there are no character and fitness issues. Students who do not meet the score requirements set out above may still be considered by the Law School Admissions Committee.

## Dual-Degree JD/MBA

In today's changing and competitive marketplace, there is an increasing need for lawyers who are fully trained in all aspects of business, management and administration. Students who are seeking a comprehensive and sophisticated business education for their legal or business careers will find the Dual-Degree JD/MBA program extremely attractive.

Taken separately, the MBA normally requires 46 credits, and the JD normally requires 86 credits. However, the dual-degree program requires only 34 business credits and 77 law credits, a savings of 21 credits.

Students may apply for acceptance to both the Law School and the MBA program and, upon completion of both programs, receive a business and a law degree. A student in the dual-degree program may not obtain either degree until the requirements for both have been met.

To enroll in the dual-degree program, a student must apply to and be accepted by both of the schools. Students may begin at either school. Each school assists in adapting the program to the needs and interests of the enrolled student by approving schedules and joint credits for courses. Students may apply to both schools before they actually begin classes. Students must file separate applications and take the Law School Admission Test (LSAT). Students who begin a single degree program either in the School of Law or the School of Business may apply to the other school at a later time (prior to the completion of degree requirements) to be considered for the dual-degree program.

Upon admission to the dual-degree program, the enrolled student must meet with the director of the MBA program and the associate dean for academic affairs of the Law School for academic counseling. Students may attend either full-time or part-time.

## Dual-Degree JD/MELP

Quinnipiac School of Law has partnered with Vermont Law School to offer students the exciting opportunity to earn a Dual-Degree Juris Doctor/Master of Environmental Law and Policy (JD/MELP). Students in the program earn their JD from Quinnipiac and their MELP from Vermont Law. The program can be completed in three academic years, the same amount of time typically needed to earn the JD degree alone.

This flexible program allows students to pursue their MELP course work online or on campus during the summer. Students also complete a required MELP externship during the summer, which can be scheduled anywhere in the United States or abroad. A number of Quinnipiac law courses have been approved to satisfy the requirements of both programs. In addition, students will be allowed to transfer 6 credits

of their Vermont Law MELP course work toward their Quinnipiac JD graduation requirements.

The joint degree requires a 30-credit program (including required courses), comprising: Vermont Law MELP courses (14 credits); Vermont Law MELP externship (7 credits); and Quinnipiac Law courses (from approved course list) (up to 9 credits). Students will participate in the externship during their 2L summer.

## Dual-Degree JD/MSW

Students interested in earning both a JD degree and a Master of Social Work degree may earn both degrees on an accelerated basis by enrolling in the Dual-Degree JD/MSW program.

The two degree programs, if completed separately, require 146 credits – 86 for the JD degree and 60 for the MSW degree. Students in the dual-degree program are required to complete only 131 total credits. Dual-degree students will earn 1) their JD degree with 77 law credits and 9 social work credits (from courses approved in advance by the law school associate dean for academic affairs); and 2) their MSW degree with 54 social work credits and 6 law credits (from courses approved by the social work faculty). The two programs, which require five years of study if taken separately, can be completed in 4½ years in the ordinary course, or in 4 calendar years if 11 law credits are earned during summer semesters.

Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program. Upon admission to the dual-degree program, the enrolled student must meet with the director of the MSW program and the law school associate dean for academic affairs.

Students may begin their study in either program but must complete the first year in each program before any advanced courses can be taken in that program. To obtain either degree, students must complete all graduation requirements for both degrees, including the core upper-level law courses, legal writing requirements, lawyer professional responsibility course, experiential law credits, and the social work field work requirements.

## Civil Advocacy and Dispute Resolution

Students who earn the certificate for this concentration develop an understanding of a variety of advocacy methods, dispute resolution tools, and remedies, in an array of civil law contexts. Skill development focuses on litigation, negotiation, mediation and arbitration.

The civil advocacy and dispute resolution concentration lets you explore all the varied ways that lawyers help clients solve problems and resolve conflicts. You will hone your skills as a creative negotiator, as a wise adviser and as an effective courtroom litigator. You'll learn the theory and the practice of the different alternative methods to resolve disputes, make deals and reach settlements outside of court, such as mediation and arbitration. Most important, you can help us achieve our vision: to reimagine the law as a healing profession.

Our dispute resolution program was ranked 14th in the nation by U.S. News & World Report. Our Center on Dispute Resolution – with its Quinnipiac/Yale Workshop Speaker Series, training sessions and student-

run Society for Dispute Resolution — are all valuable resources that are at your disposal. The center's programs offer you the opportunity to learn and train with practicing professionals in the field. The highly decorated student competition teams provide you the stage to hone your advocacy skills through regional and national mock trial, moot court, negotiation, mediation and client counseling competitions.

After two semesters, you'll have the opportunity to practice what you are learning in the classroom in one of our legal clinics and in our diverse externship program. As a certified legal intern, you can counsel actual clients, negotiate, mediate cases and argue in courts.

For specific information on the program offerings, please contact:

Professor Carolyn Wilkes Kaas  
 Director of Experiential Education  
 Director, CA&DR Concentration  
 Quinnipiac University School of Law  
 275 Mount Carmel Avenue, Hamden, CT 06518  
 Phone: 203-582-3234  
 Fax: 203-582-3237  
 Email: carolyn.kaas@qu.edu (carolyn.kaas@quinnipiac.edu)

## Civil Advocacy and Dispute Resolution Concentration

### Prerequisites

To be eligible for the Civil Advocacy and Dispute Resolution concentration, you must take LAWS 311 as one of your core electives. Credits for this course do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the concentration GPA requirement.

### Requirements

#### 1. Course Work

To receive the certificate for this concentration, you must earn 21 civil advocacy and dispute resolution specialty credits, divided as follows (not all courses are offered every year):

#### Required Course Work

In addition to LAWS 311 (credits for which do not count toward the 21-credit requirement), you must take the following courses. Credits for these courses will count toward your 21-credit concentration requirement.

Code	Title	Credits
LAWS 315	Trial Practice	2-3
LAWS 428	Negotiation	2-3
LAWS 515	Alternative Dispute Resolution <sup>1</sup>	2-3

<sup>1</sup> In lieu of ADR, students may substitute LAWS 374 Introduction to Mediation.

#### Remaining Credits

The balance of the credits are to be earned from the following advocacy and dispute resolution-related courses. Courses marked with an asterisk (\*) are particularly recommended for this concentration. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 114	Administrative Law (*)	3
LAWS 316	Advanced Trial Practice (*)	2

LAWS 322	Therapeutic Jurisprudence (*)	2
LAWS 338	Visual Persuasion in the Law (*)	3
LAWS 339	Conflict of Laws (*)	3
LAWS 347	Remedies (*)	3-4
LAWS 356	Arbitration (*)	3
LAWS 357	Federal Courts (*)	3
LAWS 372	Representation in Mediation (*)	2
LAWS 374	Introduction to Mediation (*)	2
LAWS 539	Intro. to Dispute Res. in Healthcare (*)	2-3
LAWS 574	Adv. Civil Pro. - CT Practice (*)	2-3
LAWS 591	Int'l Litigation in US Courts (*)	3-3
LAWS 599	Intro to Representing Clients (*)	2
<b>Other related courses:</b>		
LAWS 305	Federal Income Tax	4
LAWS 327	Labor Law	3
LAWS 370	Family Law	2-3
LAWS 371	Divorce and the Divorcing Family	2
LAWS 373	Products Liability	3
LAWS 384	Juvenile Law	3
LAWS 393	Business Planning	4
LAWS 431	Criminal Procedure - Adj.	3
LAWS 434	Employment Law	3
LAWS 435	Advanced Family Law I - S	2
LAWS 475	Tax Procedure - Civil	2
LAWS 525	Moot Court I	1
LAWS 526	Moot Court II	1-2
LAWS 528	Moot Court III	1
LAWS 564	Poverty Law	2
LAWS 604	Medical Malpractice	2
LAWS 606	Adv. Juvenile Law	2

Substantial-paper courses or independent study where the paper is devoted to an advocacy and/or dispute resolution topic approved by the concentration director.

Additional clinic or externship courses in addition to those required above, as approved by the concentration director.

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

Competitions: The concentration director may deem participation in a non-credit competition in mock trial, negotiation, or representing clients in mediation to satisfy the requirement of one or two credits of course work in this category.

#### 2. Clinical Requirement

At least 3 credits must be earned in a clinic and/or externship placement approved by the concentration director in consultation with the director of the relevant clinic or externship. Credits for IRC do not count toward this clinical requirement.

#### 3. Writing Requirement

A substantial paper or a series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to



advocacy and/or dispute resolution. (If you write a substantial paper, you may use that paper to satisfy the law school advanced writing requirement, provided that you meet the guidelines for the advanced writing requirement as set forth in the Academic Regulations (p. 350), section I.D.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the concentration director approves the topic.

#### 4. Honors

Students who achieve a GPA of 3.2 or better in the course work used for the concentration will receive the certificate for the concentration with honors. A student may designate the grade in any course or paper as not counting toward the concentration GPA, so long as the course is not required for the concentration, and the student meets the concentration requirements with another course or paper.

#### 5. Waivers

Students who are interested in this concentration but fall short of specific credits or course work may apply for a waiver of requirements, to be granted at the discretion of the concentration director and the associate dean of academic affairs.

## Criminal Law and Advocacy

Students who earn the certificate for this concentration encounter a variety of experiences to help develop an understanding of criminal law and procedure in both a theoretical and practical context. They explore both the substantive criminal law as well as the constitutional overlay of criminal procedure. In addition, they experience aspects of criminal trial and motion work. Development focuses on advocacy skills: litigation, negotiation and other alternate dispute resolution methods that apply in a criminal context.

You'll develop cutting-edge trial skills, such as the innovative use of visual persuasion techniques in the courtroom, and you'll examine ethical issues unique to criminal practice settings. You'll experience the criminal justice system in action in our clinics and externships, which will refine your ability to engage in both prosecution and defense work. You can advocate for real clients at the trial or appellate levels, represent the government, or help judges in criminal cases. You also can work on national criminal justice reform projects, such as advocating for more humane treatment of children charged with crimes, or challenging the death penalty.

Your negotiation and litigation skills will be honed through participation in mock trials and courtroom simulations, and every year we host the Northeast Regional Criminal Justice Trial Advocacy Competition. Our active Criminal Law Society sponsors several networking events and activities focused on helping you connect with legal professionals.

For specific information on the program offerings, please contact:

Professor Sarah French Russell  
 Director, Criminal Law and Advocacy Concentration  
 275 Mount Carmel Avenue, Hamden, CT 06518  
 Phone: 203-582-5258  
 Fax: 203-582-3244  
 Email: s (Sarah.Russell@quinnipiac.edu)arah.russell@qu.edu  
 (Sarah.Russell@quinnipiac.edu)

## Criminal Law and Advocacy Concentration Prerequisite

To be eligible for the Criminal Law and Advocacy Concentration, you must take Evidence (LAWS 311) as one of your core electives. Credits for this course do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the concentration GPA requirement in determining whether or not the certificate is awarded with honors. All students must also successfully complete the required course of Criminal Law (LAWS 113).

### Requirements

#### 1. Course Work

To receive the certificate for this concentration, you must earn 21 Criminal Law and Advocacy specialty credits, divided as follows (not all courses are offered every year):

#### Clinical Requirement:

You must earn at least 3 credits through participation in the following programs. No more than 6 clinical credits count toward the 21-credit requirement for the concentration, except with the permission of the concentration director. The credit allotted to course work in conjunction with a clinic counts as a course credit, not as a clinic credit.

Code	Title	Credits
	Defense Appellate Clinic (LAWS 299 & LAWS 300)	6
	An externship placement at a site dedicated to criminal defense or prosecution	3-6
	A judicial externship placement in a court at which the director can certify has a significant criminal docket	3-6

#### Required Course Work:

In addition to LAWS 311 (credits for which do not count toward the 21-credit requirement), you must take the following courses. Credits for these courses will count toward your 21-credit concentration requirement.

Code	Title	Credits
LAWS 315	Trial Practice	2-3
LAWS 431	Criminal Procedure - Adj.	3
LAWS 432	Criminal Procedure Inv.	3
	Select one of the following courses:	2-3
LAWS 428	Negotiation	
LAWS 515	Alternative Dispute Resolution	

The remaining credits needed to satisfy the requirements for this concentration should come from the following designated courses:

Code	Title	Credits
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 315	Trial Practice	2-3
LAWS 316	Advanced Trial Practice	2
LAWS 318	Mock Trial <sup>2</sup>	1-2
LAWS 338	Visual Persuasion in the Law	3
LAWS 360	International Criminal Law	3
LAWS 367	Counterterrorism Law	2
LAWS 384	Juvenile Law	3

LAWS 386	Domestic Violence: Law, Practice and Pol	2
LAWS 387	Adv. Juvenile Law: Delinquency Proceedings	2
LAWS 410	Theories of Punishment S,W	2
LAWS 412	Habeas Corpus	2
LAWS 423	State Constitutional Law	2-3
LAWS 429	International Human Rights	2
LAWS 439	Computer Crime: Definitions, Investigati	3
LAWS 515	Alternative Dispute Resolution <sup>1</sup>	2-3
LAWS 525	Moot Court I <sup>3</sup>	1
LAWS 551	Federal Criminal Law	2
LAWS 599	Intro to Representing Clients	2
LAWS 602	Law and Forensic Science	2
LAWS 605	Adv. Con Law-Hist Bill/Rights	3
LAWS 615	Conn. Adjudicative Criminal Procedure	2
LAWS 636	Sentencing, Prisons, and Reentry	2

<sup>1</sup> Alternate Dispute Resolution interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as advocate, problem drafter, etc. The efforts of organizers, coaches, schedulers, while extremely important, are not eligible for credit. (1, 2, or 3 credits)

<sup>2</sup> Mock trial interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as litigator, problem drafter, etc. The efforts of organizers, coaches, and schedulers, while extremely important, are not eligible for credit. Participation in the legal aspects – i.e., litigator, problem drafter – of the Quinnipiac University School of Law Criminal Trial Advocacy Competition will count. (1, 2, or 3 credits)

<sup>3</sup> Moot Court interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as litigator, problem drafter, etc. The efforts of organizers, coaches, schedulers, while extremely important, are not eligible for credit. (1, 2, or 3 credits)

## 2. Writing Requirement

You must write a substantial paper (or a series of shorter writings that, taken together, comprise a substantial amount of written work) on a topic or topics related to Criminal Law or Procedure. (If you write a substantial paper, you may use that paper to satisfy the law school's Advanced Writing Requirement, as set forth in the Academic Regulations (p. 350), section I.D., as well as the Criminal Law and Advocacy certification program.) A paper written for a journal may qualify if the concentration director approves the topic. A brief written for a moot court competition or within an externship position may qualify if the student can attest that the work was his or her own. The concentration director must approve the topic and the format for the written work used to satisfy this requirement. Note: It is possible for completed work to count for more than one concentration if there is sufficient coverage of both subject matters.

## 3. Honors

Students who achieve a GPA of 3.2 or better in the course work used for the concentration will receive certificate for the concentration with honors.

## 4. Options

If you have excess credits, you may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration, and you meet the concentration requirements with another course. If you have more than 21 credits, the concentration director will count the courses with the highest grades in determining whether or not to bestow the honors designation. Note that the GPA calculation includes all courses required for the concentration, including LAWS 311 – Evidence.

## 5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirement for the concentration (other than the GPA requirement), if both agree to do so. Any waiver requests must be submitted in writing with the application for the concentration.

# Family Law

The family law concentration uses an innovative, interprofessional approach that gives you an opportunity to collaborate with other professionals – such as social workers – to develop creative solutions to potentially volatile cases. Because litigation is rarely the most appropriate course of action for families, you'll learn alternative methods of dispute resolution, including mediation and other negotiation and collaborative approaches that promote the abilities of families to thrive and communicate peacefully, well after the legal case has ended.

Quinnipiac's extensive clinic and externship courses let you go out in the field and serve family law clients while honing your skills. Our Family and Juvenile Law Society is a valuable resource for career development events and networking opportunities with lawyers in the field. And our nationally recognized Center on Dispute Resolution hosts a variety of symposia, professional workshops and special training sessions aimed at building sophisticated problem-solving skills that are particularly key in the practice of family law.

For specific information on the program offerings, please contact:

Professor Carolyn Wilkes Kaas  
 Director of Experiential Education  
 Director, Family Law Concentration  
 Quinnipiac University School of Law  
 275 Mount Carmel Avenue, Hamden, CT 06518  
 Phone: 203-582-3234  
 Fax: 203-582-3237  
 Email: carolyn.kaas@qu.edu (carolyn.kaas@quinnipiac.edu)

## Family Law Concentration Prerequisites

To be eligible for the Family Law Concentration, a student must take both LAWS 311 and LAWS 305 as two of the core electives. Credits for these courses do not count toward the 18-credit concentration requirement, but grades in these prerequisites do count toward the concentration GPA requirement.

## Requirements

To receive the certificate for this concentration, a student must earn 18 family law credits, divided as follows (not all courses are offered every year):

### 1. Course Work

#### Required Course Work

In addition to LAWS 311 and LAWS 305 (credits for which do not count toward the 18-credit concentration requirement) a student must take the following courses. Credits for these courses will count toward the 18-credit concentration requirement:

Code	Title	Credits
LAWS 370	Family Law	3
Select one of the following courses:		2-3
LAWS 372	Representation in Mediation	
LAWS 374	Introduction to Mediation	
LAWS 428	Negotiation	
LAWS 515	Alternative Dispute Resolution	

#### Core Courses

Choose at least two from the following courses or from other required courses listed above. (Not all of these are offered every year.)

Code	Title	Credits
LAWS 307	Trusts and Estates	3
LAWS 371	Divorce and the Divorcing Family	2
LAWS 384	Juvenile Law	3
LAWS 385	Adv. Juvenile Law - Child Protection Practices	2
LAWS 387	Adv. Juvenile Law: Delinquency Proceedings	2
LAWS 388	Elder Law	2-3
LAWS 435	Advanced Family Law I - S	2
LAWS 438	Advanced Family Law II	2
LAWS 600	Law and Gender	2
Other courses as approved by the concentration director in consultation with the course instructor.		

#### Remaining Credits

The balance of the credits, if any, are to be earned from the following family law-related courses, or from other core courses listed above. (Not all of these are offered every year.)

Code	Title	Credits
LAWS 114	Administrative Law	3
LAWS 205	Business Organizations	4
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 313	Adv. Individual Income Tax	3
LAWS 314	Employee Benefits	2
LAWS 315	Trial Practice	2-3
LAWS 369	Real Estate Transactions	3
LAWS 374	Introduction to Mediation	2
LAWS 386	Domestic Violence: Law, Practice and Pol	2
LAWS 428	Negotiation	2-3
LAWS 471	Education Law	2

LAWS 549	Bioethics	3
LAWS 564	Poverty Law	2
LAWS 572	Immigrat'n & Natural'n Law	3
LAWS 599	Intro to Representing Clients	2

Substantial paper courses where the paper is devoted to a family or juvenile law topic approved by the concentration director.

LAWS 525	Moot Court I <sup>1</sup>	1
LAWS 526	Moot Court II <sup>1</sup>	1-2
LAWS 528	Moot Court III <sup>1</sup>	1

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

<sup>1</sup> Moot Court credits, if the student participates in the Family Law Moot Court Competition (1, 2, or 3)

### 2. Clinical Requirement

At least 3, but no more than 3, of the 18 family law credits must be earned in the Civil Justice Clinic and/or in a family and/or juvenile law-related externship placement. Credits for IRC do not count toward the clinical requirement. (A student may exceed 3 credits for the clinical course but may only count 3 credits toward the clinical requirement of this concentration.)

- The concentration director will determine the family-law status of any given clinic or externship.
- The clinical requirement may be waived if the student has substantial family or juvenile law work experience. The concentration director will make this determination.
- If the clinical requirement is waived, the student must still earn 18 credits elsewhere within the concentration to receive the concentration.

### 3. Writing Requirement

A student must write a substantial paper – or a series of shorter writings that together comprise a substantial amount of written work – on a topic or topics related to family or juvenile law. (If a student writes a substantial paper, it may be used to satisfy the Advanced Writing Requirement, provided that the guidelines are met as set forth in the Academic Regulations (p. 350), section I.D.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the concentration director approves the topic.

### 4. Honors

Students who achieve a GPA of 3.2 or better in the course work used for the concentration will receive the certificate for the concentration with honors.

### 5. Options

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration, and the student meets the concentration requirements with another course or paper.

### 6. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

## Health Law

This concentration offers a comprehensive foundation in the areas in which health law intersects with business, public policy and a variety of federal regulations concerning the pharmaceutical and biomedical industries.

You'll examine key topics such as bioethics, public health law, health care fraud and disability law, and you'll explore methods of dispute resolution used specifically in health care. We also give you the flexibility to chart your own path through the program and select courses that most interest you and that provide the skills to assist the type of clientele you plan to represent.

Because the School of Law shares a campus with our medical, nursing and health sciences schools, you'll also have opportunities for interprofessional collaboration and access to a wide range of research materials related to the health care industry. Starting in your second year, you can participate in our diverse clinic and externship courses, and be part of our medical-legal partnership, or our Health Law Externship, where you may be placed with the Department of Public Health, a hospital or pharmaceutical legal department, or a law firm practicing health law. And you may apply to write for Quinnipiac's Health Law Journal, join the Health Law Society and attend our speaker series that invites prominent figures from the health law field to campus.

For specific information on the concentration offerings, please contact:

Professor Leonard Dwarica  
Quinnipiac University School of Law  
275 Mount Carmel Avenue  
Hamden, CT 06518  
Telephone: 203-582-3879  
Fax: 203-582-3244  
Email: leonard.dwarica@qu.edu (leonard.dwarica@quinnipiac.edu)

### Health Law Concentration Requirements

*(effective for students entering their second year in Fall 2018 or later):*

To be eligible for the Health Law Concentration Certificate, a student must complete 21 credits as described below.

- Students must take Administrative Law (LAWS 114) (3 credits) and either Business Planning (LAWS 393) (4 credits) or Business Organizations (LAWS 205) (4 credits) as two of the core electives. Credits for these courses will not count toward the 21-credit concentration requirement, but grades will count toward the GPA honors requirement.
- In addition, students must take Health Law LAWS 345) (3 credits). Credits for Health Law will count toward the 21-credit concentration requirement and grades will count toward the GPA honors requirement. Health Law is a prerequisite for Advanced Health Law (LAWS 544).
- These three courses do not have to be taken prior to taking other courses in the concentration, but it is strongly recommended that Administrative Law and Health Law be taken in a student's second year, if possible.

### 1. Course Work

In addition to the above requirements, to receive the Certificate for this Concentration, a student must earn 18 health law specialty credits, divided as follows:

#### Core Health Law Courses:

At least 12 credits must be earned from the Core Health Law courses. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 320	Public Health Law	3
LAWS 350	Health Care Antitrust	3-4
LAWS 352	Health Care Business Transactions	3
LAWS 409	Drug and Device Law	2-3
LAWS 539	Intro. to Dispute Res. in Healthcare	2-3
LAWS 545	Healthcare and Hospital Administration	2
LAWS 549	Bioethics	3
LAWS 601	Managed Health Care	2
LAWS 625	Health Information Privacy and Security	2-3
LAWS 633	Intellectual Property in Health Care	2

#### Non-Core Health Law Courses:

The balance of the credits (to 21), if any, may be earned from the Core Health Law courses above or from the following Non-Core Health Law courses. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 331	Intellectual Property	3-4
LAWS 340	Corp Compliance in Healthcare Industry <sup>1</sup>	3
LAWS 344	Law, Science and Technology	3
LAWS 349	Antitrust	3
LAWS 363	International Comparative Health Law	2
LAWS 370	Family Law	3
LAWS 373	Products Liability	3
LAWS 379	Environmental Law	3
LAWS 384	Juvenile Law	3
LAWS 388	Elder Law	2-3
LAWS 413	Community Needs Assessment Lab	1-3
LAWS 414	Food Law	2-3
LAWS 450	Non-Profit Organizations	2
LAWS 457	Healthcare Compliance Law <sup>1</sup>	3
LAWS 544	Advanced Health Law, SW	2
LAWS 587	Disability Law	2
LAWS 588 & LAWS 589	Health Law Journal I and Health Law Journal II	3
LAWS 564	Poverty Law	2
LAWS 604	Medical Malpractice	2
LAWS 676	Anatomy for Lawyers	2

<sup>1</sup> Online course.

## 2. Recommended Client-Based Courses

Students should consider what group(s) of clients they plan to represent in their practice of health law. The following recommendations are intended to assist the students in determining which courses are best suited toward different types of clients. These are only recommendations. Students are free to choose any courses they wish, as long as they take the required concentration courses and achieve the required 21 credits, as described above.

Code	Title	Credits
<b>Providers (e.g., hospitals, physician groups, nursing homes)</b>		
LAWS 549	Bioethics	3
LAWS 350	Health Care Antitrust	3-4
LAWS 625	Health Information Privacy and Security	2-3
LAWS 539	Intro. to Dispute Res. in Healthcare	2-3
LAWS 320	Public Health Law	3
LAWS 545	Healthcare and Hospital Administration	2
LAWS 676	Anatomy for Lawyers	2
LAWS 604	Medical Malpractice	2
LAWS 601	Managed Health Care	2
LAWS 352	Health Care Business Transactions	3
LAWS 450	Non-Profit Organizations	2
LAWS 413	Community Needs Assessment Lab	1-3
LAWS 457	Healthcare Compliance Law	3
LAWS 340	Corp Compliance in Healthcare Industry	3

Code	Title	Credits
<b>Business &amp; Governmental Entities (e.g., insurance carriers, pharmaceutical and device manufacturers, biotechnology research/manufacturing entities, regulatory agencies)</b>		
LAWS 331	Intellectual Property	3-4
LAWS 340	Corp Compliance in Healthcare Industry	3
LAWS 344	Law, Science and Technology	3
LAWS 350	Health Care Antitrust	3-4
LAWS 352	Health Care Business Transactions	3
LAWS 373	Products Liability	3
LAWS 409	Drug and Device Law	2-3
LAWS 414	Food Law	2-3
LAWS 457	Healthcare Compliance Law	3
LAWS 539	Intro. to Dispute Res. in Healthcare	2-3
LAWS 601	Managed Health Care	2
LAWS 625	Health Information Privacy and Security	2-3

Code	Title	Credits
<b>Private Parties (e.g., patients, LLCs, individual practitioners)</b>		
LAWS 350	Health Care Antitrust	3-4
LAWS 370	Family Law	3
LAWS 373	Products Liability	3

LAWS 384	Juvenile Law	3
LAWS 388	Elder Law	2-3
LAWS 409	Drug and Device Law	2-3
LAWS 414	Food Law	2-3
LAWS 549	Bioethics	3
LAWS 587	Disability Law	2
LAWS 604	Medical Malpractice	2
LAWS 676	Anatomy for Lawyers	2

## 3. Clinical Requirement

Students must earn at least 3 credits (not including IRC) in Clinic (i.e., Civil Justice Clinic, Tax Clinic, Prosecution Appellate Clinic, Defense Appellate Clinic) and/or in a health law externship.

- Determination of the "health law" status of any given externship will be made by the concentration director and the director of field placement programs.
- The clinic/externship requirement will be waived only in rare circumstances, and only if the student has substantial health law-related work experience or substantial experience in the health care field. This determination will be made by the concentration director. *A student seeking a waiver from the clinic/externship requirement must apply for the waiver no later than the beginning of the second semester of his/her second year.*
- If the clinical requirement is waived, the student must earn the 3 credits by taking additional courses in the concentration. Any credits earned in such courses will apply to the GPA honors requirement.

## 4. Writing Requirement

The substantial paper written to fulfill the Advanced Writing Requirement (p. 350) must be on an approved health law topic. The topic must be approved, in advance, by the concentration director unless the paper is written in connection with one of the listed "core" courses or for the Quinnipiac Health Law Journal. A paper written for another journal may qualify, if the topic is approved, in advance, by the concentration director.

## 5. Honors

Students who achieve a GPA of 3.2 or better in the course work used for the concentration will receive the certificate for the concentration with honors. Grades from all health law courses will be included in the GPA calculation.

## 6. Waiver of Requirements

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

# Intellectual Property

Students in our intellectual property concentration investigate key issues related to patents, trademarks, copyrighting and trade secrets.

These students develop a firm grounding in a variety of fields that intellectual property law affects by exploring topics such as computer and Internet law, patent litigation, sports law and cybersecurity law. They also can participate in an externship within a law firm or corporate legal department to gain practical experience regarding the types of intellectual property work that lawyers do, and to gain insight in regard to protecting the creativity of artists, musicians and inventors.



Students in the IP concentration also can utilize externships to gain exposure to Connecticut's extensive base of biomedical, aerospace and entertainment industries, which are fertile sectors for lawyers who specialize in IP law. Through such an externship opportunity, the student can learn IP law in a hands-on manner, while contributing to social needs at the intersection of law, the arts and technology.

For specific information on the program offerings, please contact:

Professor Dale Carlson  
 Director, Intellectual Property Concentration  
 Quinnipiac University School of Law  
 275 Mount Carmel Avenue  
 Hamden, CT 06518  
 Phone: 203-582-3259  
 Fax: 203-582-3255  
 Email: dale.carlson@qu.edu

## Intellectual Property Concentration

### Prerequisite

To be eligible for the Intellectual Property Concentration, a student must take Administrative Law (LAWS 114) as one of the core electives. Credit for that course does not count toward the 18-credit concentration requirement.

## Requirements

### 1. Course Work

To receive the certificate for this concentration, a student must earn 18 intellectual property specialty credits, divided as follows (not all courses are offered every year):

#### Required Course Work

At least 15 of the 18 credits must be earned from the following list of basic intellectual property courses:

Code	Title	Credits
<b>Required Course</b>		
LAWS 331	Intellectual Property	3-4
<b>Choose from the following basic intellectual property courses</b>		
LAWS 116	Unfair and Deceptive Trade Practices	3
LAWS 117	Trademarks and Copyright in the Digital Age	2
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 329	Communications Laws	3
LAWS 330	Adv. Intellectual Property	2
LAWS 332	Patent Law	2
LAWS 333	Advanced Patents	2-3
LAWS 335	Patents Litigation	2
LAWS 417	Intellectual Property Externship <sup>1</sup>	2-5
LAWS 437	Computer and Internet Law	2
LAWS 506	Entertainment Law	2
LAWS 509	Sports Law	2
LAWS 596	Franchise Law	3

<sup>1</sup> Externship with intellectual property emphasis (up to 6 credits with written approval by the concentration director)

<sup>2</sup> Independent Research – with intellectual property emphasis (with written approval by the concentration director and the supervising professor)

### Remaining Credits

Code	Title	Credits
<b>Choose from the following courses related to intellectual property:</b>		
LAWS 344	Law, Science and Technology	3
LAWS 349	Antitrust	3
LAWS 350	Health Care Antitrust	3-4
LAWS 430	International Trade	3
LAWS 516	International Business Trans.	3
Other course or journal work as approved by the concentration director		
IP-related courses taken at other law schools or in summer programs (with approval of the concentration director)		up to 5

### 2. Writing Requirement

Students must write a substantial paper – or a series of shorter writings that together comprise the equivalent of a substantial paper – on a topic or topics related to intellectual property. (If a student writes a substantial paper, a student may use that paper to satisfy the Advanced Writing Requirement, provided that the paper meets the guidelines set forth in the Academic Regulations (p. 350), section I.D.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify if the concentration director approves the topic and the paper as written.

### 3. Honors

Students who achieve a GPA of 3.2 or better in the course work used for the concentration will receive the certificate for the concentration with honors.

### 4. Opt-out Option

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration, and the student meets the concentration requirements with another course or paper.

### 5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement for honors), if they both agree to do so.

## International Law and Policy

Students who earn the certificate for this concentration not only develop an understanding of one or more of the major areas of International Law and Policy, such as International Human Rights, Dispute Resolution, Environmental, Health, Tax, and Criminal Law, but also get the opportunity to develop a literacy in the language of international relations, which can prepare them to advocate, negotiate, mediate, and litigate globally as well as locally. Skill development focuses on cross-cultural understanding, negotiation, and a general proficiency in law on an international stage. As outlined below, the requisites for the International Law and Policy Concentration include course work, an international experience, and a writing component.

For specific information on the program offerings, please contact:  
 Professor John Thomas

Professor Charles Pillsbury  
 Co-Directors, International Law and Policy Concentration  
 Quinnipiac University School of Law  
 275 Mount Carmel Avenue, Hamden, CT 06518  
 Phone: 203-582-3264 (Prof. Thomas); 203-582-8145 (Prof. Pillsbury)  
 Fax: 203-582-3244  
 Email: john.thomas@qu.edu or charles.pillsbury@qu.edu  
 (charles.pillsbury@quinnipiac.edu)

## International Law and Policy Concentration Requirements

### 1. Course Work

Certificate recipients must earn 18 international law credits from the following categories of courses (not all courses are offered every year), including at least 11 credits from the following required and core courses.

Code	Title	Credits
<b>Required courses</b>		
LAWS 361	International Law	3
LAWS 516	International Business Trans.	3
<b>Core courses</b>		
LAWS 339	Conflict of Laws	3
LAWS 360	International Criminal Law	3
LAWS 363	International Comparative Health Law	2
LAWS 429	International Human Rights	2
LAWS 430	International Trade	3
LAWS 477	International Tax	2
LAWS 517	Int'l Humanitarian Law of Armed Conflict	2
LAWS 634	Int'l Human Rights Law & Trans. Justice	1-2

### Elective courses

Certificate recipients must earn the balance of their 18 credits from the following courses (not all of these courses are offered every year). In addition, a concentration co-director may approve, on an ad hoc basis, courses that, in a particular semester, have a significant international content.

LAWS 362	National Security Law	2-3
LAWS 367	Counterterrorism Law	2
LAWS 374	Introduction to Mediation	2
LAWS 379	Environmental Law	3
LAWS 428	Negotiation	2-3
LAWS 437	Computer and Internet Law	2
LAWS 515	Alternative Dispute Resolution	2-3
LAWS 572	Immigrat'n & Natural'n Law	3

### Other university courses

You may apply toward the 18 credits you need to earn for the International Law and Policy Concentration up to 6 credits earned in other Quinnipiac University departments. You must obtain the permission of the professor teaching the course, a concentration co-director, and the law school's associate dean for academic affairs before enrolling in these courses.

EC 350	International Economics	3
--------	-------------------------	---

IB 201	Globalization and International Business	3
IB 311	International Marketing	3
IB 324	Negotiating Internationally	3
PL 337	Human Rights: Theory and Practice (PO 337)	3
PO 211	Introduction to International Relations	3
PO 311	Topics in International Relations	3
PO 331	Topics in Comparative Government	3
PO 321	Comparative Government	3

### Modern Languages

You may apply up to 6 credits of modern language study toward your concentration requirements.

### 2. International Experience Requirement

**Concentration earners must also complete one of these international experiences:**

- Participation in the World Summit of Nobel Peace Laureates, in conjunction with the International Human Rights Law and Transitional Justice course
- Participation in the Law School's delegation to the Oxford University Human Rights and Humanitarian Action Seminar
- Participation in the Law School's delegation to the annual Human Rights and Humanitarian Action Seminar at Yale, Quinnipiac, and the United Nations
- Participation in the Law School/International Human Rights Law Society Nicaragua experience
- Participation in the Law School's summer program at Trinity College in Dublin, Ireland (the 6 credits from this program apply toward the concentration requirements)
- Domestic or international externship or other experiences approved by both a concentration co-director and the associate dean for academic affairs; if an externship, the placement must also be approved by the externship professor.

### 3. Writing Requirement

You must complete a paper of a quality that would satisfy the Advanced Writing Requirement (p. 350) and that addresses an international law topic approved by a concentration co-director. A concentration co-director must approve the topic in advance, unless the paper is written in connection with one of the listed required or core courses. A paper written for a journal may qualify if a concentration co-director approves the topic in advance.

### 4. Honors

Students who achieve a GPA of 3.2 or better in the course work used for the concentration will receive the certificate for the concentration with honors.

### 5. Options

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration and the student meets the concentration requirements with another course or paper.

### 6. Waiver

A concentration co-director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

## Tax Law

Tax attorneys work to ensure that clients understand the tax implications of business and personal transactions, maximizing tax savings in a manner that is ethical and complies with the tax laws. The knowledge you'll gain and skill sets you'll develop in our program will make you an invaluable resource, not only to law firms but to government agencies, accounting firms and businesses of all types. You'll study the structure of the current income tax system and become familiar with statutes, regulations, case law and legislative history, and apply them to tax planning and tax controversies. You'll also consider the importance of tax policy and ethics.

While studying the nuances of tax law, you can put your skills into practice in our Tax Clinic – the oldest continuously operating clinic of its kind in the country – or through an externship with a judge, tax attorney or the Internal Revenue Service, or by assisting community residents with income tax preparation through our Tax Law Society's Volunteer Income Tax Assistance program.

For specific information on the program offerings, please contact:

Professor Jeffrey A. Cooper  
Associate Dean for Faculty Research and Development  
Director, Tax Concentration  
Quinnipiac University School of Law  
275 Mount Carmel Avenue, Hamden, CT 06518  
Phone: 203-582-3731  
Fax: 203-582-3244  
Email: jeffrey.cooper@qu.edu

## Tax Law Concentration Requirements

To receive the certificate for this concentration, you must earn 21 tax law-related credits (consisting of 18 credits in tax course work and 3 credits of clinical/externship work) and meet all of the other concentration requirements. In addition, you must take Federal Income Tax (LAWS 305) as one of your core electives. Credits for LAWS 305 do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the GPA requirement for honors.

### 1. Required Course Work

In addition to Federal Income Tax (LAWS 305) (credits for which do not count toward the 21-credit requirement), you must take at least 18 credits from the following lists of courses, all of which count toward the 21-credit requirement for the concentration.

### Tax Courses

At least 12 of the credits used for the concentration must come from the following list of tax courses. (Note: Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 292	Independent Research Project W <sup>1</sup>	2
LAWS 293	Independent Research Project W <sup>1</sup>	3
LAWS 309	Estate and Gift Taxation	2
LAWS 313	Adv. Individual Income Tax	3
LAWS 314	Employee Benefits	2
LAWS 393	Business Planning	4
LAWS 450	Non-Profit Organizations	2
LAWS 477	International Tax	2

LAWS 504	Tax Policy- S, W	2
LAWS 580	Taxation of Bus. Enterprises	4
LAWS 581	Tax Research - S,W <sup>1</sup>	2
LAWS 631	Financial Planning: Principles and Taxat	2-3

<sup>1</sup> Independent research with tax emphasis (with written approval of concentration director and supervising professor).

### Related Courses

Up to 6 credits used for the concentration may come from the following list of related courses. (Note: Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 205	Business Organizations	4
LAWS 307	Trusts and Estates	3
LAWS 355	Corporate Finance	3
LAWS 369	Real Estate Transactions	3
LAWS 370	Family Law	2-3
LAWS 435	Advanced Family Law I - S	2
LAWS 505	Mergers & Acquisitions	2
LAWS 516	International Business Trans.	3

### 2. Clinical Requirement

At least 3 credits must be earned through participation in the Tax Clinic and/or externship placement approved by the concentration director. No more than 3 credits count toward the 21-credit requirement for the concentration, except with permission of the concentration director in consultation with the director of the clinic or externship. The director of the clinic may waive IRC as a requirement for the Tax Clinic.

If a student does enroll in IRC, credits for it will not count toward the clinical requirement. If a student meets this requirement through an externship placement, the seminar portion of the externship does not count toward the 3 required clinical credits. If a student meets this requirement through the Tax Clinic, 1 credit of the seminar portion of the externship counts toward the 3 required clinical credits.

The concentration director may waive the clinical requirement if the student has substantial tax law work experience. If the concentration director waives the clinical requirement, the student must earn additional credits in tax courses (or any related courses specifically allowed by the concentration director) to qualify for the concentration.

### 3. Writing Requirement

A student must write a substantial paper – or a series of shorter writings that together comprise a substantial amount of written work – on a topic or topics related to tax. (If a student writes a substantial paper, the student may use that paper to satisfy the law school's advanced writing requirement, provided that the paper meets the guidelines set forth in the Academic Regulations (p. 350), section I.D.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the concentration director approves the topic.

### 4. Honors

Students who achieve a GPA of 3.2 or better in the course work used for the concentration will receive the certificate for the concentration with honors. A student may designate any course or paper as not counting toward the concentration, so long as it is not specifically required for the

concentration, and the student meets the concentration requirements with another course or paper.

## 5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

# Workplace Law

Students who earn the certificate for this concentration develop an understanding of a variety of workplace law principles and remedies, in an array of civil law contexts involving employment law, employment discrimination law, labor law, arbitration, mediation, negotiation and administrative law.

Workplace law is a dynamic and challenging field that affects about 140 million civilian workers and their employers. Specializing in this field opens the door to working with large government agencies such as the U.S. Department of Labor, the Commission on Human Rights and the National Labor Relations Board. You'll also build the legal foundation you need to represent unions or corporations, or to start a private practice.

A substantial component of workplace law involves settling disputes, and Quinnipiac is uniquely positioned to ensure that you have a competitive advantage in that area. Our Center on Dispute Resolution's training and its Quinnipiac/Yale Workshop on Dispute Resolution are both valuable assets for our law students. The center holds workshops, sponsors prominent speaking events on campus and offers opportunities to train with lawyers in the field. You can also gain practical experience participating in national and regional mock trial and dispute resolution competitions.

In our Civil Justice Clinic, you'll have opportunities to represent real clients with cases relating to unemployment and unpaid wages. And in our employment and labor externship program, you'll perform the work that workplace lawyers do, whether you choose a law firm, a government agency, or work in-house at a corporation. Because this concentration offers a wide variety of courses, you can individualize your experience and focus on a specific area in workplace law that interests you, such as mediation and arbitration, discrimination law or workers' compensation.

For specific information on the program offerings, please contact:

Professor Emanuel N. Psarakis  
Director, Workplace Law Concentration  
Quinnipiac University School of Law  
275 Mount Carmel Avenue  
Hamden, CT 06518  
Phone: 860-658-9940  
Fax: 203-582-3255  
Email: thepsarakis@aol.com  
or emanuel.psarakis@qu.edu (emanuel.psarakis@quinnipiac.edu)

## Workplace Law Concentration Requirements

### 1. Course Work

To receive the certificate for this concentration, you must take Evidence (LAWS 311) and Administrative Law (LAWS 114) as two of your four required core electives, plus 21 credits of workplace law courses as specified below. Credits for Evidence and Administrative Law do not count toward the 21-credit concentration requirement, but the grades

in these courses do count toward the concentration GPA requirement. (Note: Not all courses are offered every year).

## Required Courses

In addition to Evidence (LAWS 311) and Administrative Law (LAWS 114), you must take the following courses, which will count toward the 21 required credits:

Code	Title	Credits
LAWS 434	Employment Law	3
LAWS 426	Employment Discrimination Law	3
LAWS 327	Labor Law	3
LAWS 515	Alternative Dispute Resolution or LAWS 42 Negotiation	2-3

## Core Courses

In addition to the required courses, you must also take at least two of the following core workplace law courses:

Code	Title	Credits
LAWS 314	Employee Benefits	2
LAWS 356	Arbitration	2-3
LAWS 372	Representation in Mediation	2
LAWS 428	Negotiation	2-3
LAWS 508	Worker's Compensation	2
LAWS 587	Disability Law	2

## Remaining Credits

The balance of the credits is to be earned from the following courses, if you have not already fulfilled the 21-credit requirement from the courses listed above:

Code	Title	Credits
LAWS 205	Business Organizations	4
LAWS 315	Trial Practice	2-3
LAWS 338	Visual Persuasion in the Law	3
LAWS 347	Remedies	3-4
LAWS 357	Federal Courts	3
LAWS 373	Products Liability	3
LAWS 572	Immigrat'n & Natural'n Law	3
LAWS 574	Adv. Civil Pro. - CT Practice	2-3

Independent Research Project, where the paper is devoted to a workplace law topic approved by the concentration director.

Clinical or externship courses in addition to those required below, as approved by the concentration director.

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

## 2. Clinical Requirement

At least 3 credits counting toward the 21-credit requirement must be earned in one or more clinic and/or externship placements approved by the concentration director in consultation with the director of the relevant clinic or externship.

### 3. Writing Requirement

You must complete a substantial paper or a series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to Workplace Law. If you write a substantial paper, you may also use that paper toward your Advanced Writing Requirement. The concentration director must approve the topic or topics for any written work used to satisfy this requirement. A paper written for a journal may qualify if the concentration director approves the topic and the paper meets the guidelines for satisfying the substantial paper portion of the Advanced Writing Requirement (see Academic Regulations (p. 350)).

### 4. Honors

Students who achieve a GPA of 3.2 or better in the course work used to satisfy the concentration requirements will receive the concentration with honors. A student may designate the grade in any course or paper as not counting toward the concentration GPA if the course is not required for the concentration and the student meets the concentration requirements with another course or paper.

### 5. Waiver

Students who fall short of specific credits or course work needed to satisfy the concentration requirements (other than the GPA requirement) may apply for a waiver of requirements, to be granted at the discretion of the concentration director and the associate dean for academic affairs.

## Clinics and Externship Courses

Beginning in the second year, students may further their individual learning and career goals by enrolling in one or more of the many clinics and externship (field placement) courses that are part of the Law School's upper-level curriculum. These courses help students to develop as lawyers by providing them with opportunities to gain practical lawyering experience in real-life settings and encouraging them to reflect on the role of lawyers, as they learn from their work as lawyers-in-training. The ability to enroll in a clinic or externship is guaranteed for every student, although not necessarily in the student's first choice of course or semester. Students must apply and be accepted before registering for a clinic or externship.

To be eligible for these courses, students must have completed 30 credits (including Legal Skills I & II). They also must take any pre- or corequisite courses. Each course has a seminar component (with the exception of some of the advanced clinical courses). Some seminars meet twice weekly, some once weekly, and others once every two weeks. Students earn both in-class (seminar) and out-of-class (casework/fieldwork) credits. Some courses also satisfy part of the Advanced Writing Requirement.

Introduction to Representing Clients (IRC), a 2-credit simulation course, is a pre- or corequisite for some clinic and externship courses (except for the Appellate Clinic and the Judicial, Legislative and Mediation Externships). IRC is suggested but not required for Civil Justice Clinic and Tax Clinic. IRC is designed to prepare students for individual client representation and work in other practice settings. Students explore the lawyer's role and develop interviewing, counseling, and negotiation skills by representing each other in mock cases.

## Law Clinics

The Legal Clinic is an in-house law firm run by the Law School, offering free legal services in a variety of practice areas to low-income people living in the Law School's neighboring communities. The law clinic courses that comprise the Legal Clinic (Civil Justice Clinic and Tax Clinic)

are one-semester courses that students may take for 4 to 6 credits and are taught by full-time faculty members. Faculty members may invite a small number of Civil Justice Clinic and Tax Clinic students to take a second-semester course called Advanced Clinic. Other law clinics that are not part of the Legal Clinic offer students alternative scheduling and are taught by experienced practitioners serving as clinical faculty. The Defense Appellate Clinic is a year-long course, for a total of 6 credits, in which students brief and argue appeals in criminal cases. Evening Clinic Projects are one-semester courses for 3 or 4 credits and are designed to permit part-time students to perform case work in the evening, although full-time students may enroll as well. In all in-house clinics, students perform most of their work at the law school, under the direct supervision of a member of the clinical faculty, who is the attorney of record for the client(s).

### Defense Appellate Clinic

(LAWS 299 & LAWS 300)

### Civil Justice Clinic

(LAWS 294)

### Evening Clinic: Legal Ethics Project

(LAWS 626)

### Evening Clinic: Veterans Law Project

(LAWS 627)

### Tax Clinic

(LAWS 295 & LAWS 301)

### Advanced Clinic

(LAWS 611)

## Externship Courses

In the externship (or field placement) courses, students work off-campus under the supervision of experienced lawyers, judges, legislators, policymakers, and mediators at established placements in law offices, legal services organizations, public interest advocacy organizations, state agencies, corporate legal departments, and courthouses throughout the state. Faculty members select or approve the sites, place the individual students, oversee the on-site supervision process, and teach the seminar components of the programs, but do not serve as attorneys for placement-site clients. Externships are usually taken for one semester. Some students spend an additional semester in a similar or different placement, in a 1 to 6-credit externship course (Field Placement II).

All first-time externs come together in a joint, mandatory 1-credit graded seminar, which meets approximately every other week for two hours. Legislative Externship is the only course with a separate class.

In addition to the prerequisites listed, students may be required or encouraged to complete additional courses prior to placement. Placement options may depend upon the number of credits the student elects. Judicial externs earn automatic short paper credit; other externs may earn short paper credit with faculty approval.

All fieldwork programs require hours at the placement according to the following schedule:

3 credits (2 out-of-class field credits): 10 hours/week; 150 hours/semester



4 credits (3 out-of-class field credits): 14 hours/week; 200 hours/semester

5 credits (4 out-of-class field credits): 18 hours/week; 250 hours/semester

6 credits (5 out-of-class field credits): 22 hours/week; 300 hours/semester

Note: Students may not drop an externship after the placement process has begun without written permission of the instructor (see Academic Regulations (p. 350), section V.B, Withdrawal from a Course). Once placement has been arranged, students may drop an externship only for good cause.

Externship courses are divided into two categories: those courses organized by type of placement setting and those categorized by type of law practices at the setting.

## Externship Courses Based on Type of Placement Setting

**Corporate Counsel Externship**  
(LAWS 527)

**Judicial Externship**  
(LAWS 296)

**Legal Services Externship**  
(LAWS 607)

**Legislative Externship**  
(LAWS 464)

**Mediation Externship**  
(LAWS 523)

**Public Interest Externship**  
(LAWS 520)

### Semester in Practice Externship

Externship placements are also available in remote locations, approved by the externship professor and associate dean for academic affairs, as a "Semester in Practice." Students may earn up to 10 fieldwork credits for the time spent at the placement and must be enrolled in either Externship Seminar or Advanced Externship Seminar, in which the student will participate online (either synchronously or asynchronously) for an additional credit. Students may enroll in the university's "QU in LA Law" program or may arrange for their own placement in any national or international location (for instance, recent placements have been approved in Cape Town, South Africa), in any subject area or type of placement, with the approval of the externship professor. Semester in Practice externships are most feasible in the third year. Note: Participation in this externship does not change or waive any other graduation requirements, nor does it extend the cap of 10 fieldwork credits that may count toward graduation. Interested students should plan ahead and contact the externship professor far in advance to apply.

## Externship Courses Based on Subject Matter

**Business Law Externship**  
(LAWS 415)

**Criminal Justice Externship**  
(LAWS 404)

**Employment Law Externship**  
(LAWS 444)

**Environmental Law Externship**  
(LAWS 446)

**Family and Juvenile Law Externship**  
(LAWS 521)

**Health Law Externship**  
(LAWS 416)

**Intellectual Property Externship**  
(LAWS 417)

**Sports and Entertainment Law Externship**  
(LAWS 442)

**Tax Law Externship**  
(LAWS 443)

**Field Placement II**  
(LAWS 200)

**Advanced Externship Seminar**  
(LAWS 579)

## LLM in Health Law

Admission is limited to graduates of ABA-accredited law schools who possess a strong record of academic achievement and/or of achievement in practice.

LLM candidates are required to complete 24 credits, at least 18 of which are earned in designated health law courses. Of those 18 credits, 3 are in a required advanced research/thesis course that culminates in the writing of a master's thesis of length and quality suitable for law review publication.

Six of the 24 credits may be earned in non-health law courses, subject to the approval of the program director. Students in the LLM program may not take courses that substantially duplicate those completed in their JD program studies. LLM candidates must maintain a 2.80 GPA.

## Certificate in Health Care Compliance

Program Contact: Lisa Braiewa (Lisa.Braiewa@qu.edu) 203-582-3710

Quinnipiac University, through a program jointly developed by the School of Business and School of Law, is certified by the Health Care Compliance Association to offer the first university-based program in the country to train health care compliance officers. Recognizing the importance of compliance officers in all areas of the health care industry and the need to raise the level of professionalism of those officers, the two schools jointly offer a six-course certificate program in health care compliance. This program can be completed online.

Quinnipiac's Health Care Compliance Certificate program provides qualified students with a sound academic foundation and the skills to successfully implement the administrative and management principles required to function as competent and knowledgeable health care compliance professionals.

The program covers the following essential topics in the field: the principles and specifics of health care compliance, general management, legal aspects of health care compliance and financial management. Graduate courses in both the School of Business and the School of Law make up the six-course certificate program. Students without a background in law are required to complete HM 668 as a prerequisite for the other law courses in the program.

After completing this program, Quinnipiac University awards a Health Care Compliance Certificate, which makes students eligible to immediately take the HCCA national certifying examination. Students must take the HCCA exam within one year of completing the Quinnipiac University certificate to qualify for a waiver of residency/work experience/education requirements.

## Health Care Compliance Certificate Program of Study

Code	Title	Credits
<b>Required</b>		
HM 630	Corporate Compliance in the Health Care Industry	3
	or LAWS 34 Corp Compliance in Healthcare Industry	
<b>General Management</b>		
Select two of the following courses:		6
HM 621	Quality Management in Health Care Facilities	
HM 660	Human Resource Management in Health Care Administration	
MG 603	Project Management	
<b>Law Courses</b>		
Select two of the following courses:		6
HM 668	Legal Aspects of Health Care Delivery	
LAWS 345	Health Law	
	or HM 645 Law and Medicine	
LAWS 348	Advanced Law & Medicine	
LAWS 352	Health Care Business Transactions	
	or HM 647 Health Care Business Transactions	
LAWS 542	Healthcare Industry Regulation & Control	
	or HM 64 Healthcare Industry Regulation	
<b>Financial Management</b>		
HM 664	Financial Management in Health Care Organizations	3
Total Credits		18

## Summer Program Abroad Trinity College

Dublin, Ireland

Quinnipiac University School of Law offers an ABA-approved summer program at Trinity College Dublin, one of Ireland's premier institutions of higher education. This program provides an introduction to the Irish legal system and Irish constitutional law as well as a variety of classes in Irish, comparative and international law.

Located in the heart of Dublin, Trinity is the constituent college of the University of Dublin, one of Europe's oldest universities, steeped in history and tradition. Trinity College Law Library, which has holdings in Irish, British and European law, has recently expanded its holding to include North American law. The college's historic Old Library contains not only the Book of Kells, a world-famous volume of ninth-century illuminated manuscripts of the gospels, but an unparalleled collection of books, art and artifacts relating to Irish history.

Enrollment in the program is limited and is open to students who have satisfactorily completed one year of full-time or part-time study at an ABA-approved or state-accredited law school and are in good academic standing. Students are responsible for securing approval, in advance, from their own law school to transfer credit and are encouraged to check with the registrar at their home institution to determine whether residency requirements are satisfied. Early application is strongly encouraged.

It is the applicants' responsibility to check with their financial aid office regarding filing requirements and processing deadlines if they are participating in the Ireland program. Generally, students must take at least 6 credits (three courses) in the summer to qualify for federal financial aid; no student is permitted to register for more than 6 credits.

Students are encouraged to live on campus during the program. Those who choose to stay off campus will be responsible for their own accommodations. Housing information is mailed to applicants upon acceptance into the program. All travel arrangements are the responsibility of the student.

Specific questions regarding the program can be directed to:

Professor William Dunlap  
Director of the Trinity Summer Program  
Quinnipiac University School of Law  
Phone: 203-582-3265  
Email: [william.dunlap@qu.edu](mailto:william.dunlap@qu.edu)

## Academic Regulations

Academic rules and regulations are subject to change by decision of the faculty at any time. The Student Conduct Code and the Honor Code are separate documents, included in the bound copy of the Academic Catalog.

### I. Requirements for Graduation

#### A. In General

To receive the JD degree, a student must meet all of the following requirements:

1. Successfully complete all required courses, the core elective requirement, the Professional Skills Requirement (for students matriculating before Fall 2016 or the Experiential Learning Requirement (for students matriculating Fall 2016 or later).
2. Receive credit for 86 credits.
3. Achieve a cumulative grade point average of 2.0.
4. Complete all requirements no sooner than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at this law school or a law school from which this school accepted transfer credit.

5. Satisfactorily complete the Advanced Writing Requirement (p.       ).

6. Complete all work for the above requirements no later than the last day of examinations of the student's final semester.

## **B. Required Courses**

### **1. Policy**

Because it is important for all lawyers to share a core of common knowledge and skills, the faculty has prescribed a set of required courses (listed elsewhere in this catalog).

### **2. Course Sequences, Variances**

Required courses must be successfully completed. They must be taken in the prescribed sequence (set forth elsewhere in this catalog) unless the student has petitioned for and been granted a variance prior to registration or prior to a change in registration. A student may, however, take a required course earlier than the prescribed semester without petitioning to do so. Authority to grant or deny such variances rests in the associate dean. Variances are granted in only the most extraordinary of circumstances. A student who has been given permission to postpone an exam in a required course must take the exam the next time the course is offered (excluding the summer term).

### **3. Successful Completion**

A student who has received a failing grade in a required course must retake the course. Upon successful completion of this course, the student will receive a grade of "Pass," but will retain the previous grade of F as well. The "Pass" will have no numerical value and will not affect the CQPA (Cumulative Quality Point Average). The F will be included in the CQPA. The purpose of the rule is to insure at least minimal competency in all required courses but not to provide opportunities to improve a grade. The writing of a paper for a course in which the student failed an examination is prohibited.

## **C. Core Electives**

In addition to Lawyers' Professional Responsibility, which remains required for all students, the upper-class curriculum consists of core electives and general electives. The core electives are: LAWS 114 Administrative Law, LAWS 205 Business Organizations, LAWS 323 Commercial Law, LAWS 311 Evidence, LAWS 305 Federal Income Tax, and LAWS 307 Trusts and Estates. General electives are all electives other than core electives.

### **1. Core Elective Requirement**

Every student must take at least four of the core electives. One of the four must be either LAWS 323 Commercial Law or LAWS 305 Federal Income Tax. Students who take both Commercial Law and Federal Income Tax will be able to use both in satisfying the requirement of four.

### **2. Sequencing and Registration Priorities**

#### **Full-Time Students**

A full-time student must complete at least three of the core electives by the end of his or her second year. Moreover, students who are registering for their second year have priority with respect to all of the core electives. Thus, a student who takes fewer than six of the core electives in his or her second year will be able to register to take the remaining core elective(s) as a third-year student only after the completion of registration by students who are registering to take core electives in their second year.

## **Part-time Students**

A part-time student must complete at least two of the core electives by the end of his or her second year, and the rest of his or her core electives in the third and/or fourth years.

After registration in the fall, the associate dean for academic affairs will determine if there are any students who have not registered for enough core electives to complete at least three (for full-time students) or two (for part-time students) by the end of their second academic year. The associate dean will send a warning letter to such students, stating they have one week to register for sufficient core electives in the spring to total the required number for the year. If they have not done so by the deadline, the associate dean will register them for the number of core electives needed to fulfill the core elective requirement. Courses will be assigned solely in the discretion of the associate dean.

The associate dean's office is available to answer questions about the requirements and registration priorities.

### **3. Advice on Course Selection**

Although only four of the core electives are required, the faculty recommends that students seriously consider taking all six, for the following reasons.

First, the faculty believes that these six courses are among the most important in the upper-class curriculum. Taking all six gives students exposure to a wide variety of legal areas and disciplines. In the past, students who have had summer jobs after their second years have often found that they were better prepared for their assignments than students from law schools with less extensive requirements.

Second, with the exception of LAWS 305 Federal Income Tax, the six courses cover some, though by no means all, of the most difficult material tested on most bar examinations. Taking all five of the other courses does not, of course, guarantee success on any bar examination, nor does taking all six guarantee success in practice. Moreover, different instructors may stress different aspects of the material and even different material in different sections of the courses. Yet students who take all six will thereby enhance their chances of passing a bar examination and will become sensitized to potential tax consequences of transactions and other activities in a wide variety of legal practice areas.

Third, all of the six courses provide foundations for other courses in the curriculum. In combination with the required first-year curriculum, they develop students' skills in statutory, administrative, and common-law reasoning. They also introduce students to many of the concepts that clients expect lawyers to understand.

Fourth, students' notions of where their interests lie often change with exposure to new material. In the past, many students who have entered the law school without definite career plans have discovered interests in areas covered in one or more of the six courses. Even students whose plans were definite at the outset have sometimes changed their minds and pursued careers in areas they discovered only when they took one of the six.

## **D. Advanced Writing Requirement**

### **1. The Requirement**

To ensure continued development of those research and writing skills stressed in the first-year Legal Skills Program, each student must write at least four papers after the first year, preferably one

each semester. At least one, the “substantial paper,” must be at least 10-15 pages in length with a non-trivial research component. The three others constitute the “short paper” requirement. A student may not begin the advanced writing requirement before completing LAWS 111 Legal Skills I and LAWS 112 Legal Skills II.

## 2. Modes of Satisfaction

A student will ordinarily submit a paper as part of the work for a substantive or clinical course. The class schedule published each semester will indicate which courses automatically satisfy either a short paper or substantial paper requirement. Most elective courses that do not automatically satisfy a paper requirement will have a limited number of places for students who wish to write a paper for that course. Procedures for signing up for a paper are published each semester after the close of the add/drop period. The paper must count for at least 25 percent of the final grade for the course.

Ordinarily a student may not satisfy two paper requirements in the same semester. An exception will be made if a student takes more than one course that automatically satisfies a paper requirement. The associate dean may waive the one-paper limitation for good cause.

A member of the Law Review, the Probate Law Journal, or the Health Law Journal may satisfy the substantial paper requirement by preparing a long note or comment that the editorial board determines is of publishable quality. A student may satisfy the substantial paper requirement by submitting an appellate brief prepared for the intramural competition used to select members for the Moot Court Board. To satisfy the paper requirement, the brief must be critiqued and approved by a faculty member, who may require additional work on the paper. The faculty member must transmit the approval to the registrar.

## 3. Full-Time Faculty

The courses designated as satisfying the advanced writing requirement shall ordinarily be limited to those taught by full-time faculty. In exceptional circumstances, the associate dean may approve the designation of a course taught by a part-time member of the faculty.

## 4. Duplicative Use

The principal part of any work prepared in satisfaction of any part of the writing requirement will be completed after the date that the topic is approved by the faculty supervisor. Any prior work on the topic, either research or writing, must be fully disclosed to the faculty supervisor prior to the approval of the topic.

## E. Limit on Out-of-Class Credits

A law student may elect a maximum of 20 out-of-class credits toward the satisfaction of the 86 semester hours required to receive the JD, consisting of up to 10 fieldwork credits and up to 10 non-classroom credits, as follows:

### 1. Fieldwork Credits

A law student shall be permitted to elect a maximum of 10 fieldwork credits during the student’s residency at the school. Fieldwork hours, as currently in the curriculum, include the following:

- a. all but 4 of the credits elected by a student taking for the first time an in-house clinic taught by a full-time faculty member (Civil Justice Clinic and Tax Clinic),

- b. all but 2 of the credits elected by a student taking Civil Justice Clinic P (LAWS 294) after taking Tax Clinic-P (LAWS 295) or vice versa, and

- c. all but 2 of the credits elected by a student taking Appellate Clinic I-Defense (LAWS 299) or other clinic that is not taught by a full-time faculty member, and

- d. all but 1 of the credits for Advanced Clinic (LAWS 611), and

- e. all but 1 of the credits for an externship.

The rules of the various state bar examiners vary in respect to the number of fieldwork credits an applicant may present. Each student is responsible for making certain that his or her curriculum conforms to the requirements of the state or states to which the student may apply.

## 2. Non-Classroom Credits

In addition to any fieldwork credits under the preceding section, a law student shall be permitted to elect a maximum of 10 non-classroom credits during the student’s residency at the school. Non-classroom credits, as currently in the curriculum, include the following: a. all credits elected for Moot Court, and b. all credits elected for Health Law Journal, Law Review or Probate Law Journal, and c. all credits elected for an Independent Research Project. The rules of the various state bar examiners vary in respect to the number of non-classroom credits an applicant may present. Each student is responsible for making certain that his or her curriculum conforms to the requirements of the state or states to which the student may apply.

## 3. The following summarizes the limits on out-of-class credits:

### Fieldwork Credits: 10 credits maximum

Externship (non-seminar work)

Advanced Clinic (non-seminar work)

All but 4 Civil Justice/Tax Clinic credits (if a student takes Civil Justice Clinic and then Tax Clinic (or vice versa), then all but 2 credits of the second clinic would be fieldwork credits)

Other clinics (non-seminar work)

### Non-Classroom Credits: 10 credits maximum

Moot Court (3-credit limit)

Independent Research Project (6-credit limit)

Journal (4-credit limit)

Credits from other parts of university

## F. Independent Research Project

The Independent Research Project permits a student to conduct a major research and writing project under the supervision of a full-time member of the Law School faculty. The paper must be at least 20 pages in length, exclusive of footnotes, per credit assigned.

A student who wishes to write an independent research paper must submit to the supervising faculty member a written proposal that demonstrates that he or she has a viable topic for research. The student must register for the course, with the approval of the faculty member, no later than the beginning of the student’s next to last semester of school. Prior to registration, the student must present to the registrar a contract

signed by the supervising faculty member. Contracts are available in the associate dean's office.

An Independent Research Project may satisfy the substantial paper component of the Advanced Writing Requirement (p. ) if the project is for either 2 or 3 credits.

The Advanced Writing Requirement provision on Duplicative Use applies to the Independent Research Project.

No student shall register for more than one Independent Research Project in any semester or session, nor more than two Independent Research Projects for all semesters or sessions at the School. No student may complete more than one Independent Research Project with any individual faculty member. A student may enroll in an Independent Research Project during the same semester or session in which the student is enrolled in a clinical program, subject to the rules regarding Limit on Non-Classroom Credits, and provided that the student is enrolled in at least one other school course with regular class meetings. Only full-time law school faculty members may supervise an Independent Research Project. The associate dean may waive any of these requirements under exceptional circumstances.

## G. Visitor and Credit-Transfer Policy

### 1. Visitor Policy

Students may by permission of the associate dean visit at another law school at any time after completing their second semester, provided that they complete at least two-thirds of their credits toward their degree at the Quinnipiac University School of Law. Such visiting status may be granted when it is determined that an exceptional change in the student's personal circumstances requires the student to relocate for the period of visiting status, or when some exceptional educational opportunity arises. Credits will be accepted for transfer only if the visiting student earns at least a C or its equivalent.

### 2. Transfer of Credits

This school will grant no more transfer credits for a course taken at another school than the number of credits granted for the course by that school. For students who transfer to this school, no credits are transferred in courses in which the student has earned a grade below C (2.0). The maximum number of credits a student can transfer from another law school is 30. For Quinnipiac students who visit at another law school, see paragraph 1 above. Credits accepted from other schools are transferred with the grade of "Pass."

### 3. Required Courses and Core Electives

Except with express written permission of the associate dean for reasons of hardship, students may not receive credit for required courses or core electives taken at other law schools. Written permission must be obtained before taking the course elsewhere.

### 4. Summer Sessions

Except with express written permission of the associate dean for reasons of hardship or sound academic reasons, students may count toward graduation no more than six credits earned in summer programs of other law schools. Written permission must be obtained before taking the course elsewhere.

## H. Courses Taken at Another University School or College

For good cause shown, the associate dean may allow a student to register and earn credit toward the JD for courses taken in another school or college of the university. Law school credit will be pass/fail only, and

given only for courses in which the student earns a grade of C (2.0) or better.

## II. Grades, Grading and Examinations

### A. Grades

The School records letter grades and attributes to those grades a quality point equivalent based upon a four-point system, as follows:

A .....	4.00
A- .....	3.67
B+ .....	3.33
B .....	3.00
B- .....	2.67
C+ .....	2.33
C .....	2.00
C- .....	1.67
D+ .....	1.33
D .....	1.00
F .....	0.0 and no credit

The school awards honors to graduates according to the following standards:

3.00 to 3.29 - cum laude

3.30 to 3.59 - magna cum laude

3.60 to 4.00 - summa cum laude

Several courses—including Civil Justice Clinic, Tax Clinic, Appellate Clinic and Externships—may be graded (at least in part) as Honors, High Pass, Pass, Low Pass, and Fail. Except for Fail, none of these grades has a numerical equivalent; hence they do not affect the student's Cumulative Quality Point Average. A Fail, however, counts as a 0.0 in calculating the CQPA. Grades for courses taken at other institutions for which credit is given shall be recorded as Pass, subject to the Transfer of Credits policy described in section I.G.2 above.

### B. Grading

#### 1. Anonymous Examinations

Except as specified hereunder, grades are based solely on written examinations that are graded anonymously. Approximately one week before examinations each semester, students must obtain from the registrar their examination number. That number must be used on all examinations in lieu of the student's name.

#### 2. Extensive Written Work

Some courses involve extensive written work. Such work and such courses need not be graded anonymously. However, written final examinations in such courses are graded anonymously.

#### 3. Clinical Courses

Clinical Courses and other courses involving extensive non-written performance need not be graded on the basis of anonymous examinations.

#### 4. Classroom Performance

The faculty believes that student performance in the classroom is an essential part of the educational process. Faculty members have the authority to evaluate such performance and to raise or lower a student's final grade by one-third of a letter grade, based on such performance. A faculty member who implements this policy must announce it to his or her class beforehand. Failure to adopt such a policy at the beginning of a semester shall not stop the faculty



member from doing so thereafter, provided the required notice is given.

## 5. Attendance and Class Preparation

Excessive student absences in a required course will lead to an administrative withdrawal from the course with a grade of F. (See section VI.A, Attendance Policy (p. ), below.)

## 6. Grade Changes

After submitting grades in a course to the Registrar's Office, a faculty member has no authority to change a grade except upon satisfying the associate dean that the change is due to mathematical or other clerical error or egregious substantive error. No change requested by a student shall be approved unless the student has sought review from the instructor within three weeks after the posting of the grade, or within three weeks of the beginning of the semester immediately following, whichever is later. In no event shall a grade change be made after the last day of the semester next following the semester or session in which the examination was administered.

## 7. Grades of Incomplete

A student who is given a grade of Incomplete in a course, and has not completed all course requirements by the end of the semester following that in which the Incomplete was given, shall automatically have the Incomplete converted to an F. Exceptions to this rule will be made only in cases of extreme hardship (such as extended illness), on proof of same satisfactory to the associate dean.

## 8. Grading Guidelines

The recommended median grade in required courses (Contracts, Torts, Civil Procedure, Criminal Law, Constitutional Law, Property, and Legal Skills I & II) is C+ or B-. The recommended median grade in core electives (Tax, Business Organizations, Evidence, Administrative Law, Commercial Law, and Trusts and Estates) and in Lawyers' Professional Responsibility is B- or B. Faculty may deviate from these recommended medians after consulting with the associate dean. There are no recommended medians for other courses.

## C. Examinations

### 1. Honor Code

The following honor code pledge will be attached to every examination, take-home and in-class. Students must sign the pledge prior to taking the examination.

#### HONOR CODE PLEDGE

*"On my honor, I pledge that I will follow the Honor Code regarding this examination. Specifically, I pledge that I have not given or received, and will not give or receive, prohibited assistance on this examination, and that I will neither work on nor retain this examination after the time allotted has elapsed. I understand that it is my duty to report any conduct that I know constitutes a violation of the Honor Code."*

Signature (please use examination number, not your name):

Date:

Course:

Professor:

## 2. When Taken; Excuses

(a) Examinations must be taken at the time and place specified unless the student is excused by the associate dean on account of illness or for other sufficient reason. Where possible, the student shall secure the associate dean's written permission prior to the date of the examination. **To preserve anonymity, the student must not notify the instructor.** In the event of an emergency that makes prior written approval impractical, the student shall notify the associate dean as soon as possible of his or her inability to take the examination at the scheduled time.

(b) A student who becomes ill during an examination and is unable to complete the examination may, in the discretion of the associate dean, be permitted to take the examination in the same course the next time it is offered, provided the student has notified the associate dean or his delegate before the end of the examination.

(c) A student who has three or more examinations within a 24-hour period may, with the permission of the associate dean, postpone one of the exams until later in the examination period.

## 3. Rescheduling of Examinations

If the associate dean has excused a student from taking an examination at the scheduled time, the associate dean may, with the concurrence of the instructor, allow the student to take the same examination at a later time. In no event may a student take an examination prior to the scheduled time. Rescheduled exams cannot be typed.

## 4. Deferred Examinations

If the associate dean has excused a student from taking an examination, but the student has not been permitted to take the same examination at a later time under the preceding section, the student will be permitted to take a different examination at a time and place to be determined by the instructor, but in no event later than the end of the examination period in the semester in which the course is next offered.

## 5. Reexaminations

The school does not permit reexaminations.

## D. Class Ranking Policy

### 1. In general

- 1L Students: Students who attempted the full-time course load of 30 credits during the academic year are ranked together as full-time students. Students who attempted fewer than 30 credits are ranked together as part-time students.
- 2L Students: Full-time and part-time are ranked together in one 2L ranking.
- 3L and 4L Students: Full-time and part-time are ranked together in one 3L/4L ranking.

### 2. For determining eligibility for law journals

- Selection of candidates for the Law Review, Probate, and Health Law Journals will take place twice a year, after the fall and the spring semesters. The eligible pool of students shall include those students who at the selection point have attained at least 23 credits as of the conclusion of the immediately preceding semester.
- At each selection point:
- Students in the top 7% of the eligible pool of students will be invited to walk on to the journal of their choice.

- Students in the next 8% of the eligible pool of students will be invited to walk on to their choice of either the Health Law Journal or the Probate Law Journal.
- Students in the top 50% of the eligible pool of students will be eligible to be selected to join the Law Review through the write-on competition.
- Any student in the eligible pool of students who has attained a cumulative GPA of 2.0 or higher at the selection point will be eligible to be selected to join the Health Law Journal or the Probate Law Journal through the write-on competition. However, to be selected to join either of these journals, a student who is not in the top 50% of the eligible pool of students shall be required to meet a heightened standard in the write-on competition.

### III. Course Loads

#### A. Full-Time Distinguished from Part-Time

##### 1. Fall and Spring Semesters

A full-time student for American Bar Association purposes is one who enrolls in at least 13 credits per semester. The normal course load for full-time students, however, is 13-15 credits. A part-time student is one who enrolls in 8-12 credits per semester. Written permission of the associate dean is required to deviate from these norms.

##### 2. Summer Session

No student may register for more than eight credits in a Quinnipiac summer session. A part-time student (one who is employed for more than 20 hours per week) may not register for more than 6 credits in a summer session. (See sections I.G.3 and I.G.4 above regarding summer credits taken at other institutions.)

#### B. Transfer between Day and Evening Programs

Evening students may take day courses, and full-time day students may take evening courses only on a space-available basis.

#### C. Outside Employment

A full-time student must devote substantially all of his or her working hours to the study of law. For purposes of this rule, a full-time student is one who is enrolled for 13 or more credits. A student may not work in excess of 20 hours per week while attending school on a full-time basis. This restriction applies during the summer in the same manner as during the normal year if the student is enrolled for a summer session.

#### D. Maximum Number of Credits per Semester

Pursuant to ABA requirements, a student may enroll for no more than 17 credits in a semester and no more than 8 credits in a summer session. The law school has no authority to waive this rule.

### IV. Continuance in Residence; Review for Academic Deficiency

#### A. Academic Deficiency; Minimum CQPA

##### 1. Generally

Each student will be reviewed for academic deficiency at the end of every academic year. A student must maintain a minimum overall Cumulative Quality Point Average (CQPA) of 1.80 at the end of a year in which the student has attempted 17 or more credits, 1.90 at the end of a year in which the student has attempted 36 or more credits, and 2.00 at the end of a year and every year thereafter in which the student has attempted 54 or more credits.

##### 2. Transfer Students

A student who transfers here from another law school must maintain a 1.9 CQPA in all courses taken here by the end of his or

her second semester here (excluding summer school), and a 2.0 by the end of the second year and every year thereafter.

##### 3. Discounting of Course with Most Detrimental Grade

If a student has not maintained the appropriate minimum CQPA, a second calculation will be performed. Removing from consideration the student's most detrimental grade, the student must have attained a 2.2 average in all remaining courses. The most detrimental grade is the one that most adversely affects the student's CQPA. This procedure of discounting the most detrimental grade will be repeated each semester, if necessary, so long as the student maintains a 2.2 CQPA in all other courses from the time he or she entered law school.

#### B. Dismissal

Any student falling below the required minimum CQPA will be dismissed automatically.

1. If the student has completed only two part-time or full-time semesters, the dismissal is final and there is no right of petition or appeal.

2. If the student has completed three or more semesters, the dismissal is final, with no right of petition or appeal, unless the student is within .05 of the minimum CQPA required to remain in residence. A student who is within .05 of the minimum CQPA may appeal the dismissal to the Academic Status Committee. The appeal should be addressed to the chair of the Academic Status Committee, in care of the associate dean, and must be postmarked no later than 14 days after receipt of a letter from the associate dean notifying the student of his or her dismissal. If the student files an appeal, the dismissal will not become final until the committee has reviewed the case and denied the appeal. A student may apply for a leave of absence during the semester in which an appeal is pending before the committee. (See IV.C.) A student is allowed only one such appeal during the student's entire time at the school. If the committee grants the appeal and allows the student to remain in residence, the student will be reviewed at the end of the academic year and must have brought the CQPA up to the minimum required to remain in residence as of the later semester.

3. A student who has been academically dismissed after the second year or later may petition the Academic Status Committee for reinstatement. The committee may reinstate a student upon an affirmative showing that the student possesses the requisite ability, that there is a high probability that the student will successfully complete the course of study, and that the prior disqualification does not indicate a lack of capacity to complete the course of study. A student reinstated under this rule will lose all credit for the academic year in which the CQPA fell below the required level. The committee may impose such conditions as it deems appropriate. The decisions of the committee are final and not subject to appeal to the faculty as a whole.

4. No course, including summer courses, taken after a semester in which a student was dismissed automatically may count toward the student's CQPA. Even if the later course were to bring the CQPA above the average required to remain in residence, the student will be dismissed from the school and withdrawn from the later course(s) with a 100% tuition refund.

### C. Leaves of Absence

Leaves of absence will be granted liberally by the associate dean to students who believe that they have problems that might interfere with academic performance.

## V. Withdrawal from a Course

### A. Written Permission of Associate Dean; When Required

A student may withdraw from a course only with the prior written permission of the associate dean in the following circumstances:

1. Withdrawal is from a required course, or
2. Withdrawal from the course would reduce the student's course load below the minimum required (see section III, Course Loads, above), or
3. Withdrawal is from a course in which the student missed more than 20% of the class hours scheduled in the course.

### B. Instructor's Permission; When Required

A student may withdraw from a course only with the permission of the instructor in the following circumstances:

1. In a course in which students are assigned substantial presentations, a student may withdraw within two weeks of his or her assigned presentation only with the written permission of both the instructor and the associate dean.
2. In a clinical course, after the third week of the course a student may withdraw only with the permission of the instructor.
3. Externships

### C. Withdrawal as of Right

In all other circumstances a student is entitled to withdraw from a course at any time during the first week of classes by using Student Planning. After the first week, a student must email the registrar. A student who has not followed this procedure has not withdrawn from a course.

## VI. Attendance, Preparation, and Participation Policy

### A. Statement of Law School Policy

The faculty believes that class attendance, preparation, and participation are critical elements of the educational process.

### B. General Attendance Requirement

An instructor may withdraw a student who misses 20% of the class hours in any course. A student so withdrawn from a required course will also receive a grade of F in that course. For purposes of this rule, the term "required course" does not include the courses listed as core electives in Rule I.C. In making the decision to withdraw a student, the instructor may consider such factors as the number of absences and the legitimacy of the reasons for them. In calculating the number of absences, an instructor may not take into account absences from classes held at times other than in the published course schedule. The instructor may deem the failure to sign an attendance sheet as conclusive evidence of a student's absence if the instructor has notified students of this policy in writing no later than the first class.

### C. Additional Rules for Clinical Courses

Students who are enrolled in clinics must appear personally on the first day of the semester or as may be required by the clinic faculty. Absences from clinic courses will be permitted only for illness and pressing personal matters (bereavement, illness in the family, placement interviews, legal matters, inter-law school competitions), and such

absences must be made up. The faculty member supervising the clinic shall have the discretion to decide whether the circumstances justify an absence and when the absence shall be made up.

### D. Notice

An instructor who withdraws a student shall notify the associate dean of the withdrawal no later than one week after the last class. The associate dean shall notify the student.

### E. Constructive Absences

An instructor may mark absent a student who is inadequately prepared for class or refuses to participate when required to do so, whether or not the instructor requires the student to leave the classroom. The instructor must immediately advise the student that he or she has been marked absent.

### F. Petitions

1. A student withdrawn from a course may petition the Academic Status Committee for reinstatement. If a student files such a petition, the withdrawal will not become final until the committee has reviewed the case and denied the petition. Attendance, preparation and participation requirements will remain in effect during the pendency of the petition. The committee may reinstate a student in the course if, after giving appropriate deference to the instructor's determination, the committee finds that the instructor's decision was not reasonable. In making its determination, the committee may consider any additional failures by the student in complying with the attendance, preparation, and participation requirements that occur after the initial withdrawal and while the appeal is pending. In the event that the committee decides to grant the petition, it may impose such conditions upon reinstatement as it deems appropriate.

Upon request by the losing party, the committee shall issue a written statement explaining the basis for its ruling.

2. The committee's decision is final. Neither party may appeal the decision to the faculty. The committee may refer any matter to the faculty for review.

## VII. Good Standing

To be in good standing a student must have the minimum CQPA required under section IV.A.1 above and be current in his or her financial obligations to the law school.

# Refund Policy

## Refund Policy

A student may withdraw from one or more courses during the add/drop period by doing so on Student Planning. After the add/drop period, a student must obtain and file a drop form at the associate dean and Registrar's Office. A student who wishes to withdraw completely from the School of Law must submit a statement to that effect to the associate dean.

Refunds are based on Quinnipiac University Policy and the return of unearned Title IV funds as required by the U.S. Department of Education.

For purposes of clarification and for reference, the policies described below have been categorized into two groups:

1. Quinnipiac University Policy

## 2. Return of Unearned Title IV Funds – Federal Policy

Federal guidelines require that any unearned Title IV funds be returned to the program(s) that provided the aid. The required order of returning refunds is as follows: Title IV, HEA programs, other federal and state programs, university grants, private or institutional financial assistance and finally to the student. Examples of refund calculations are available upon request.

## Quinnipiac University School of Law Refund Policy

The policy described below gives consideration to two groups:

1. prior to the start of classes and
2. after the start of classes

### Refund Policies, Prior to the Start of Classes

A new incoming student who has rendered either of the \$200 or \$600 tuition deposits and then withdraws from the university will forfeit the deposits. In all instances noted above, any balance on the account, less financial aid, will be refunded.

### Refund Policies, After the Start of Classes

Law students who withdraw from any of their classes after the published "Last Day for Late Registration/Schedule Changes" will not be entitled to any adjustment of their charges for tuition and fees.

Students who affect a complete withdrawal or leave of absence from the university, regardless of the reason, including medical, will be granted a pro-rata refund of tuition and fees, less an administrative fee of \$100. Late fees are non-refundable either in total or pro-rata. The prorata refunds will be computed on the following basis:

#### Fall and Spring Terms:

Withdrawal first week 80%  
 Withdrawal second week 60%  
 Withdrawal third week 40%  
 Withdrawal fourth week 20%  
 Withdrawal after fourth week 0%

#### Summer Term:

Withdrawal first week 80%  
 Withdrawal second week 50%  
 Withdrawal third week 30%  
 Withdrawal fourth week 0%

The date of withdrawal for purposes of calculating the refund is the date on which the student makes written notice to the associate dean's office for withdrawal. No retroactive withdrawals are permitted for refund purposes. The refund schedule listed above is applied regardless of the reason for withdrawal, including medical reasons.

#### Dismissals and Suspensions

A student who is either dismissed or suspended by the university for any reason during either academic semester will receive a refund based on the applicable refund percentage in effect at the time of the student's dismissal or suspension (first four weeks). After the fourth academic week, the refund policy as stated above will be applied. In addition, a student who is dismissed or suspended will be charged all administrative fees and board fees as prescribed.

#### Payment Plan

Students using the university's payment plan who withdraw during the refund period (first four weeks) should note that their forfeiture will be computed on the full amount charged regarding tuition and fees, and not on the amount remitted via the payment plan. In addition, the \$75 service charge for using the payment plan will also be included in the list of charges. After the fourth week, the balance due under the payment plan will be due and payable on the date of withdrawal.

## Return of Title IV Funds

In addition to the university's refund policy that prorates tuition charges during the first four weeks of the semester, the university is obliged to return to the federal government that portion of federal aid that is unearned. An award of Title IV funds is based on a payment period or term.

Please note: It is important to understand that if your withdrawal date is on or before the completion of 60 percent of the semester, "unearned aid" will result. If you have received a refund as a result of aid applied to your account prior to your withdrawal date, you will have a balance due the university on your student account.

A withdrawal requires the university to calculate the unearned portion of aid awarded as of the student's official withdrawal date.

The university must determine the following:

1. The official date of withdrawal. A student must formally withdraw or request a leave of absence, in writing, to the associate dean of the law school. The date of withdrawal must be documented.
2. The payment period, term identified.
3. The aid that has been disbursed or could have been disbursed.
4. The percentage of federal aid earned by the student as of the withdrawal date.
5. The percentage of Title IV aid that has not been earned by the student.

The percentage of a payment period completed is determined by dividing the number of calendar days in the payment period into the number of calendar days completed as of the withdrawal date.

The university will notify the student if the student is eligible for a post withdrawal disbursement.

1. The offer, (if eligible) of post withdrawal disbursement, will be made in writing within 30 days of the withdrawal date.
2. The student must respond within 14 days of the notification.
3. The university will disburse funds within 90 days of the date of withdrawal.
4. If the student does not respond, no portion of the late disbursement that is not credited to the student's account will be disbursed.
5. The student will be notified electronically or in writing of the outcome of the late disbursement.

The total amount of unearned assistance to be returned is the lesser of (a) the total amount disbursed minus the total amount earned or (b) the institutional charges time the percentage of aid unearned. The student is responsible for returning the remainder of unearned aid that is calculated by taking the total of unearned aid and subtracting the amount the university is required to return.

The student retains Title IV eligibility for 45 days during which the student must:

1. Repay in full.
2. Make satisfactory arrangements to repay the university.
3. Make satisfactory arrangements to repay the U.S. Department of Education.

The university is required to report all overpayments to NSLDS and must report within 30 days after:

1. The student takes timely action on the options offered.
2. The student fails to repay the overpayment or sign an agreement with the university within a 45-day period.
3. The student fails to meet the terms of the agreement signed with the school.

Title IV funds must be returned in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Direct Plus Loans
4. Other Title IV assistance

## School of Medicine

For information concerning the course of study and admission to the Frank H. Netter MD School of Medicine, see the School of Medicine (p. 255) page or contact the Office of Admissions at 203-582-7766. Interested students also can visit the Quinnipiac Frank H. Netter MD School of Medicine (<http://www.nettersom.qu.edu>) webpage.

## School of Nursing

### Center for Medicine, Nursing and Health Sciences

North Haven Campus

#### Administrative Officers

Title	Name	Phone	Email
Dean	Lisa O'Connor	203-582-8549	<a href="mailto:lisa.o'connor@qu.edu">lisa.o'connor@qu.edu</a> ( <a href="mailto:lisa.oconnor@qu.edu">lisa.oconnor@qu.edu</a> )
Associate Dean	TBD		
Assistant Dean, Student Services	Debra Fisher	203-582-7341	<a href="mailto:debra.fisher@qu.edu">debra.fisher@qu.edu</a>
Business Service Manager	Patricia Gettings	203-582-6497	<a href="mailto:patricia.gettings@qu.edu">patricia.gettings@qu.edu</a>

#### Programs

Program	Name	Phone	Email
Chair - Graduate Programs	Laima Karosas	203-582-5366	<a href="mailto:laima.karosas@qu.edu">laima.karosas@qu.edu</a>
Director - Nurse Practitioner Programs	Susan D'Agostino	203-582-8882	<a href="mailto:susan.d'agostino@qu.edu">susan.d'agostino@qu.edu</a> ( <a href="mailto:susan.dagostino@qu.edu">susan.dagostino@qu.edu</a> )
Director - Nurse Anesthesia Programs	Karita Kack	203-582-7969	<a href="mailto:karita.kack@qu.edu">karita.kack@qu.edu</a>
Assistant Director - Nurse Anesthesia Programs	TBD	203-582-8875	

Director - Online Nursing Programs	Nicholas Nicholson	203-582-6542	<a href="mailto:nicholas.nicholson@qu.edu">nicholas.nicholson@qu.edu</a>
Director of Simulation	Liana Kappus	203-582-7924	<a href="mailto:liana.kappus@qu.edu">liana.kappus@qu.edu</a>

Nursing is a profession based on science, a culture of compassion, commitment to best practices, and connection to individuals. The practice of nursing is research-based, goal-directed, creative and concerned with the health and dignity of the whole person. The art of delivering quality nursing care depends upon the successful mastery and application of intellectually rigorous nursing knowledge

## Mission Statement

To provide leadership in nursing and health care through innovative undergraduate and graduate education that embraces holism, interprofessionalism and inclusivity.

## Vision

To prepare transformational leaders in health care.

## Values

School of Nursing values include:

- diversity of ideas, persons and cultures
- supportive learning environments
- scholarly undertakings to advance education and practice
- ethical conduct in personal and professional arenas
- holistic nursing across the spectrum of health care
- interprofessional education and collaboration
- innovative learning methodologies
- systematic assessment and evaluation
- lifelong learning

### *Transforming health care . . . one student at a time*

- Master of Science in Nursing (p. 368)
  - Post-bachelor's study
    - Operational Leadership (p. 369)
    - RN to MSN Completion program (p. 370)
- Doctor of Nursing Practice (p. 358)
  - Post-bachelor's study
    - Adult-Gerontology Nurse Practitioner (p. 360)
    - Family Nurse Practitioner (p. 362)
    - Nurse Anesthesia (p. 363)
  - Post-master's study
    - Care of Populations (p. 365)
    - Nursing Leadership (p. 366)

## Doctor of Nursing Practice (DNP)

Program Contact: Laima Karosas ([Laima.Karosas@quinnipiac.edu](mailto:Laima.Karosas@quinnipiac.edu))  
203-582-5366

The DNP program aims to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings.



## Post-Bachelor's Program

Students who are registered nurses and have a bachelor's degree may pursue doctoral training as an advanced practice nurse in one of three specialty areas as an advanced practice registered nurse:

1. Adult-Gerontology Nurse Practitioner (p. 360)
2. Family Nurse Practitioner (p. 362)
3. Nurse Anesthesia (p. 363)

Full-time students enrolled in the Adult-Gerontology or Family Nurse Practitioner tracks can complete the degree requirements for a Doctor of Nursing Practice in three years, with a two-day-per-week schedule. Students who are new to nursing or those who wish to begin their education at a more relaxed pace can choose a four-year option, which allows for part-time study during the first two years. This option may allow for full-time work in the first two years of the program and part-time work in the final two years. Students in all three tracks are prepared to take the appropriate certification exam (Primary Care Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner or Certified Registered Nurse Anesthetist).

All students in the Post-Bachelor's Nurse Anesthesia track are full time and complete the degree in three years. Clinical experience is graduated throughout the program, beginning with part time hours and ending with full time hours plus a call rotation.

## Post-Master's Program

For students with a master's degree in nursing or a related field, the post-master's doctoral option offers an opportunity to advance career goals more rapidly in two years in one of two online tracks:

1. Care of Populations (p. 365)
2. Nursing Leadership (p. 366)

Students in the Care of Populations track focus on public health and health care system analysis, which is useful for systematic chronic disease management and health care services design. Students in the Nursing Leadership track may come with or without past experiences in management. The courses prepare students for leadership responsibilities and roles across the health care field.

## Program Outcomes

The objectives of the DNP program are designed to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

1. Demonstrate clinical reasoning through an understanding of science and evidence-based practice.
2. Design, implement and evaluate quality improvement initiatives across the systems in which health care is delivered.
3. Analyze and critique the available evidence for best practices in health care.
4. Apply technology and information fluency to conduct practice inquiry.
5. Advocate for rational health policies to improve patient care and enhance effective use of resources.
6. Demonstrate leadership through inter-professional collaboration to improve patient and population health outcomes.
7. Direct health promotion and disease prevention efforts to improve patient and population health outcomes.

8. Provide competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

## Doctor of Nursing Practice programs

### Post-bachelor's study

- Adult-Gerontology Nurse Practitioner (p. 360)
- Family Nurse Practitioner (p. 362)
- Nurse Anesthesia (p. 363)

### Post-master's study

- Care of Populations (p. 365)
- Nursing Leadership (p. 366)

## Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field.

Applicants to the Nurse Anesthesia program must be registered nurses with two years of recent (within the past five years) critical care experience.

An undergraduate cumulative GPA of 3.0 or better is required.

Additionally applicants to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations;
  - b. a nursing experience that has influenced or shaped your practice;
  - c. a health care problem that interests you for potential doctoral study.
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
6. Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program (for post-master's DNP applicants only).

Candidates applying for full-time admission for the fall term must submit a completed application by May 1 for the DNP programs, July 1 for the Post-MSN programs or October 15 for the Post-Bachelor's Nurse Anesthesia program. Candidates may be on a wait list for the fall in the event a space becomes available. However, acceptances are not deferred to the following fall and wait listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start

of classes. Acceptances are conditional until satisfactory completion of both.

## Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs. The Nurse Anesthetist tracks may accept transfer credit only for the graduate nursing core courses.

When all application materials are received, an interview with the graduate nursing program director and/or member of the faculty will be arranged for eligible candidates.

## DNP Project

Upon admission, students are assigned an adviser, who meets with them for academic and scholarly advising over the course of the program. All students in the DNP program engage in scholarly inquiry through a variety of projects in core and specialty courses and in the DNP Project. The DNP Project is conducted in NUR 610DE/NUR 610PBL and NUR 612DE/NUR 612PBL and, based on the AACN's The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, it:

- focuses on a change that impacts health care outcomes either through direct or indirect care
- has a systems or population/aggregate focus
- demonstrates implementation in the appropriate arena or area of practice
- includes a plan for sustainability
- includes an evaluation of processes and/or outcomes
- provides a foundation for future practice scholarship

The DNP project is evaluated by the DNP project team, which consists of the faculty teaching in the two courses as well as the student's liaison and the practice site. In addition, students maintain an electronic portfolio where they place their final papers from NUR 610 and 612 and a crosswalk table. The crosswalk table summarizes key assignments that demonstrate how each student achieved the program outcomes. The electronic portfolio is discussed at advisement meetings and the crosswalk table is graded pass/fail by the student's adviser.

## Post-Bachelor's DNP: Adult-Gerontology Nurse Practitioner

Program Contact: Susan D'Agostino  
(Susan.DAgostino@qu.edu) 203-582-8882

The Adult-Gerontology Nurse Practitioner program prepares qualified professional nurses to practice at an advanced level in primary care settings. The curriculum follows the standards set by the National Organization of Nurse Practitioner Faculties, the American Nurses Association, and the American Association of Colleges of Nursing. It provides 720 hours of precepted practice, thereby enabling graduates to diagnose and manage most common illnesses, and to assume the responsibilities commensurate with prescriptive authority and

advanced nursing practice. Working independently and collaboratively with nurse practitioners and other members of the health care team, graduates are prepared to provide high-quality, cost-effective and holistic primary care across the lifespan of adults. A total of 80 hours of interprofessional education are required across the program resulting in interprofessional distinction listed on the transcript. The remaining 240 hours of fieldwork are part of the DNP Project in which students complete a quality improvement project. Graduates are eligible to take a national examination for certification as adult gerontology nurse practitioners.

## Course Listing

### DNP: Adult-Gerontology Nurse Practitioner Program (68 credits)

Code	Title	Credits
NUR 514	Epidemiology and Population Health	3
NUR 516	Health Policy and Organizational Systems	2
NUR 520	Advanced Health Assessment	3
NUR 520L	Advanced Health Assessment Lab	2
NUR 522	Advanced Pathophysiology	3
NUR 524	Principles of ECG Interpretation	1
NUR 528	Principles of Radiography	2
NUR 530	Advanced Pharmacology	3
NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 630	Advanced Holistic Diagnosis	3
NUR 630L	Advanced Holistic Diagnosis Lab	2
NUR 631	Introduction to Clinical Practicum and Seminar	1
NUR 632	Health Promotion and Advocacy	3
NUR 633	Clinical Simulation	1
NUR 634	Reproductive Health Problems in Primary Care	3
NUR 636	Common Problems in Primary Care	3
NUR 637	Clinical Fellowship	4
NUR 638	Laboratory Diagnosis	2
NUR 640	Special Topics in Adult and Geriatric Psychopharmacology	1
NUR 641	Adult Health Practicum and Seminar I	3
NUR 642	Complex Problems in Primary Care	3
NUR 643	Adult Health Practicum and Seminar II	3

NUR 647	Adult Health Practicum and Seminar IV	3
Total Credits		65

#### Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

## Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations
  - b. a nursing experience that has influenced or shaped your practice
  - c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a wait list for the fall in the event a space becomes available. However, acceptances are not deferred and wait listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

## Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA

of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

## Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.

2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 90).

## Post-Bachelor's DNP: Family Nurse Practitioner

Program Contact: Susan D'Agostino  
(Susan.DAgostino@qu.edu) 203-582-8882

The Family Nurse Practitioner program prepares qualified professional nurses to practice at an advanced level in primary care settings. The curriculum follows the standards set by the National Organization of Nurse Practitioner Faculties, the American Nurses Association, and the American Association of Colleges of Nursing. It provides 720 hours of precepted practice, thereby enabling graduates to diagnose and manage most common illnesses, and to assume the responsibilities commensurate with prescriptive authority and advanced nursing practice. Working independently and collaboratively with nurse practitioners and other members of the health care team, program graduates are prepared to provide high-quality, cost-effective and holistic primary care across the lifespan. A total of 80 hours of interprofessional education are required across the program resulting in interprofessional distinction listed on the transcript. The remaining 240 hours of fieldwork are part of the DNP project in which students complete a quality improvement project. Graduates are eligible to take a national examination for certification as family nurse practitioners.

## Course Listing

### DNP: Family Nurse Practitioner Program (75 credits)

Code	Title	Credits
NUR 514	Epidemiology and Population Health	3
NUR 516	Health Policy and Organizational Systems	2
NUR 520L	Advanced Health Assessment Lab	2
NUR 520	Advanced Health Assessment	3
NUR 522	Advanced Pathophysiology	3
NUR 524	Principles of ECG Interpretation	1
NUR 528	Principles of Radiography	2
NUR 530	Advanced Pharmacology	3
NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 630	Advanced Holistic Diagnosis	3
NUR 630L	Advanced Holistic Diagnosis Lab	2
NUR 631	Introduction to Clinical Practicum and Seminar	1
NUR 632	Health Promotion and Advocacy	3

NUR 633	Clinical Simulation	1
NUR 634	Reproductive Health Problems in Primary Care	3
NUR 636	Common Problems in Primary Care	3
NUR 637	Clinical Fellowship	4
NUR 638	Laboratory Diagnosis	2
NUR 642	Complex Problems in Primary Care	3
NUR 650	Special Topics in Family Psychopharmacology	1
NUR 651	Family Health Practicum and Seminar I	3
NUR 652	Primary Care of the Child and Family I	3
NUR 653	Family Health Practicum and Seminar II	3
NUR 654	Primary Care of the Child and Family II	3
NUR 656	Pediatric Assessment	1
NUR 657	Family Health Practicum and Seminar IV	3
Total Credits		72

#### Curriculum Note:

The semester by semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

## Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations
  - b. a nursing experience that has influenced or shaped your practice
  - c. a health care problem that interests you
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a wait list for the Fall in the event a space becomes available. However, acceptances are not deferred and wait listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.



All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

## Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an

unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

## Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 90).

## Post-Bachelor's DNP: Nurse Anesthesia

Program Contact: Karita Kack (Karita.Kack@qu.edu) 203-582-7969

The curriculum of the Nurse Anesthesia program offers entry-level post-bachelor's to DNP and post-master's CRNA to DNP degree options. The curricula and policies were developed in accordance with The Essentials of Doctoral Education for Advanced Nursing Practice (AACN) and the Standards for Accreditation of Nurse Anesthesia Educational Programs (COA). Core DNP courses taught by experienced nursing faculty and members of the Department of Biomedical Sciences and Health Sciences will be shared collaboratively with the other advanced practice DNP candidates. Nurse anesthesia students receive a strong science foundation as well as course content including patient safety and human factors as outlined in the standards.

The program's goal—to develop knowledgeable, caring and compassionate nurse anesthetists who are committed to excellence in health care, preserving the dignity and rights of patients and advancing the profession—is congruent with the Quinnipiac University mission statement. The nurse anesthesia specialty is organized within the context of the DNP program in the School of Nursing. The DNP program builds on the generalist preparation of the bachelor's-prepared nurse in the entrance-level DNP and the post-master's level for the CRNA. The DNP prepares leaders in advanced practice roles who can synthesize knowledge from nursing and relevant fields of study as a basis for practice. The graduate curriculum provides both didactic and clinical experiences that facilitate critical thinking skills so that graduates are able to provide quality, cost-effective health services to individual clients, families and communities.

## Course Listing

### Post-Bachelor's to DNP: Nurse Anesthesia Program (80 credits)

Code	Title	Credits
BMS 518	Pathophysiology	3



NUR 514	Epidemiology and Population Health	3
NUR 516	Health Policy and Organizational Systems	2
NUR 517	Anatomy for the Nurse Anesthetist	2
NUR 517L	Anatomy for the Nurse Anesthetist Lab	1
NUR 520	Advanced Health Assessment	3
NUR 520L	Advanced Health Assessment Lab	2
NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 670	Basic Principles of Anesthesia II	3
NUR 670L	Basic Principles of Anesthesia II Lab	2
NUR 671	Clinical Practicum I	1
NUR 672	Advanced Pharmacology II	3
NUR 673	Clinical Practicum II	1
NUR 675	Clinical Practicum III	1
NUR 674	Professional Aspects of Nurse Anesthesia Practice I	1
NUR 676	Professional Aspects of Nurse Anesthesia Practice II	1
NUR 677	Clinical Practicum IV	2
NUR 678	Professional Aspects of Nurse Anesthesia Practice III	1
NUR 679	Clinical Practicum V	2
NUR 680	Physics, Chemistry, Equipment and Technology for Nurse Anesthetists	4
NUR 681	Clinical Practicum VI	2
NUR 682	Advanced Principles of Anesthesia I	3
NUR 683	Clinical Practicum VII	2
NUR 684	Advanced Principles of Anesthesia II	3
NUR 686	Advanced Principles of Anesthesia III	3
NUR 688	Human Factors and Patient Safety	3
NUR 690	Advanced Principles of Anesthesia IV	2
NUR 695	Anesthesia Seminar I	2
NUR 696	Advanced Pharmacology and Basic Principles of Anesthesia I	4
NUR 697	Anesthesia Seminar II	2
NUR 698	Human Physiology Seminar	1
PY 501	Human Physiology	4
Total Credits		80

Prerequisites for entrance: undergraduate anatomy and physiology with labs (8 credits); chemistry: inorganic and organic (8 credits); microbiology (3–4 credits); pharmacology (3–4 credits); and statistics (3 credits).

Clinical practicum—5 semesters—approximate hours: 2,000.

#### Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

## Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. Applicants to the Nurse Anesthesia program must be registered nurses with two years of recent (within the past five years) critical care experience.

An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations
  - b. a nursing experience that has influenced or shaped your practice
  - c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability. Nurse Anesthesia candidates can see the requirements on the website (<http://www.quinnipiac.edu/CRNA>).
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
6. Core sciences courses required: Anatomy, Physiology, Chemistry (two semesters total, of which one should be a general/inorganic chemistry), Statistics, Microbiology and Pharmacology. Core science courses must have been completed within the past 10 years. Refresher courses in Anatomy and Physiology (one semester) and Chemistry (one semester) must be taken for course work greater than 10 years old in these subjects.

Candidates applying for full-time admission must submit a completed application by October 15 for the Post-Bachelor's Nurse Anesthesia program. Candidates may be placed on a wait list in the event a space becomes available. However, acceptances are not deferred and wait-listed candidates need to reapply for the following year. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of

classes. Acceptances will be conditional until satisfactory completion of both.

## Nurse Anesthesia Progression Requirements

In all of the **nurse anesthesia courses** (NUR 517/NUR 517L, PY 501, NUR 696, NUR 670, NUR 672, NUR 674, NUR 680, BMS 518, NUR 676, NUR 682, NUR 684, NUR 688, NUR 686, NUR 690, NUR 678, NUR 694, NUR 698) a minimum grade of B (83) in *each nurse anesthesia course independent of cumulative GPA* is required to progress in the program. If a student earns a grade below a B (83) in *one nurse anesthesia course*, but has a semester GPA of at least 3.0, the student will be placed on academic probation and will be required to retake the course when it is offered again at Quinnipiac University. Any grade below a C (73-76) in a nurse anesthesia course will result in dismissal from the nurse anesthesia program without probation and without the opportunity to repeat the deficient course.

Since nurse anesthesia courses are in sequence and no course may be taken ahead of any of its prerequisites, a student with a grade below a B (83) in an anesthesia course will not be allowed to 1) take any nurse anesthesia courses for which the deficient course is a prerequisite and 2) participate in the clinical practicum until the deficient course is successfully completed with a minimum grade of B (83). Thus the student will be placed in another student cohort and the student's program completion date will be delayed.

Only one period of probation is permitted. The student must achieve a minimum grade of B (83) in all subsequent courses, health assessments, and practicums. Failure to meet this requirement will result in dismissal from the program without option to repeat or continue.

A student who earns unsatisfactory grades (grade of less than B) in two or more nursing courses in any semester is not eligible for probation and will be dismissed from the program. Any student who does not earn the required minimum 3.0 semester GPA will be dismissed from the program.

If student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, the student may appeal the sanction of probation or dismissal by following the procedure to appeal a final grade that is stated in the Quinnipiac University Catalog. Only final grades can be appealed. If the grade appeal process results in a recalculated grade of B (83) or higher and the student does not have any other academic deficiencies, then the sanction of probation or dismissal is removed and the student may continue to progress in the program in the semester following the conclusion of the grade appeal process.

If a dismissed student believes there are errors in the facts considered by the nurse anesthesia program or extenuating circumstances, the student may appeal the dismissal according to policies in the Quinnipiac University Catalog.

## Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 90).

## Post-Master's DNP: Care of Populations

Program Contact: Nicholas (Laima.Karosas@quinnipiac.edu) Nicholson (Nicholas.Nicholson@qu.edu) 203-582-6542

The Post-Master's Care of Population program is for master's prepared nurses who want to further develop population health management skills. In addition to the DNP core classes, a select group of classes explore health care systems, organizational dynamics, and population-focused inquiry. 480 hours of field experience related to the student's interest enhance learning.

## Course Listing

### Post-Master's DNP: Care of Populations Program (31 credits)

Code	Title	Credits
HM 600	Foundations of Health Care Management	3
NUR 514	Epidemiology and Population Health	3
NUR 516	Health Policy and Organizational Systems	2
NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 620	Advanced Principles of Population-Based Health Care	2
NUR 622	Special Topics in Advanced Practice Nursing	3
NUR 623	Population Health Fellowship	1
OL 601	Foundations of Organizational Leadership	3
STC 517	Strategic Communication for Health Professionals	3
Total Credits		31

### Curriculum Note:

NUR 621 (Post-Master's Additional Graduate Clinical – 1-4 credits) is required if additional fieldwork credits are needed. Note: this course is mandatory for students who need hours to meet the 1,000-hour DNP program requirement.

A one-day, on-campus residency is required prior to graduation.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most

meaningful educational experience and to remain current with professional standards and guidelines.

## Admission Requirements

An applicant to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Download the form ([https://quonline.quinnipiac.edu/documents/DNP\\_Practice\\_Verification.pdf](https://quonline.quinnipiac.edu/documents/DNP_Practice_Verification.pdf)) (PDF) Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations
  - b. a nursing experience that has influenced or shaped your practice
  - c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
6. Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program.

Candidates applying for full-time admission for the fall term must submit a completed application by July 1.

All accepted students will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance will be conditional until satisfactory completion of both.

## Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

## Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 90).

## Post-Master's DNP: Nursing Leadership

Program Contact: Nicholas Nicholson  
(Nicholas.Nicholson@qu.edu) 203-582-6542

The Post-Master's Nursing Leadership program provides leadership development for master's prepared nurses who aspire to assume or who currently hold leadership positions. In addition to the DNP core classes, a select group of classes explore health care systems and leadership roles and attributes. Students gain 480 hours of field experience related to the their interests to enhance learning and allow them to learn from leaders in the field.

### Course Listing Post-Master's DNP: Nursing Leadership Program (30 credits)

Code	Title	Credits
HM 600	Foundations of Health Care Management	3
NUR 514	Epidemiology and Population Health	3
NUR 516	Health Policy and Organizational Systems	2
NUR 542	Introduction to Health Care Finance	1

NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 613	Nursing Leadership Seminar: Applying Data to Practice	1
NUR 615	Nursing Leadership Seminar and Fieldwork Experience: Safety and Legal Contexts of Health Care	3
NUR 617	Nursing Leadership Fellowship: Relationship Management and Strategic Leadership	3
STC 517	Strategic Communication for Health Professionals	3
Total Credits		30

#### Curriculum Note:

NUR 621 (Post-Master's Additional Graduate Clinical – 1-4 credits) is required if additional fieldwork credits are needed. Note: this course is mandatory for students who need hours to meet the 1,000-hour DNP program requirement.

A one-day, on-campus residency is required prior to graduation.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

## Admission Requirements

An applicant to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations
  - b. a nursing experience that has influenced or shaped your practice
  - c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.

5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
6. Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program.

Candidates applying for full-time admission for the fall term must submit a completed application by July 1.

All accepted students will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance will be conditional until satisfactory completion of both.

## Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.



## Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 90).

## Master of Science in Nursing

Program Contact: Nicholas Nicholson  
(nicholas.nicholson@qu.edu) 203-582-6542

Students who are registered nurses and have a bachelor's degree may pursue master's degree training. Two programs are available: Operational Leadership (p. 369) and RN to MSN (p. 370).

The Operational Leadership program prepares nurses for operational leadership roles in health care institutions and settings. The program offers courses in health policy, organizational leadership, adult learning strategies, epidemiology, biostatistics, health care finance, informatics, health care management, the uses of data in evaluating practice, human factor analysis, and informational technology project management. The program also makes use of three courses from the Doctor of Nursing Practice (DNP) program, and provides 480 hours of practicum experience. Graduates who wish to continue their education are placed to pursue a clinical doctorate in nursing. The program was designed to provide some of the content required to sit for board certification in Nursing Professional Development or informatics, both offered by the American Nurses Credentialing Center (ANCC). Graduates of this program are prepared to assume positions of middle management, informatics and leadership in a variety of health care settings. Graduates also are qualified to teach undergraduate nursing students in clinical or laboratory courses.

## Program Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of health care settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

1. Incorporate knowledge from the sciences and humanities for improvement of health care across diverse settings.
2. Demonstrate leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
3. Apply appropriate measurement and analysis methods related to organizational quality and safety.
4. Apply evidence-based findings to resolve practice problems, and serve as a catalyst for change.
5. Use informatics and health care technology to integrate and coordinate care.
6. Participate in policy development and advocacy strategies at the system level to influence health and health care.
7. Collaborate effectively on interprofessional teams to improve health outcomes.
8. Integrate principles of clinical and population health into care delivery and management.

9. Deliver direct and/or indirect nursing practice interventions at the master's level of practice.

## Master of Science in Nursing Programs

1. Operational Leadership (p. 369)
2. RN to MSN (p. 370)

## Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations
  - b. a nursing experience that has influenced or shaped your practice
  - c. a health care problem that interests you
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate nursing program director and/or member of the faculty will be arranged for eligible candidates.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

## Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs. The Nurse Anesthetist programs may accept transfer credit only for the graduate nursing core courses.



## MSN Operational Leadership

Program Contact: Nicholas (Laima.Karosas@quinnipiac.edu) Nicholson (nicholas.nicholson@qu.edu) 203-582-6542

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of health care settings, as well as advanced study at the doctoral level.

The Operational Leadership program prepares nurses for operational leadership roles in health care institutions and settings. The program offers courses in health policy, organizational leadership, adult learning strategies, epidemiology, biostatistics, health care finance, informatics, health care management, the uses of data in evaluating practice and human factor analysis. The program also makes use of three courses from the Doctor of Nursing Practice (DNP) program, and provides 360 hours of practicum experience. Graduates who wish to continue their education are well positioned to pursue a clinical doctorate in nursing. The program provides a portion of the content required for eligibility to sit for board certification in Nursing Professional Development or Informatics, both offered by the American Nurses Credentialing Center (ANCC). Graduates of this program are prepared to assume positions of management, informatics and leadership in a variety of health care settings. Graduates also are qualified to teach undergraduate nursing students in clinical or laboratory courses.

## Course Listing

### MSN: Operational Leadership Program

Code	Title	Credits
OL 630	Performance Management	3
HM 600	Foundations of Health Care Management	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	3
NUR 516	Health Policy and Organizational Systems	2
NUR 540	Educational Principles for the Health Care Professional	3
NUR 541	Informatics Fieldwork Experience	1
NUR 542	Introduction to Health Care Finance	1
NUR 543	Capstone	3
NUR 544	Introduction to Informatics	3
NUR 613	Nursing Leadership Seminar: Applying Data to Practice	1
NUR 688	Human Factors and Patient Safety	3
OL 601	Foundations of Organizational Leadership	3
Total Credits		30

#### Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

## Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations,
  - b. a nursing experience that has influenced or shaped your practice,
  - c. a health care problem that interests you.
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate program director and/or member of the faculty will be arranged for eligible candidates.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

## Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs. The nurse anesthetist programs may accept transfer credit only for the graduate nursing core courses.

## Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation, b) suspended or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their advisor. Students must demonstrate a significantly increased GPA at the end of that semester to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic advisor.

## Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process detailed in the University Catalog.

## RN to MSN Program (online)

Program Contact: Nicholas Nicholson (Nicholas.Nicholson@qu.edu)  
203-582-6542

The RN to MSN program is designed for individuals who are licensed as registered nurses and interested in pursuing a master's degree in nursing with a focus in operational leadership. At the completion of this two-year program of study, students will obtain both a Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN). This program is taught using a distance education format through QU Online. The curriculum builds on the individual's prior educational preparation and incorporates the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice as well as the Essentials of Master's Education in Nursing.

## Nursing Major Requirements

Code	Title	Credits
HM 600	Foundations of Health Care Management	3
NUR 380	Health Promotion and Wellness	3
NUR 382	Nursing Science and Information Literacy	3
NUR 475	Research and Evidenced-based Practice Fieldwork Experience	1
NUR 477	Community and Public Health Nursing Fieldwork Experience	1
NUR 478	Research and Evidence-Based Nursing Practice	2
NUR 479	Contemporary Issues and Roles in Nursing Fieldwork Experience	1
NUR 480	Interprofessional Practice and Quality Improvement	3
NUR 482	Health Disparities in Vulnerable Populations	2
NUR 484	Community and Public Health Nursing	3
NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	3
NUR 516	Health Policy and Organizational Systems	2
NUR 540	Educational Principles for the Health Care Professional	3
NUR 541	Informatics Fieldwork Experience	1
NUR 542	Introduction to Health Care Finance	1

NUR 543	Capstone	3
NUR 544	Introduction to Informatics	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 613	Nursing Leadership Seminar: Applying Data to Practice	1
NUR 688	Human Factors and Patient Safety	3
OL 601	Foundations of Organizational Leadership	3
OL 630	Performance Management	3
Total Credits		53

#### Curriculum Note

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

## Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX eligible nurse. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
  - a. professional goals and motivations,
  - b. a nursing experience that has influenced or shaped your practice,
  - c. a health care problem that interests you.
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate nursing program chair and/or member of the faculty will be arranged for eligible candidates.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance is conditional until satisfactory completion of both.

## Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs.

## Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses

if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation, b) suspended or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action in order to meet program performance standards. Students should meet with their advisors to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their advisor. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

## **Appeal Process**

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 90).

# QUINNIPIAC UNIVERSITY ONLINE

## Administrative and Program Information

### Quinnipiac University Online

Title	Name	Phone	Email
Vice President and COO for Online Programs	Cynthia Gallatin	203-582-8521	Cynthia.Gallatin@qu.edu
Associate Director of Online Financial Planning	Jennifer Van Brederode	203-582-3638	Jennifer.Vanbrederode@qu.edu

## Program Directors

### School of Business

Program	Name	Phone	Email
Bachelor of Business Administration	Michael Taylor	203-582-3949	Michael.Taylor@qu.edu
Master of Business Administration	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu
MS in Business Analytics	Christopher Neidig	203-582-3868	Christopher.Neidig@qu.edu
MS in Organizational Leadership	Christopher Neidig	203-582-3868	Christopher.Neidig@qu.edu

### School of Business and School of Law

Program	Name	Phone	Email
Health Care Compliance Certificate	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu

### School of Communications

Program	Name	Phone	Email
MS in Interactive Media and Communications	Phillip Simon	203-582-8274	Phillip.Simon@qu.edu
MS in Public Relations	Alexander Laskin	203-582-8470	Alexander.Laskin@qu.edu

### School of Education

Program	Name	Phone	Email
MS in Instructional Design	Ruth Schwartz	203-582-8419	Ruth.Schwartz@qu.edu
MS in Special Education	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu
MS in Teacher Leadership	Gail Gilmore	203-582-3289	Gail.Gilmore@qu.edu
Graduate Certificate in Online Course Design	Ruth Schwartz	203-582-8419	Ruth.Schwartz@qu.edu
Special Education Certificate of Completion	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu

### School of Engineering

Program	Name	Phone	Email
MS in Cyber Security	Jonathan Blake	203-582-8539	Jonathan.Blake@qu.edu

### School of Health Sciences

Program	Name	Phone	Email
BS in Health Science Studies	Christine Fitzgerald	203-582-8688	Chris.Fitzgerald@qu.edu
Occupational Therapy Doctorate	Francine Seruya	203-582-6455	Francine.Seruya@qu.edu
Certificate of Advanced Graduate Studies in Occupational Therapy	Francine Seruya	203-582-6455	Francine.Seruya@qu.edu

### School of Nursing

Program	Name	Phone	Email
Bachelor of Science in Nursing	Nicholas Nicholson	203-582-6542	Nicholas.Nicholson@qu.edu
Post-Master's Doctor of Nursing Practice—Care of Populations	Nicholas Nicholson	203-582-6542	Nicholas.Nicholson@qu.edu
Post-Master's Doctor of Nursing Practice—Nursing Leadership	Nicholas Nicholson	203-582-6542	Nicholas.Nicholson@qu.edu
MS in Nursing in Operational Leadership	Nicholas Nicholson	203-582-6542	Nicholas.Nicholson@qu.edu

## Mission Statement

Quinnipiac University Online's mission is to partner with all university schools and colleges to deliver high-quality, student-centric academic programs in a virtual, collaborative classroom.

## About Online Learning

Quinnipiac University was an early adopter of online learning. Since its founding in 2001, Quinnipiac University Online has developed a high level of expertise in the design and delivery of online learning. Online programs allow students to complete their course work weekly without attending class at a scheduled date and time.

In addition to traditional on-campus programs, Quinnipiac University offers online bachelor's degree completion, master's degree, doctoral degree and certificate programs through the university's School of Business, School of Communications, School of Education, School of Engineering, School of Nursing and School of Health Sciences.

Quinnipiac University Online also offers undergraduate courses during the summer. This popular option allows students to advance in their programs, catch up on required or prerequisite courses or expedite their time to degree completion. For information on summer program offerings, visit Quinnipiac's QU Online (<http://quonline.quinnipiac.edu>) website.



Quinnipiac University Online offers students the best of both worlds by combining convenience and flexibility with an educational community that encourages personal connections, faculty guidance and the opportunity to consult and collaborate with peers.

Quinnipiac University Online provides administrative and technical support to students and faculty for all online programs and courses at Quinnipiac. Support staff members are available seven days a week via telephone or email to assist you. Email [QUOnline@qu.edu](mailto:QUOnline@qu.edu) ([QUOnline@quinnipiac.edu](mailto:QUOnline@quinnipiac.edu)) or call 203-582-5669 with any questions.

## Requirements for Graduation

Please review the requirements for graduation by clicking on the appropriate program below:

### Undergraduate Degree Completion Programs

- Bachelor of Business Administration (p. 164)
- Bachelor of Science in Health Science Studies (p. 227)
- Bachelor of Science in Nursing (RN to BSN) (p. 261)
- RN to MSN in Operational Leadership (p. 370)

### Graduate Programs

- Master of Business Administration (p. 268)
- Master of Science in Business Analytics (p. 268)
- Master of Science in Cyber Security (p. 310)
- Master of Science in Instructional Design (p. 268)
- Master of Science in Interactive Media and Communications (p. 268)
- Master of Science in Nursing in Operational Leadership (p. 369)
- Master of Science in Organizational Leadership (p. 268)
- Master of Science in Public Relations (p. 268)
- Master of Science in Special Education (p. 268)
- Master of Science in Teacher Leadership (p. 268)
- Occupational Therapy Doctorate (p. 268)
- Post-Master's Doctor of Nursing Practice - Care of Populations (p. 365)
- Post-Master's Doctor of Nursing Practice - Nursing Leadership (p. 366)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 323)
- Graduate Certificate in Online Course Design (p. 308)
- Graduate Certificate in Social Media (p. 300)
- Graduate Certificate in User Experience Design (p. 300)
- Health Care Compliance Certificate (p. 349)
- Special Education Certificate of Completion (p. 310)

## Academic Policies

For Undergraduate Academic Policies, click here (p. 49).

For Graduate Academic Policies, click here (p. 266).

## Online Admissions

For information about online admissions, visit the website at [quonline.quinnipiac.edu](http://quonline.quinnipiac.edu) or call 203-582-3918. The application, along with the appropriate fee, is to be submitted with official transcripts of all college-level work completed at other institutions. Applicants must also submit a personal statement and resume and supply the names and email addresses of two professional

or academic references. Individual graduate programs may have additional application requirements.

## International Student Admission

Applications for graduate study from international students are welcomed.

All applicants from non-English-speaking countries must, in addition to all of the regular admissions requirements, provide TOEFL (Test of English as a Foreign Language) scores (go to [ets.org](http://www.ets.org) (<http://www.ets.org>)). In general, a minimum TOEFL iBT score of 90, Internet-based (575 paper-based, 233 computer-based) is required for admission. In lieu of TOEFL, applicants may submit IELTS (International English Language Testing System) scores (go to [ielts.org](http://www.ielts.org) (<http://www.ielts.org>)). A minimum score of 6.5 on this exam, "B" or above on the CAE (Certificate of Advanced English), or "C" or above on the CPE (Certificate of Proficiency in English) is required. In lieu of TOEFL or IELTS, applicants may submit PTE-A (Pearson Test of English Academic) scores (available at [pearsonPTE.com](http://www.pearsonPTE.com) (<http://www.pearsonPTE.com>)). A minimum PTE-A score of 61 is required. TOEFL, IELTS and PTE scores are valid for two years.

Candidates holding degrees from foreign institutions must provide notarized English translations and an official evaluation of their postsecondary records from an academic credential evaluation service.

## Admission Standards

Quinnipiac offers a variety of programs online. Please review program specific admission standards by clicking on the appropriate program below:

### Undergraduate Degree Completion Programs

- Bachelor of Business Administration (p. 165)
- Bachelor of Science in Health Science Studies (p. 228)
- Bachelor of Science in Nursing (RN to BSN) (p. 261)
- RN to MSN in Operational Leadership (p. 371)

### Graduate Programs

- Master of Business Administration (p. 284)
- Master of Science in Business Analytics (p. 292)
- Master of Science in Cyber Security (p. 311)
- Master of Science in Instructional Design (p. 305)
- Master of Science in Interactive Media & Communications (p. 295)
- Master of Science in Nursing in Operational Leadership (p. 368)
- Master of Science in Organizational Leadership (p. 294)
- Master of Science in Public Relations (p. 297)
- Master of Science in Special Education (p. 306)
- Master of Science in Teacher Leadership (p. 308)
- Occupational Therapy Doctorate (p. 326)
- Post-Master's Doctor of Nursing Practice - Care of Populations (p. 366)
- Post-Master's Doctor of Nursing Practice - Nursing Leadership (p. 367)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 323)
- Graduate Certificate in Online Course Design (p. 308)
- Graduate Certificate in Social Media (p. 300)
- Graduate Certificate in User Experience Design (p. 300)
- Health Care Compliance Certificate (p. 349)

- Special Education Certificate of Completion (p. 310)

**Note: Meeting minimum admission standards does not guarantee admission.**

If admitted, the successful candidate should plan to consult with his or her academic adviser to review the program requirements for graduation.

## Transfer of Credit and Challenge Policy

### Undergraduate

For undergraduate transfer of credit policies, click here (p. 13).

### Graduate

Graduate course credit completed with a grade of B or better at other regionally accredited institutions may be transferred into a graduate program at Quinnipiac. Requests for transfer of credit must be submitted to the appropriate graduate program director along with official transcripts from the institution(s) where the credits were earned. Ordinarily, transfer of credit is granted for courses demonstrated to be similar in content, level of instruction and objectives to courses within a student's graduate curriculum at Quinnipiac.

The MBA program accepts up to 9 credits. The MS in Business Analytics program accepts up to 3 credits. The MS in Organizational Leadership program accepts up to 3 credits.

Graduate-level courses taken to complete a degree program at Quinnipiac may be applied to a second graduate degree. These courses must be part of the approved curriculum of the second degree. Further, a minimum of 15 credits of additional course work must be completed before the conferral of a second degree.

## Financial Aid

Our goal at Quinnipiac University Online Financial Aid is to provide students with the adequate financial aid resources needed to pursue their educational goals without financial disruption. Our office provides students with courteous and efficient service while complying with all federal, state and university policies.

Students seeking financial aid assistance must complete the Free Application for Federal Student Aid (FAFSA) at: [fafsa.ed.gov](https://fafsa.ed.gov) (<https://fafsa.ed.gov>) and use school code 001402.

Students are encouraged to complete their financial aid paperwork as early as possible to ensure timely processing of aid prior to the beginning of their start term. Bills are due approximately one month prior to the start of classes, so it is important to allow adequate processing time to remain in good standing with the university.

To be eligible for financial aid students must:

1. be a U.S. citizen, permanent resident or eligible non-citizen
2. satisfy any outstanding requirements that arise from the processing of the FAFSA
3. register with the Selective Service System at [sss.gov](https://www.sss.gov) (<https://www.sss.gov>) (male students)
4. be accepted by Quinnipiac into a degree program
5. meet the university's minimum satisfactory academic progress standards for continuation of aid
6. register at least half-time (5-8 credits for graduate students; 6 credits for undergraduate students)

Upon successful completion of the financial aid application process, students receive an award letter via their Quinnipiac University email account that outlines all of the aid for which they qualify. Students can accept or decline the award and apply for additional resources to cover their balance, if needed. Students also have the option to apply for private loans, outside scholarships, payment plans or veterans' benefits (if applicable).

For complete details on financial aid programs, visit [quonline.qu.edu](http://quonline.qu.edu) (<http://quonline.quinnipiac.edu>), email us at [online.finaid@qu.edu](mailto:online.finaid@qu.edu) ([online.finaid@quinnipiac.edu](mailto:online.finaid@quinnipiac.edu)) or call us at 203-582-8430. We would also like to stress that our main mode of communication with our online students is through their Quinnipiac email account, so please remember to check it often!

## School of Business

Bachelor of Business Administration (Degree Completion) (p. 164)

Master of Business Administration (p. 283)

Master of Science in Business Analytics (p. 292)

Master of Science in Organizational Leadership (p. 293)

## School of Business and School of Law

Health Care Compliance Certificate (p. 349)

## School of Communications

Master of Science in Interactive Media and Communications (p. 294)

Master of Science in Public Relations (p. 297)

Graduate Certificate in Social Media (p. 300)

Graduate Certificate in User Experience Design (p. 300)

## School of Education

Master of Science in Instructional Design (p. 304)

Master of Science in Special Education (p. 306)

Master of Science in Teacher Leadership (p. 307)

Graduate Certificate in Online Course Design (p. 308)

Special Education Certificate of Completion (p. 310)

## School of Engineering

Master of Science in Cyber Security (p. 310)

## School of Health Sciences

Bachelor of Science in Health Science Studies (Degree Completion) (p. 227)

Occupational Therapy Doctorate (p. 324)

Certificate of Advanced Graduate Studies in Occupational Therapy (p. 323)

## School of Nursing

Bachelor of Science in Nursing (RN to BSN Degree Completion) (p. 261)

RN to MSN in Operational Leadership (p. 370)

Master of Science in Nursing in Operational Leadership (p. 368)

Post-Master's Doctor of Nursing Practice - Care of Populations Track  
(p. 365)

Post-Master's Doctor of Nursing Practice - Nursing Leadership Track  
(p. 366)

# TO COMMUNICATE WITH UNIVERSITY OFFICES

**Switchboard:** 203-582-8200

**Mailing address:**

275 Mount Carmel Avenue  
Hamden, CT 06518-1908

**University website:** qu.edu (<http://www.qu.edu>)

To schedule appointments and address inquiries, use the following list. If you need an individual telephone number, call the switchboard and an operator will be happy to connect you directly.

Office	Phone	Email
Academic Affairs	203-582-5337	
Administrative Services	203-582-8762	
Admissions, Undergraduate	203-582-8600	admissions@qu.edu
Admissions, Graduate	203-582-8672	graduate.admissions@qu.edu
Admissions, Transfer	203-582-8612	transfer@qu.edu
Admissions, Part-Time Students	203-582-8612	parttimeadmissions@qu.edu
Admissions, School of Law	203-582-3400	ladm@qu.edu
Admissions, School of Medicine	855-582-7766 (toll free) or 203-582-7766	medicine@qu.edu
Alumni Affairs	203-582-8660	alumni@qu.edu
Arts and Sciences, College of	203-582-8730	CASdeans@qu.edu
Athletics and Recreation	203-582-5388	athletics@qu.edu
Bursar	203-582-8650	bursar@qu.edu
Business, School of	203-582-8720	business.school@qu.edu
Campus Life, Mount Carmel Campus	203-582-8673	student.center@qu.edu
Campus Life, York Hill Campus	203-582-7225	student.center@qu.edu
Communications, School of	203-582-8492	SchoolofCommunications@qu.edu
Counseling Services (Health and Wellness)	203-582-8680	counseling.center@qu.edu
Cultural and Global Engagement	203-582-7987	
Development	203-582-8660	alumni@qu.edu
Education, School of	203-582-3354	schoolofeducationinfo@qu.edu
Engineering, School of	203-582-7272	engineering@qu.edu
Facilities	203-582-8665	facilities@qu.edu
Financial Aid, Undergraduate	203-582-8750	finaid@qu.edu
Financial Aid, Graduate	203-582-8588	gradfinaid@qu.edu
Financial Aid, Online	203-582-8430	onlinefinancialaid@qu.edu
Financial Aid, School of Law	203-582-3405	lawfinaid@qu.edu
Health Sciences, School of	203-582-8710	SHSdeans@qu.edu
Information Services/Technology Center	203-582-4357	help@qu.edu
Ireland's Great Hunger Institute	203-582-6576	ighi@qu.edu
Ireland's Great Hunger Museum	203-582-6500	ighm@qu.edu
Law, School of	203-582-3200	law@qu.edu
Learning Commons, Mount Carmel Campus	203-582-8628	LearningCommons@qu.edu
Learning Commons, North Haven Campus	203-582-5252	LearningCommons@qu.edu
Library, Arnold Bernhard (Circulation Desk)	203-582-8634	ABL.circulation@qu.edu
Frank H. Netter MD School of Medicine	203-582-3797	medicine@qu.edu
Nursing, School of	203-582-8385	nursing@qu.edu
Office of Student Accessibility	203-582-7600	access@qu.edu
Public Affairs	203-582-8655	
Public Safety	203-582-6200	public.safety@qu.edu
QU Online	203-582-3918 or 877-403-4277	quonlineadmissions@qu.edu
Registrar	203-582-8695	registrar@qu.edu
Residential Life	203-582-8666	residentiallife@qu.edu
Rocky Top Student Center	203-582-7872	
Albert Schweitzer Institute	203-582-7875	schweitzer.institute@qu.edu
Student Affairs	203-582-8735	studentaffairs@qu.edu
Student Affairs, Graduate	203-582-4723	GradAffairs@qu.edu
Student Health Services (Health and Wellness)	203-582-8742	studenthealthservices@qu.edu
Veteran & Military Affairs	203-582-8867	

# PERSONNEL

## President's Cabinet

**Judy D. Olian**, PhD, President  
**Lynn Mosher Bushnell**, MA, Vice President for Public Affairs  
**Gregory Eichhorn**, MBA, Vice President for Admissions and Financial Aid  
**Salvatore Filardi**, MBA, Vice President, Facilities and Capital Planning  
**Cynthia Gallatin**, MBA, Vice President and COO for QU Online  
**Jean Husted**, MA, MBA '99, Vice President for Human Resources  
**Mark Thompson**, PhD, Executive Vice President/Provost  
**Mark Varholak**, MBA, Vice President for Finance/Chief Financial Officer  
**Donald Weinbach**, BA, Vice President for Development and Alumni Affairs

## Board of Trustees

The Board of Trustees is composed of public members, alumni, faculty and student representatives, and 14 emeriti members.

### Public Members

**William C. Weldon** '71, Chairman; former chairman and CEO, Johnson & Johnson, New Brunswick, NJ  
**Carlton L. Highsmith**, Vice Chairman; Middlebury, CT  
**David Nelson** '81, Vice Chairman; Baltimore, MD  
**Barbara M. Beever** '81, Secretary; Fairfield, CT  
**John C. Abella** '83, Executive Vice President, DDI Leasing, North Haven, CT  
**John Antonino** '70, Antonino Auto Group, New London, CT  
**William Ayers Jr.** '70, Osprey, FL  
**Patrick Baumgarten** '73, Carpenteria, CA  
**Donald Calcagnini**, Branford, CT  
**Gabriel Ferrucci** '65, Owner/Manager, Ferrucci Properties LLC, Laguna Woods, CA  
**Dennis Flanagan** '72, Avalon, NJ  
**Terry W. Goodwin** '67, Greenwich, CT  
**Robert Hauser Jr.** '67, Cromwell, CT  
**Richard Howard**, Guilford, CT  
**David W. Keiser**, Madison, CT  
**Jeffrey Kinkead** '84, Founder, President, CEO, Advanced Systems Resources, Inc., Miami Beach, FL  
**Kenneth Neilson**, Hobe Sound, FL  
**Marybeth Noonan** '82, Boston, MA  
**Peter Novak**, General Agent, Novak Charter Oak Insurance and Financial, Holyoke, MA  
**Judy D. Olian**, PhD, President, Quinnipiac University  
**B. Waring Partridge**, New Haven, CT  
**William T. Platt Jr.** '78, Deputy Managing Partner, Professional Practice and Deputy Chief Quality Officer, Deloitte & Touche, LLP, Wilton, CT  
**Arthur H. Rice**, Esq. '73, President, Rice, Pugatch, Robinson & Schiller, P.A., Fort Lauderdale, FL  
**Christian Sauska Sr.**, President and CEO, Light Sources Inc., Orange, CT  
**Richard Silver**, Esq., Silver, Golub & Teitell, Stamford, CT  
**Brian E. Spears**, Esq., JD '92, Brian Spears LLC, Southport, CT  
**Mark Standish**, Sarasota, FL

### Alumni, Faculty and Student Representatives

**Brett Amendola** '91, President, Alumni Board of Governors  
**Charlotte Hammond**, PhD, Chair, Faculty Senate  
**Thomas Coe**, PhD, Associate Professor of Finance  
**Ryan Hicks** '19, President of Student Government Association

### Trustees Emeriti

**Murray Lender** '50, Chairman Emeritus (posthumously)  
**Alexander Alexiades** '59  
**A. Van H. Bernhard**  
**Albert Canosa** '69  
**Henry Chauncey Jr.**  
**Eliot N. Jameson**  
**Richard G. Kelley** '66, JD '02  
**Frederick Mancheski**  
**Marcus R. McCraven**  
**John F. Meuser** '59  
**Robert J. Narkis**, Esq.  
**Edward L. Scalone** '52  
**Jean B. Slocum**  
**William G. Spears**



# ACADEMIC AWARDS AND HONOR SOCIETIES

## Undergraduate Academic Awards

### Academic Affairs

#### BRAMS Scholar Award

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

#### President's Scholarship Award

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

#### Student Writing Awards

Quinnipiac University Writing Across the Curriculum recognizes exemplary student writing both in and across the disciplines. Students working in the arts, humanities, social sciences, communications, STEM, business, nursing and health sciences have received cash prizes, gift cards, books and the honor of having their writing published in the Quinnipiac University Casebook, as published by the College of Arts and Sciences and edited by the First-Year Writing Program.

### Alumni/Parent Relations

#### Alumni Association Academic Achievement Awards

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

#### Alumni Chair Award

This award honors the graduating senior who has demonstrated outstanding leadership, commitment to creating student awareness of the Alumni Association and facilitating increased interaction between alumni and students.

### College of Arts and Sciences

#### Christopher Becker Memorial Prize in History

The History Department awards the Becker Prize to the graduating senior with the highest overall grade point average.

#### Beta Beta Beta Award

This award is presented to the graduating senior in the Department of Biological Sciences who is a member of the Beta Beta Beta National Biological Honor Society (Upsilon Chapter) and has attained the highest academic standing.

#### College of Arts and Sciences Award for Special Achievement

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

#### James Fickes Award for Excellence in Mathematics

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

#### Barry Fritz Award in Psychology

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

#### Joan Phillips Gordon Prize in Sociology

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

#### The Lynne Gershenson Hodgson Prize in Gerontology

This award, in honor of Professor Emerita Lynne Gershenson Hodgson, former chair of the Department of Sociology, Criminal Justice and Anthropology, is presented annually to a senior gerontology major or a departmental major who has pursued interests related to the field of gerontology, and who has demonstrated outstanding academic and leadership qualities.

#### Legal Studies Book Award

This prize is given annually to the senior legal studies student with the highest grade point average who has demonstrated exceptional ability in the major.

#### Department of Modern Languages, Literatures and Cultures Spanish Writing Award

The Department of Modern Languages, Literatures and Cultures sponsors an annual Spanish writing contest. Eligible students are junior or senior Spanish majors who write an essay in Spanish, which is judged by departmental professors. The first- and second-place winners are honored at the College of Arts and Sciences award dinner with a commendation and a monetary prize.

#### Benjamin Page Award in Philosophy

This award, in honor of Professor Benjamin Page, who demonstrated extraordinary commitment to philosophy at Quinnipiac for more than 40 years, is given to the graduating student who has similarly contributed to upholding the value of philosophy at Quinnipiac.

#### R. Gordon Pauluccy Graduation Prize in Psychology

This award, established by the Pauluccy family, is made annually to the senior major in psychology who has the highest overall grade point average.

#### Political Science Best Senior Thesis Award

The political science faculty established this award to recognize graduating senior students in political science who have submitted outstanding as well as original theses.

#### Political Science Outstanding Senior Award

This award recognizes a senior in political science who has shown high academic achievement, made a significant contribution to campus life and/or shown excellent leadership qualities.

**The Matt Rafferty Memorial Economics Department Student Achievement Award**

This award is given to the student majoring in economics who has shown outstanding academic achievement and contributed significantly to the department.

**Rachel Ranis Prize in Social Justice**

This award, conferred in recognition of Professor Ranis, is presented to a senior in sociology, social services, criminal justice or gerontology, who has demonstrated a passion for social justice.

**Alice B. Remail Memorial Award**

This award is presented to the graduating student majoring in English with the highest academic record and is given in memory of a distinguished member of the department.

**Aurea C. Schoonmaker Spanish Award**

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

**Senior Service Prize in Criminal Justice**

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

**Alfred P. Stiernotte Memorial Prize**

This award is presented to the graduating student who has earned distinction in the study of philosophy.

**Orville J. Sweeting Memorial Chemistry Award**

This award, in memory of Orville J. Sweeting, former faculty member and Quinnipiac provost, is presented to a graduating senior who has exhibited outstanding achievement in both the academic and senior research setting in chemistry or biochemistry.

**West Educational Publishing Student Award**

This award is given annually to two legal studies students who have demonstrated outstanding achievement and professional growth.

**School of Business****Biomedical Marketing Department Student Achievement Award**

This award is presented to a graduating student exhibiting outstanding scholarship, independent creativity and extracurricular activities directly related to biomedical marketing.

**Computer Information Systems Outstanding Senior Award**

This award is presented to an outstanding CIS senior in recognition of academic excellence and student leadership.

**Entrepreneurship Student Achievement Award**

This award is presented to the senior entrepreneurship major who has demonstrated outstanding achievement in entrepreneurial activities and academic performance.

**Finance Department Outstanding Senior Award**

This award is presented to a graduating senior for academic achievement in finance.

**International Business Award**

This award is given to a graduating senior in international business for demonstrating academic excellence and professional qualities within the international business program.

**Management Department Award**

This award is given to a graduating senior in management who exemplifies superior academic performance, a high level of campus or community involvement and leadership among his or her peers at the school and the university.

**Ronald Marangell Award**

This award is presented to an outstanding graduating accounting major in memory of Ronald Marangell, a former Quinnipiac accounting student.

**Marketing Department Student Achievement Award**

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

**Edward J. Scannell Prize**

This award, in memory of a former trustee, is given to two graduating business students who have demonstrated outstanding citizenship.

**School of Communications****Outstanding Achievement in Advertising and Integrated Communications**

This award is presented to a graduating senior from the School of Communications in the advertising and integrated communications program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

**Outstanding Achievement in Film, Television and Media Arts**

This award is presented to a graduating senior from the School of Communications in the film, television and media arts program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

**Outstanding Achievement in Graphic and Interactive Design**

This award is presented to a graduating senior from the School of Communications in the graphic and interactive design program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

**Outstanding Achievement in Journalism**

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

**Outstanding Achievement in Media Studies**

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

**Outstanding Achievement in Public Relations**

This award is presented to a graduating senior from the School of Communications in the public relations program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

**Overall Achievement Award**

This award is presented to a graduating senior from the School of Communications who has shown high academic achievement, made

significant contributions to the program, campus life and/or shown excellent leadership qualities on campus.

## **School of Engineering**

### **Outstanding Achievement in Civil Engineering**

This award is presented to the outstanding civil engineering senior in recognition of academic excellence and student leadership.

### **Outstanding Achievement in Computer Science**

This award is presented to the outstanding computer science senior in recognition of academic excellence and student leadership.

### **Outstanding Achievement in Industrial Engineering**

This award is presented to the outstanding industrial engineering senior in recognition of academic excellence and student leadership.

### **Outstanding Achievement in Mechanical Engineering**

This award is presented to the outstanding mechanical engineering senior in recognition of academic excellence and student leadership.

### **Outstanding Achievement in Software Engineering**

This award is presented to the outstanding software engineering senior in recognition of academic excellence and student leadership.

## **School of Health Sciences**

### **Athletic Training Student Achievement Award**

This award is given each year to a senior majoring in athletic training who has shown exceptional achievement and who has contributed significantly to the department.

### **Biomedical Sciences Achievement Award**

This award is given each year to a senior majoring in biomedical sciences who has demonstrated exceptional academic achievement and who has contributed significantly through service to the Quinnipiac community and to the greater community beyond the university.

### **Diagnostic Medical Sonography Achievement Award**

This award is given each year to a senior majoring in diagnostic medical sonography who has shown exceptional academic achievement and who has contributed significantly to the department.

### **Health Science Studies BS Degree Completion Program Achievement Award**

This award recognizes a graduating senior from the part-time, online, Health Science BS-Completion Program who has shown exceptional academic achievement.

### **Health Science Studies Student Achievement Award**

This award is given each year to a senior majoring in health science studies who has shown exceptional academic achievement and has contributed to the program, school or university.

### **Microbiology and Immunology Student Achievement Award**

This award is presented annually to a senior microbiology and immunology major who has demonstrated exceptional academic achievement, and who has contributed significantly to the understanding, promotion and advancement of microbiology and immunology.

### **Occupational Therapy Academic Achievement Award**

This award recognizes a graduating senior who has demonstrated outstanding academic work in all aspects of the curriculum while demonstrating distinguished contributions to occupational therapy department.

### **Occupational Therapy Service Leadership Award**

This award recognizes a graduating senior who has demonstrated distinguished service in the university and the greater community that exemplifies the values of the occupational therapy profession.

### **Ryan J. O'Neil Entry-Level Master's Physician Assistant Award**

This award is presented to the senior ELMPA student who has most exemplified leadership, academic excellence, a cooperative attitude and the strength of character of a future health care professional. The award is in memory of Ryan J. O'Neil, a former ELMPA student.

### **Harold Potts Memorial Physical Therapy Award**

The award, given in memory of Harold Potts, former chairman, professor and founder of the physical therapy program at Quinnipiac, is presented from the faculty to an undergraduate third- or fourth-year physical therapy student, who will be entering into the graduate program in the coming year, who has demonstrated academic and leadership excellence, as well as exemplary service to the program, community and has the potential for exemplary service to the profession.

### **Radiologic Sciences Student Achievement Award**

This award is given each year to a graduating senior majoring in radiologic sciences who has shown exceptional academic achievement and who has contributed significantly to the department.

## **School of Nursing**

### **Holistic Nursing Practice Award**

This award recognizes clinical excellence and exceptional potential in the discipline of nursing. It is presented to the senior nursing student who has demonstrated a strong commitment to the unity of body, mind, emotion and spirit in the delivery of health care.

### **Keiser Foundation Student Loan Repayment Award**

The Keiser Foundation Award is presented after graduation to two nursing students at the undergraduate or graduate level. Preference will be given to U.S. veterans. The students are chosen based upon financial need, merit and extracurricular commitment in the health care field.

### **Judy Lahey Community Service Award**

The Judy Lahey Community Service Award was established by John Lahey, PhD, president of Quinnipiac University, and is named for Judith Lahey, a former nurse and community service advocate. It is given in recognition of exemplary community service. It is awarded to a graduating senior nursing student with a GPA of 3.0 or higher who has demonstrated impactful community service related to the nursing profession. The recipient has exhibited adherence to the core values of the nursing profession and in particular, the School of Nursing at Quinnipiac University and has the vision of holism, inter-professionalism and inclusivity.

### **Benjamin and Juliette Trewin Award for Academic Excellence in Nursing**

This award recognizes academic excellence and exceptional potential in the discipline of nursing. It is presented to a nursing student with the highest overall grade point average. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

### **Benjamin and Juliette Trewin Award for Professional Leadership in Nursing**

This award recognizes outstanding leadership and exceptional potential in the discipline of nursing. It is presented to a nursing student who has made significant contributions to the nursing program and the greater

community of nursing. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

## Student Affairs

### Cardinal Joseph Bernardin Distinguished Service Award

This award recognizes a graduating senior who has contributed significantly to the spiritual, religious and moral welfare of the Catholic community at Quinnipiac.

### Outstanding Senior Award

This award recognizes a senior who has a 3.25 GPA or better, is in good standing with the university and has sustained engagement in a student organization, program or cause on campus or in the community over his or her Quinnipiac career; evidenced learning through the achievement of multiple personal or professional goals; developed excellent collaboration skills; and demonstrated dedication and impact in the university and surrounding communities.

### Outstanding Student Affairs Leadership Award

This award is given to a graduating undergraduate Quinnipiac student who has achieved at least a 3.25 GPA, is in good standing with the university and has demonstrated outstanding leadership qualities; worked closely with university staff on at least one project, program or initiative; exhibited a cooperative attitude; and measurably improved the student experience at Quinnipiac.

### H. Pearce Family Community Leadership Award

This award is given to a senior who has best exemplified the spirit of volunteer community service while at Quinnipiac University.

### Philip Troup Achievement Prize

In honor of the first president of Quinnipiac, this prize is given to a graduating senior who has contributed most to the welfare of Quinnipiac through strength of character and qualities of leadership.

## Graduate Academic Awards

### Academic Awards

#### Faculty Award for Academic Excellence

These awards recognize students who have distinguished themselves for both outstanding academic achievement and contributions to the program, as determined by the faculty.

- Master of Business Administration
- Master of Science in Business Analytics
- Master of Science in Interactive Media and Communications
- Master of Science in Journalism
- Master of Science in Organizational Leadership
- Master of Science in Public Relations
- Master of Science in Sports Journalism

#### Academic Excellence Awards

These awards recognize the outstanding academic achievement of graduate students who have completed their programs of study. In the opinion of the program directors, these students have excelled in all phases (didactic and/or clinical/laboratory) of their graduate education.

- Doctor of Nursing Practice
- Entry-Level Master of Occupational Therapy
- Master of Health Science/Advanced Medical Imaging and Leadership
- Master of Health Science/Medical Laboratory Sciences

- Master of Health Science/Physician Assistant
- Master of Health Science/Radiologist Assistant
- Master of Science in Molecular and Cell Biology
- Master of Science in Nursing
- Master of Social Work
- Post-Professional Doctor of Occupational Therapy

## School of Education

### Excellence in Teaching and Scholarship Award in Elementary Education

This award is presented to the teacher candidate who has demonstrated excellence in teaching as well as scholarship during his or her tenure in the master of arts in teaching program in elementary education.

### Excellence in Teaching and Scholarship Award in Secondary Education

This award is presented to the teacher candidate who has demonstrated excellence in teaching as well as scholarship during his or her tenure in the master of arts in teaching program in secondary education.

### Excellence in Scholarship and Leadership Award in Educational Leadership

This award is presented to the candidate who has demonstrated exceptional scholarship as well as a thorough understanding of national leadership standards and their application to school administration throughout the sixth-year diploma in educational leadership program.

### Excellence in Scholarship and Leadership Award in Teacher Leadership

This award is presented to the candidate who has demonstrated exceptional scholarship as well as a thorough understanding of national leadership standards and their application to school administration throughout the master of science in teacher leadership program.

### Excellence in Scholarship, Practice and Advocacy Award in Special Education

This award is presented to the candidate who has not only demonstrated exceptional scholarship but has also made advocacy for students a foundational element of practice.

### Excellence in Scholarship and Practice Award in Instructional Design

The Excellence in Scholarship and Practice Award in Instructional Design is presented to the candidate who has demonstrated exceptional scholarship and academic achievement throughout the master of science in instructional design program.

## School of Health Sciences

### Gaylord Specialty Healthcare Scholarship Award

This award is given by Gaylord Hospital to two third-year graduate physical therapy students. The award recognizes students who have exemplified Gaylord Hospital's five values: integrity, compassion, accountability, respect and excellence. These values are the foundation in helping Gaylord provide and achieve the dedicated caring service that has become the hallmark of its employee philosophy.

### Dr. Kenneth V. Kaloustian Award

This award is given to a second-year graduate student in the pathologists' assistant program. This award recognizes outstanding performance in both academic and clinical areas of study. The individual is chosen based on high moral character, leadership qualities and a significant contribution to both the program and to Quinnipiac University.



**William B. Shaffer Jr. Award**

The cardiovascular perfusion program presents this award to a graduate student who has exhibited outstanding performance in both academic and clinical areas of study. The individual is chosen based on high moral character, leadership qualities and a significant contribution to both the program and to Quinnipiac University.

**Mark F. Tantorski Memorial Award**

In memory of Mark F. Tantorski, a 1980 graduate of the physical therapy program, an award is made to a third-year graduate student in physical therapy who has exhibited academic excellence, high moral character and leadership qualities and, through co-curricular activities in the area of physical therapy, has added to his or her professional growth.

**School of Nursing****Holistic Nursing Practice Award**

This award recognizes clinical excellence and exceptional potential in the discipline of nursing. It is presented to nursing students who have demonstrated a strong commitment to the unity of body, mind, emotion and spirit in the delivery of health care.

**The Keiser Foundation Student Loan Repayment Award**

The Keiser Foundation Award is presented after graduation to two nursing students at the undergraduate or graduate level. Preference will be given to U.S. veterans. The students are chosen based upon financial need, merit and extracurricular commitment in the health care field.

**Benjamin and Juliette Trewin Award for Academic Excellence in Nursing**

This award recognizes academic excellence and exceptional potential in the discipline of nursing. It is presented to nursing students with the highest overall grade point average. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

**Benjamin and Juliette Trewin Award for Professional Leadership in Nursing**

This award recognizes outstanding leadership and exceptional potential in the discipline of nursing. It is presented to nursing students who have made significant contributions to the nursing program and the greater community of nursing. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

**Undergraduate Honor Societies****College of Arts and Sciences****Alpha Kappa Delta**

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

**Alpha Psi Omega**

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

**Lambda Epsilon Chi**

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

**Phi Alpha Theta History Honors Society**

The Quinnipiac chapter runs events on campus for students interested in history. The chapter sponsors trips to historical sites and museums as well as regional and national history conferences. Students are eligible to join if they have Quinnipiac credit for at least four college-level history courses. Three of the history courses must be completed at QU. Students need a 3.0 GPA overall and a 3.1 in history courses.

**Phi Sigma Biological Honors Society**

Phi Sigma is an organization devoted to the promotion of research and academic excellence in the biological sciences. Undergraduate students are invited to become members if they have achieved junior status, are in the top 35 percent of their class and are actively engaged in, or have participated in research at Quinnipiac in an area related to the biological sciences.

**Phi Sigma Tau**

Phi Sigma Tau is the International Honor Society in Philosophy. Students in all schools of the university who have taken three or more philosophy courses and maintained a GPA of 3.33 or higher in both their philosophy courses and their overall GPA are eligible for induction into Phi Sigma Tau.

**Pi Sigma Alpha**

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

**Psi Chi**

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

**Sigma Delta Pi**

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

**Sigma Phi Omega**

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

**Sigma Tau Delta 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. Our members have the opportunity to be recognized for their outstanding achievements, enrich their education and advance their careers.

**School of Business****Beta Alpha Psi**

Beta Alpha Psi is an honorary organization for financial information students and professionals. Membership is open to accounting majors



and is based on cumulative grade point average and achievement in accounting courses.

### **Beta Gamma Sigma**

Beta Gamma Sigma is the National Business Honor Society. Only schools of business accredited by AACSB International—The Association to Advance Collegiate Schools of Business, may have a chapter of this society. Membership is by invitation only and invitees must be in the top 10 percent of their class.

### **Financial Management Association International—National Honor Society**

The FMA National Honor Society recognizes scholastic achievement of students who have demonstrated superior scholarship. Individuals accepted for membership have the distinction of belonging to the only honorary society that specifically recognizes the achievement of finance majors who demonstrate expertise in finance and financial decision making.

## **School of Communications**

### **Lambda Pi Eta**

Lambda Pi Eta is the National Communication Association's official honor society. Quinnipiac's Tau Delta chapter seeks to recognize, foster and reward outstanding scholastic achievement; stimulate interest in the field of communication; promote and encourage professional development; provide an opportunity to discuss and exchange ideas in the field of communication; promote closer relationships between faculty and students; and explore options for graduate education in communication studies.

## **School of Engineering**

### **Eta Pi**

Eta Pi is the School of Engineering's honor society for engineering majors. Its goal is to recognize those who have conferred honor upon their alma mater by distinguished scholarship and exemplary character as students in engineering or by their attainments as alumni in the field of engineering.

## **School of Health Sciences**

### **Alpha Eta Honor Society**

Alpha Eta is the national honor society that recognizes scholarship and academic achievement of health professions students.

### **Pi Theta Epsilon**

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

## **School of Nursing**

### **Sigma Theta Tau International Honor Society of Nursing**

Tau Rho is the Quinnipiac University chapter of Sigma Theta Tau International Honor Society of Nursing. The mission of this honor society is to advance world health and celebrate nursing excellence in scholarship, leadership and service. Membership is by invitation to undergraduate and graduate students who demonstrate excellence in scholarship and academics.

## **Graduate Honor Societies**

### **College of Arts and Sciences**

#### **Phi Sigma Biological Honors Society**

Phi Sigma is an organization devoted to the promotion of research and academic excellence in the biological sciences. Graduate students are

invited to become members if they are in the top 35 percent of their class and are actively engaged in, or have participated in research at Quinnipiac in an area related to the biological sciences.

## **School of Business**

### **Beta Gamma Sigma**

Beta Gamma Sigma is the National Business Honor Society. Only schools of business that are accredited by AACSB International - The Association to Advance Collegiate Schools of Business, may have a chapter of this society. Membership is by invitation only and invitees must be in the top 20 percent of their class.

## **School of Health Sciences**

### **Alpha Eta Honor Society**

Alpha Eta is the national honor society that recognizes scholarship and academic achievement of health professions students enrolled in undergraduate and graduate programs.

## **School of Nursing**

### **Sigma Theta Tau International Honor Society of Nursing**

Tau Rho is the Quinnipiac University chapter of Sigma Theta Tau International Honor Society of Nursing. The mission of this honor society is to advance world health and celebrate nursing excellence in scholarship, leadership and service. Membership is by invitation to undergraduate and graduate students who demonstrate excellence in scholarship and academics.

# UNDERGRADUATE COURSES

## Accounting (AC)

### AC 211. Financial Accounting. 3 Credits.

This course introduces students to the purposes of financial statements and the recognition, measurement and disclosure concepts and methods underlying financial statements. Students begin to use and interpret financial statements and the related impact of elementary transactions and events on those statements. Minimum grade for accounting majors B-.

**Prerequisites:** Take MA 107 or higher.

**Offered:** Every year, All

### AC 212. Managerial Accounting. 3 Credits.

This course provides an introduction to the uses of accounting information by managers for internal reporting and decision making. Students begin to focus on classifying, measuring and analyzing product and service costs for decision making, budget preparation and performance evaluation. Minimum grade for accounting majors B-. Accounting majors must have B- or better in the prerequisite course.

**Prerequisites:** Take AC 211.

**Offered:** Every year, All

### AC 305. Intermediate Accounting I. 3 Credits.

This course is the first of three intermediate-level courses. Students study the conceptual framework, standards, roles of standard-setting bodies and presentation of financial statements. Additional topics include the recognition, measurement and reporting of cash, receivables and inventories. In addition to U.S. Generally Accepted Accounting Principles (GAAP) students also are exposed to International Financial Reporting Standards (IFRS). Minimum grade for accounting majors B-. Accounting majors must have B- or better in the prerequisite course.

**Prerequisites:** Take AC 211.

**Offered:** Every year, Fall and Spring

### AC 306. Intermediate Accounting II. 3 Credits.

This continuation of intermediate accounting covers such topics as property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, stockholders' equity and earnings per share. In addition to U.S. Generally Accepted Accounting Principles (GAAP), students also are exposed to the International Financial Reporting Standards (IFRS). AC 306 may be taken concurrently with AC 307. Minimum grade for accounting majors B-. Accounting majors must have B- or better in the prerequisite course.

**Prerequisites:** Take AC 305.

**Offered:** Every year, Fall and Spring

### AC 307. Intermediate Accounting III. 3 Credits.

This continuation of intermediate accounting covers such topics as investments, revenue recognition, accounting for income taxes, pensions, leases, accounting changes and correction of errors, the statement of cash flows, and disclosure issues. In addition to U.S. Generally Accepted Accounting Principles (GAAP), students also are exposed to the International Financial Reporting Standards (IFRS). AC 307 may be taken concurrently with AC 306. Minimum grade for accounting majors B-. Accounting majors must have B- or better in the prerequisite course.

**Prerequisites:** Take AC 305.

**Corequisites:** Take AC 306.

**Offered:** Every year, Fall and Spring

### AC 323. Cost Accounting. 3 Credits.

This class includes an in-depth treatment of accounting theories and practices used to control and manage costs. Topics include job-order, process, activity-based costing systems, cost variance analysis, budgeting, cost-volume-profit analysis and product mix decisions. Minimum grade for accounting majors C-. Accounting majors must have a B- or better in the prerequisite course.

**Prerequisites:** Take AC 212.

**Offered:** Every year, Spring

### AC 335. Accounting Systems. 3 Credits.

This class introduces the use of information technology in accounting systems. Topics include design, development, implementation, control and audit of information systems used to generate and manage accounting information. Minimum grade for accounting majors C-. Accounting majors must have a B- or better in the prerequisite course.

**Prerequisites:** Take AC 212.

**Offered:** Every year, Spring

### AC 350. Advanced Excel Programming (CIS 350). 3 Credits.

This course utilizes advanced topics in Excel to solve a range of complex business problems. Topics include: spreadsheet design, the use of complex formulas, functions, list and data management, macros and Visual Basic for Applications.

**Prerequisites:** Take CIS 101.

**Offered:** Every year, Spring

### AC 402. Accounting Internship. 3 Credits.

This internship is open to accounting majors. Students must complete the internship application form to receive credit. This course is graded on a pass/fail basis. A minimum of 150 hours is required.

**Offered:** Every year, All

### AC 405. Advanced Accounting. 3 Credits.

This course provides an in-depth study of accounting principles and analysis of problems for business combinations (mergers and acquisitions), international operations and governmental and not-for-profit accounting. Students learn standard-related research skills and complete several research cases using the FASB codification database. Minimum grade for accounting majors C-. Accounting majors must have a B- or better in the prerequisite course.

**Prerequisites:** Take AC 306.

**Offered:** Every year, Spring

### AC 411. Auditing Theory and Practice. 3 Credits.

This course focuses on an introduction to auditing standards and to audit practice. It includes an examination of auditor independence and ethical responsibilities, audit risk, audit evidence, internal controls, and development of an overall audit plan. Minimum grade for accounting majors C-. Accounting majors must have B- or better in the prerequisite course.

**Prerequisites:** Take AC 305.

**Offered:** Every year, Fall

### AC 412. Advanced Auditing. 3 Credits.

This continuation of AC 411 includes coverage of the steps necessary to complete an audit engagement. These steps include the design and performance of appropriate tests of controls, substantive tests of transactions and tests of details of balances for an audit of a company's balance sheet and income statement accounts. Minimum grade for accounting majors C-.

**Prerequisites:** Take AC 411.

**Offered:** Every year, Spring

**AC 431. Federal Income Taxation of Individuals. 3 Credits.**

This course introduces students to the research, analysis and planning of individual federal income tax with emphasis on the identification of the proper taxpayer, the concepts of income, characterization of income, timing of income (realization and recognition), deductions, deferral and non-recognition of income. Minimum grade for accounting majors C-.

Accounting majors must have a B- or better in the prerequisite course.

**Prerequisites:** Take AC 212.

**Offered:** Every year, Fall

**AC 432. Federal Income Taxation of Business Entities. 3 Credits.**

This course considers the tax effects of formation, operation and liquidation of business entities. Students identify and analyze data relevant to the taxation of different business entities. Emphasis is placed on issues and data identification, research and analysis of relevant tax information that affects entities' elections and alternative tax treatments. Minimum grade for accounting majors C-.

**Prerequisites:** Take AC 431.

**Offered:** Every year, Spring

**AC 499. Independent Research. 3 Credits.**

Independent research supervised by a faculty member. Requires the approval of the faculty member, chair of the department and dean of the business school.

**Offered:** Every year, All

## Anthropology (AN)

**AN 101. Local Cultures, Global Issues: Introduction to Cultural Anthropology. 3 Credits.**

This introductory course provides a broad overview of cultural anthropology, giving students the tools to understand, speak and write about human diversities and similarities cross-culturally. Course materials emphasize issues of race, ethnicity, class and gender, making visible for students the inequalities and power dimensions embedded in societies throughout the globe.

**Offered:** Every year, All

**AN 103. Dirt, Artifacts and Ideas: Introduction to Archaeology. 3 Credits.**

This course introduces students to the social science of archaeology, one of the four subdisciplines within anthropology. Students explore the history and methodology of archaeology, human evolution and adaptation. They learn to interpret archaeological data and study the relationship between humans and the natural environment. The ethics of doing archaeological fieldwork and the contemporary debates within the discipline also are discussed.

**Offered:** Every year, All

**AN 104. Bones, Genes and Everything In Between: Intro to Biological Anthropology. 3 Credits.**

In this course, students explore human origins and modern human diversity from a holistic, biocultural evolutionary perspective. Participants begin with the processes of evolution and natural selection, along with the mechanisms of genetic inheritance at the molecular level and its role in modern human diversity. Next they focus on our closest living relatives, the non-human primates, and then discuss the evidence for primate and human evolution found in the fossil record. The course concludes by exploring the origins of modern humans and their dispersal across the globe.

**Corequisites:** Take AN 104L.

**Offered:** Every year, All

**AN 104L. Bones, Genes and Everything In Between: Intro to Biological Anthropology Lab. 1 Credit.**

Lab to accompany AN 104.

**Corequisites:** Take AN 104.

**Offered:** Every year, Fall

**AN 200. Special Topics. 3 Credits.**

Subject varies each semester according to student and faculty interest.

**Offered:** As needed, All

**AN 210. Cross-Cultural Perspectives on Gender, Sex and Sexuality (WS 211). 3 Credits.**

This course introduces students to the social and cultural constructions of gender, sex and sexuality around the world. Students discover the way anthropologists approach these topics. They explore the constructions as they relate to notions of biology, family, households, work, migration, inequality/inequity, economics and class status, violence, and race and ethnicity. Discussions focus on what gender, sex and sexuality are, what they mean and how they theoretically and practically matter as categories.

**Offered:** Every other year

**AN 220. Anthropology of Development. 3 Credits.**

This course introduces students to the concept and practice of "development" from an anthropological perspective. Students learn how to assess and critique the ideological threads in development discourses, and are able to identify how anthropological approaches to development differ from other social sciences and allied disciplines. Students also learn how classical social theory continues to influence policy makers and international aid bureaucrats.

**Offered:** As needed

**AN 227. Traditional Rites of Passage Theory: Turning Points. 3 Credits.**

In this course, students examine the study abroad experience as a life turning point, looking through the lens of traditional Rites of Passage Theory, as put forth by anthropologist Arnold van Gennep. They connect each of the traditional Rites of Passage phases to the study abroad experience (i.e., separation, liminality and reincorporation) and begin to develop an understanding of why rites of passage were/are formulated, and how to apply the concepts and elements presented in traditional Rites of Passage Theory not only to the study abroad experience, but also to personal, academic and professional turning points throughout one's life.

**Offered:** Every year, Spring

**AN 233. Practicing Archaeology. 3 Credits.**

Archaeology is an exciting multidisciplinary field that combines approaches from the social and natural sciences to reconstruct ancient human behavior. In this course, students explore the theories and methods that guide archaeological inquiry through lectures, class discussions and interactive laboratory and field exercises. Several guest lectures highlight various specializations and applications in the field, including Geographic Information Systems, archaeological chemistry, bioarchaeology, museum curation, public archaeology and cultural resource management.

**Offered:** As needed

**AN 237. Anthropology of Health and Medicine. 3 Credits.**

This course takes a comparative study approach by looking at the diverse ways in which societies throughout the world both define and respond to disease and illness. Special attention is paid to how differently people understand the body and its relation to illness, and the importance of cross-cultural understanding for treating and curing illness in pluralistic societies.

**Offered:** Every other year

**AN 240. Ethnographic Theory and Practice.****3 Credits.**

This course introduces students to ethnographic theory, method, practice and application within the discipline of anthropology. The goals are: 1) to provide students with a background of the history of ethnography; 2) to introduce students to the range of ethnographic writings in the contemporary era; 3) to encourage students to think about what ethnographic writings teach us and why they matter; 4) to compare ethnography to other forms of academic and popular writings; and 5) to consider the ethical dimensions and dilemmas of conducting ethnographic research.

**Offered:** As needed**AN 243. Ancient Food For Thought.****3 Credits.**

In this course, students explore the origins (and consequences) of food production and consumption from an anthropological perspective. Participants examine evidence for ancient diets in a variety of different societies (hunter-gatherer, pastoral and agricultural). They analyze the relationship between our diet and other aspects of culture and explore how these types of societies have changed over the past several thousand years. Students then review contemporary environmental and health problems related to food production and consumption and draw from the past to understand and potentially address these issues.

**Prerequisites:** Take AN 101 AN 102 or AN 103.**Offered:** Every year, Fall**AN 245. The Anthropology of Gender-Based Violence.****3 Credits.**

This course explores the topic of gender-based violence and related social problems analyzed from an anthropological perspective. Students discuss such issues as family violence within households, community level violence, the politics of reproduction, war crimes against women and girls, and the relationship between political economy, criminalization and social justice. Students analyze such theoretical frameworks as structural violence and social suffering, the in/compatibility of human rights and cultural rights, political-economy and globalization theories. The case studies for this course come from the Middle East, the South Pacific, the Caribbean, Europe, North America, Africa and Asia. Case studies of indigenous peoples' responses to violence also are used.

**Offered:** As needed**AN 250. Forensic Anthropology.****3 Credits.**

This course provides a general introduction to forensic anthropology, an applied subfield of biological anthropology, wherein human remains of medico-legal significance are analyzed. Students review the history of the field, basic skeletal anatomy and human biological variation, recovery of human remains and how time since death can be established. The course also covers the identification of trauma and disease in both modern and prehistoric skeletons, as well as markers of individualization that may lead to positive identification.

**Offered:** Every other year**AN 251. Tales from the Crypt: Research Methods in Bioarchaeology.****3 Credits.**

Students discover how skeletal studies can provide information about past lives. They learn human osteology (the study of bones) and how to use cutting-edge digital technology to obtain data from the skeleton. They formulate a research design for data collection with skeletons housed on campus, and then conduct original research on an anthropological question related to the bones. Participants discuss and debate major topics in bioarchaeology.

**Corequisites:** Take AN 251L.**Offered:** Every other year**AN 251L. Research Methods in Bioarchaeology Lab.****0 Credits.**

This lab accompanies AN 251 (Tales from the Crypt: Research Methods in Bioarchaeology).

**Corequisites:** Take AN 251.**Offered:** Every other year**AN 252. The Science of Human Diversity.****3 Credits.**

This course surveys human phenotypic variation through an evolutionary and biocultural perspective. The role of genetics and environment (including culture) is discussed in relation to the heritability of human differences. Participants also consider how culture and society shape an understanding of human biology. Topics as diverse as environmental adaptations, "race," sex differences, aging, growth, nutrition, demography and genetic disorders are addressed from this biocultural perspective.

**Offered:** As needed**AN 299. Independent Study.****3 Credits.**

Pursuit in depth of a specific topic. The topic and credit are to be arranged with an instructor.

**Offered:** As needed, All

## Arabic (ARB)

**ARB 101. Elementary Arabic I.****3 Credits.**

This course introduces students to the Modern Standard Arabic (MSA) language and to cultures of the Arabic-speaking world. Students develop accuracy and fluency in pronunciation and writing of Arabic letters, comprehend basic vocabulary and language structures, learn to use culturally appropriate social greetings and other expressions, learn the basics of grammar, and acquire insight into the culture and diversity of the Arabic-speaking world.

**Offered:** Every year, Fall and Spring**ARB 102. Elementary Arabic II.****3 Credits.**

This course is a continuation of Arabic 101.

**Prerequisites:** Take ARB 101.**Offered:** Every year, Fall and Spring**ARB 200. Arab Culture and Society.****3 Credits.**

ARB 200 examines the historical, social, religious, cultural and artistic aspects of the modern Arab world. Students are exposed to traditions and customs of the Arabs in the Modern Middle East. Also, they become familiar with the diversity of the region and gain knowledge of the history and development of Arabic culture from the classical period to the present and the major cultural institutions of the Arabic-speaking world. The course provides students with a view of the cultural contours of the modern Arab world and the richness of the Arab cultural heritage.

**Offered:** As needed**ARB 201. Continuing Elementary Arabic III.****3 Credits.**

This course is a continuation of the study of Modern Standard Arabic. Students further develop their listening comprehension, speaking, reading and writing abilities, and their understanding of the cultures of the Arabic-speaking world.

**Prerequisites:** Take ARB 102.**Offered:** As needed**ARB 299. Independent Study: Advanced Arabic.****3 Credits.**



## Art (AR)

### AR 101. Introduction to Art.

3 Credits.

This course is a study of major art forms and a probe into the nature of the creative process and public response. The course combines art history with hands-on activities. It is intended for students who plan to take only one art course.

**Offered:** As needed

### AR 102. Art History: Ancient Through Medieval.

3 Credits.

This introductory course considers art as seen in its cultural and historical context from prehistory through the medieval period. Students explore the stylistic elements that make great works typical of their era.

**Offered:** Every year, All

### AR 102H. Honors Art History I.

3 Credits.

This introductory course considers art as seen in its cultural and historical context from prehistory through the medieval period. Students explore the stylistic elements that make great works typical of their era.

**Offered:** As needed

### AR 103. Art History: Renaissance Through Contemporary.

3 Credits.

This introductory course considers art as seen in its cultural and historical context from the Renaissance through the contemporary era. Students explore the stylistic elements that make great works typical of their era.

**Offered:** Every year, All

### AR 103H. Art History: Renaissance Through Contemporary.

3 Credits.

Honors Course – This introductory course considers art as seen in its cultural and historical context from the Renaissance through the contemporary era. Students explore the stylistic elements that make great works typical of their era.

### AR 104. Survey of Non-Western Art.

3 Credits.

Participants study the major themes and forms of non-Western arts from East Asia, South Asia, Africa, the Pre-Columbian Americas and Oceania, with emphasis on their cultural, philosophical and religious contexts. Students define works of art both formally and within the framework of their method of manufacture, audience and cultural value. They also explore aspects of various non-Western religions, cultural considerations and influences in relation to the works. Students with little experience of or no prior courses in art history learn the basic terminology and methodology of the field.

**Offered:** Every year, All

### AR 105. American Art.

3 Credits.

This course serves as an introduction to the history of art in the United States from the pre-colonial period to the present. The curriculum includes a careful analysis of representative works reinforced by visits to area art galleries.

**Offered:** Every year, All

### AR 140. Basic Visual Design.

3 Credits.

This course exposes students to the basics of two-dimensional design. Topics include the elements of design, the principles of order and how these basics combine to create exceptional composition in various forms of art.

**Offered:** Every year, All

### AR 158. Photography I.

3 Credits.

This beginning course in still photography is designed to teach basic photographic techniques. Additional topics include lighting, advertising, fashion and portrait photography. Students must provide a fully adjustable digital camera, or Digital Single Lens Reflex (DSLR) camera.

**Offered:** Every year, All

### AR 175. Special Topics in Art History.

3 Credits.

This group of courses introduces art history by way of particular themes. Each covers at least three eras or movements in art history, exploring imagery, sculpture, architecture and decorative arts. Topics include: The Art and Architecture of Health and Medicine; Art and Propaganda; The Art and Imagery of Weaponry and War; Art and Love; Art and Death; and The Image of the Divine.

**Offered:** As needed

### AR 200. Special Topics Course.

3 Credits.

### AR 210. The Creative Process.

3 Credits.

This course introduces students to the creative process in the visual arts. Students learn to evaluate and critique their personal artwork as well as the work of others to develop a working process that enables them to go from initial thought to final product. Topics include: how to expand on initial ideas, the proper use of a sketchbook, looking at and evaluating famous works of art, and how to know when a work of art is finished.

**Offered:** Every year, All

### AR 240. Graphic Design.

3 Credits.

Students gain practical experience in the creation of pictorial devices used to disseminate product information, including drawing, painting, illustration and typography.

**Prerequisites:** Take AR 140.

**Offered:** As needed

### AR 241. Color Theory.

3 Credits.

This course introduces students to the basics of color theory in design. Participants explore different topics through a series of short in-class projects and longer out of class assignments. Topics include the use of the grey scale, color mixing, color harmonies and discord, among others.

**Offered:** Every year, All

### AR 242. Cartooning.

3 Credits.

This course provides an overview of the history of the comic and cartoon arts, and explores a variety of cartooning techniques. While studying the techniques of the masters, students plan, and eventually execute their own original cartoons. This class is open to absolute beginners as well as students with previous drawing, painting and cartooning experience.

**Offered:** As needed

### AR 250. Studio Art: Special Topic.

3 Credits.

Students gain hands-on experience in creative art. The medium varies from year to year and from section to section.

**Offered:** As needed, All

### AR 251. Studio Art: Drawing (AR303).

3 Credits.

This studio course serves as an introduction to basic drawing skills. Subjects may include still life, landscape and portraits. Work is done in pencil, ink and other media.

**Offered:** Every year, All

### AR 252. Studio Art: Painting (AR304).

3 Credits.

This studio course serves as an introduction to basic painting skills. Course work includes specialized painting techniques, color theory and assignments based on both traditional and contemporary styles. All work is completed in acrylic painting media with some mixed media components.

**Offered:** Every year, All



- AR 253. Studio Art: Sculpture.** **3 Credits.**  
This studio course introduces students to sculpture and three-dimensional design using a variety of materials. Students gain an understanding and appreciation of basic techniques and processes involved in creating sculpture and learn how a three-dimensional object impacts its environment.  
**Offered:** Every year, All
- AR 254. Studio Art: Printmaking.** **3 Credits.**  
This studio course serves as an introduction to the many processes used in printmaking. Techniques studied include those used in woodcut and linoleum cut, etching and drypoint, monotype and monoprint, embossment and lithography.  
**Offered:** Every year, All
- AR 255. Studio Art: Introduction to Darkroom Photography.** **3 Credits.**  
This class covers basic black and white photographic techniques used in both processing and printing.  
**Offered:** As needed
- AR 257. AP Studio Art Introduction to Studio Methods.** **3 Credits.**  
This eight-week accelerated course introduces students to basic studio methods. Both traditional and contemporary techniques are explored through a series of short in-class projects and longer out-of-class assignments. Course work includes techniques and materials for a variety of media, including drawing, painting, watercolor, sculpture and printmaking.  
**Offered:** As needed
- AR 258. Photography II.** **3 Credits.**  
This course is a continuation of Photography I (AR 158). From daguerreotypes to digital, photography's history and future are discussed through slide lectures and hands-on activities. Each student must provide an adjustable digital or film 35 mm. camera, and photo processing.  
**Prerequisites:** Take AR 158.  
**Offered:** Every year, All
- AR 260. Design Innovations.** **3 Credits.**  
This advanced design course introduces students to the way products are packaged and advertised to the public. The curriculum consists of presentations, design assignments and student participation. Students study the history of packaging and advertising from its inception up to the present day. Design mediums include print, packaging material and video. Students are expected to pursue their own design projects. Prior experience with advertising and packaging design is not necessary, only a curious mind, enthusiasm and the ability to investigate ideas.  
**Prerequisites:** Take AR 140.  
**Offered:** As needed
- AR 262. Studio Art: Watercolor.** **3 Credits.**  
This course introduces students to the basics of watercolor. Participants explore different topics through a series of short in-class projects and longer out-of-class assignments. Topics include specialized watercolor painting techniques, color theory and assignments based on both traditional and contemporary styles. All work is completed in watercolor with some mixed media components.  
**Offered:** Every year, All
- AR 263. Studio Art: Collage.** **3 Credits.**  
This hands-on studio course enables students to explore materials and techniques involved in the art of making collage. This course looks at various ways to incorporate pre-made materials into more elaborate finished projects. Participants use a variety of materials including both manmade and natural objects as well as various painting, drawing and sculpture media.  
**Offered:** Every year, All
- AR 280. History of Modern Design.** **3 Credits.**  
Students examine design trends from fashion to product to interior design from the Industrial Revolution to the present day. Distinct from fine arts, design reflects the industrialization of the modern world. Students learn to recognize design styles and classic examples of design as well as the circumstances and creative spirit that have driven design throughout history.  
**Offered:** As needed, Summer
- AR 299. Independent Study.** **3 Credits.**  
**Offered:** As needed, All
- AR 300. Special Topics in Art History.** **3 Credits.**  
Upper level special topics courses in studio art or art history. Prerequisites vary by section.  
**Prerequisites:** Take AR 102 or AR 103 or AR 104 or AR 105.  
**Offered:** As needed, All
- AR 303. Studio Art: Advanced (AR251) Drawing.** **3 Credits.**  
This advanced drawing class expands on knowledge gained in an introductory level drawing course. Topics include both traditional and contemporary techniques and advanced composition. Work is completed in various drawing materials, including charcoal, pencil, conte and ink.  
**Prerequisites:** Take AR 251.  
**Offered:** Every year, All
- AR 304. Studio Art: Advanced (AR252) Painting.** **3 Credits.**  
This advanced painting class enhances knowledge gained in an introductory level painting course. Specialized painting techniques include expanded color theory as well as an introduction to contemporary techniques. All work is completed in acrylic paint with some mixed media components.  
**Prerequisites:** Take AR 252.  
**Offered:** Every year, All
- AR 305. Special Topics in Studio Art.** **3 Credits.**  
**Offered:** As needed
- AR 316. World Architecture.** **3 Credits.**  
Major styles and architects are studied with special emphasis on American architecture.  
**Prerequisites:** Take one of the following; AR 102 AR 103 AR 104 or AR 105.  
**Offered:** As needed
- AR 317. Art of the Italian Renaissance.** **3 Credits.**  
This course covers the period from c.1350-1600 in Italy. Participants study the painters, sculptors and architects of the period, including their artistic techniques, styles and use of symbolism. Topics include the writings by artists of the time as well as an examination of those artists and artistic movements that served as precursors to this compelling period of art history. Students further study the political, religious, economic and scientific advances of the period, including opportunities for women and the influence of regional geography on the arts.  
**Prerequisites:** Take AR 102 AR 103 AR 104 or AR 105.  
**Offered:** As needed
- AR 325. Women Artists (WS 315).** **3 Credits.**  
This art history course focuses on the lives and artwork of women such as Hildegard von Bingen, Mary Cassatt, Frida Kahlo and Georgia O'Keeffe.  
**Prerequisites:** Take one of the following; AR 102 AR 103 AR 104 or AR 105.  
**Offered:** As needed

**AR 335. Digital Photography.****3 Credits.**

This course is designed to help students learn digital camera operation, as well as computer-based image correction and manipulation through the use of Adobe Photoshop. Participants explore relevant topics through class lectures, demonstrations, in-class exercises and out-of-class assignments. Topics include the methods and techniques used to create, edit and critically judge digital images.

**Prerequisites:** Take one of the following: AR 140 AR 158 or AR 255.

**Offered:** As needed

**AR 342. Illustration.****3 Credits.**

This course introduces students to the art of illustration. Through hands-on assignments and demonstrations, students learn the methodology of an illustrator, including generating ideas, visualization, research, preliminary studies or roughs, comprehensives and the finished picture. A variety of relevant media, materials and techniques are explored. Course work is supplemented by lectures on historic and contemporary techniques, projects and illustrators.

**Prerequisites:** Take AR 140 or AR 251.

**Offered:** As needed

**AR 356. Studio Art: Figure Drawing.****3 Credits.**

This course serves as an introduction to the basics of figure drawing. Both traditional and contemporary styles of figurative imagery are explored through a series of short in-class projects and longer out-of-class assignments. Course work involves the use of various drawing materials and techniques.

**Prerequisites:** Take AR 251.

**Offered:** As needed

**AR 360. Innovation in the Arts and Sciences(PL 360).****3 Credits.**

This course reviews science and art practices to explore how innovations occur. Because discovery and invention go hand in hand, students consider the ethics of constructing according to needs, imagination and a sense of what the world should be. Particular attention is paid to the values of diversity, from disciplines to cultures. Junior or senior status is required.

**Offered:** As needed

**AR 380. Interactive Art (PL 380).****3 Credits.**

This course presents an interdisciplinary examination of the functions in art, literature and theater through readings and discussions of selected creative and critical works. Topics include self-organization, open systems, emergence, complexity, pragmatism and play. Students use the final project to demonstrate a practical understanding of interactive processes. Junior or senior status is required.

**Offered:** As needed

**AR 399. Independent Study.****3 Credits.**

Advanced independent studio work in painting, printmaking, graphic design, photography.

**Offered:** As needed, All

**AR 499. Independent Study.****3 Credits.**

Advanced independent studio work in painting, printmaking, graphic design, photography.

**Offered:** As needed, All

## Athletic Training (AT)

**AT 114. Introduction to Athletic Training/Sports Medicine.****2 Credits.**

This course is designed to familiarize the student with the role of an athletic trainer in sports and health care. AT major only or permission of instructor.

**Corequisites:** Take AT 114L.

**Offered:** Every year, Spring

**AT 114L. Introduction to the Clinical Environment.****0 Credits.**

Lab to accompany AT 114. This eight-week session is required for AT majors or those considering transferring into the major. AT major only or permission of instructor. (2 lab hrs.)

**Corequisites:** Take AT 114.

**Offered:** Every year, Spring

**AT 115. Introduction to Kinesiology.****3 Credits.**

This introductory course explores the way the musculoskeletal system produces movement patterns in humans. Musculoskeletal anatomy, joint arthrology, muscular mechanics and biomechanical principals are used to perform muscular analyses of both the upper and lower extremities and the trunk. AT major only or permission of instructor.

**Prerequisites:** Take BIO 101.

**Offered:** Every year, Spring

**AT 116. Introduction to Fitness and Conditioning.****2 Credits.**

This introductory lab and lecture course teaches the fundamentals of basic fitness and exercise. Students engage in fitness assessments and design of personal conditioning programs for healthy subjects. For AT major only or permission of instructor.

**Offered:** Every year, Spring

**AT 201. Medical Aspects of Sports and Activity (SPS 201).****3 Credits.**

This course is aimed at individuals who are interested in working in a sports-related field (e.g., coaches, journalists or managers). It provides an overview of a variety of sports medicine-related topics, including common sports injuries, an introduction to sports psychology and current events in the sports medicine. Students who take AT 201 cannot also receive credit for AT 214.

**Prerequisites:** Take one 4-credit lab science course.

**Offered:** Every year, Fall and Spring

**AT 210. Introduction to Evidence-Based Practice.****2 Credits.**

Evidence-based practice in health care is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences. This is an introductory course in the processes associated with collecting and utilizing evidence to make clinical decisions.

**Prerequisites:** Take MA 275.

**Offered:** Every year, Spring

**AT 214. Care and Prevention of Athletic Injuries.****3 Credits.**

This course is designed to provide an overview of the athletic training profession with an emphasis on the basic fundamentals utilized by the athletic trainer in prevention, recognition, care, treatment and rehabilitation of athletic injuries. AT major only or permission of instructor. Students who take AT 214 cannot also receive credit for AT 201 or HSC 214.

**Prerequisites:** Take BIO 102-102L AT 114.

**Offered:** Every year, Fall

**AT 214L. CPR, AED and First Aid.****1 Credit.**

Students learn principles of first aid and complete health provider certification in cardiopulmonary resuscitation and automated external defibrillator. For PT majors only. (2 lab hrs.)

**Offered:** Every year, Fall and Spring

**AT 215. Therapeutic Modalities. 3 Credits.**

Therapeutic Modalities is an introductory course designed to provide students with knowledge of theory and operation of the most commonly used therapeutic devices.

**Prerequisites:** Take AT 214 AT 216.

**Corequisites:** Take AT 215L.

**Offered:** Every year, Spring

**AT 215L. Therapeutic Modalities Lab. 1 Credit.**

This lab includes the practical application of therapeutic modalities and must be taken in conjunction with AT 215. (2 lab hrs.)

**Corequisites:** Take AT 215.

**Offered:** Every year, Spring

**AT 216. Emergency Management of Athletic Trauma. 2 Credits.**

This laboratory and lecture course teaches the basic skills and decision-making processes necessary to manage emergency medical situations common to athletic activity. Students also perform general first aid. All students are required to pass Red Cross CPR/AED for the Professional Rescuer and Emergency Oxygen Administration (or equivalent).

**Prerequisites:** Take BIO 102 AT 115.

**Corequisites:** Take AT 216L.

**Offered:** Every year, Fall

**AT 216L. Emergency Management of Athletic Trauma Lab. 1 Credit.**

This lab includes the practical application of basic skills and decision-making processes necessary to manage emergency medical situations. Must be taken in conjunction with AT 216.

**Corequisites:** Take AT 216.

**Offered:** Every year, Fall

**AT 240. Strength Training and Conditioning (AT 481). 3 Credits.**

This course addresses the scientific and theoretical basis of strength training and conditioning for sports performance. This includes understanding biomechanics, exercise physiology, adaptations to training, exercise technique, prescription and the basic structure of the variables used in the design of strength and conditioning programs. The scientific and theoretical components of this class are reinforced with "hands-on" laboratory experiences.

**Prerequisites:** Take BIO 211-211L BIO 212-212L.

**Offered:** Every year, Fall

**AT 250. Introduction to Evaluation and Treatment of Musculoskeletal Injuries. 3 Credits.**

This lecture and laboratory course provides the student with a basic systematic approach to the process of physical evaluation and therapeutic exercise program development. It includes processes of history taking and physical exam techniques, indications and contraindications of therapeutic interventions, and treatment adjustments as related to patient injury, prevention, reconditioning and return-to-activity guidelines.

**Prerequisites:** Take AT 114 AT 115 AT 116.

**Corequisites:** Take AT 250L.

**Offered:** Every year, Fall

**AT 250L. Introduction to Evaluation and Treatment of Musculoskeletal Injuries. 1 Credit.**

This lab includes the practical application of recognizing, evaluating and treating common musculoskeletal injuries. Must be taken in conjunction with AT 250.

**Corequisites:** Take AT 250.

**Offered:** Every year, Fall

**AT 251. Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries. 3 Credits.**

This lecture and laboratory course provides the student with a basic evaluation process and techniques involved in assessing musculoskeletal injuries of the lower extremity. The assessment information is then used to design and implement treatment and rehabilitative protocols. Emphasis is placed on integrating kinesiological principals with injury/illness recognition skills and rehabilitative concepts.

**Prerequisites:** Take AT 250.

**Corequisites:** Take AT 251L.

**Offered:** Every year, Spring

**AT 251L. Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries Lab. 1 Credit.**

This lab includes the practical application of recognizing, evaluating and treating common musculoskeletal injuries. Must be taken in conjunction with AT 251.

**Corequisites:** Take AT 251.

**Offered:** Every year, Spring

**AT 290. Clinical Practicum I, Risk Management and Injury Prevention. 2 Credits.**

This practicum introduces students to the general policies and procedures of the Quinnipiac University athletic training room. Students are instructed in taping techniques, proper medical documentation skills, ambulatory aids, the preparticipation examination, and the Quinnipiac University Emergency Action Plan. Hands-on practical experience is emphasized in class sessions.

**Prerequisites:** Take AT 214 AT 216.

**Corequisites:** Take AT 290C.

**Offered:** Every year, Spring

**AT 290C. Clinical Practicum I. 1 Credit.**

During the semester, students gain minimum 100 hours of supervised clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

**Prerequisites:** Take AT 214 AT 216.

**Corequisites:** Take AT 290.

**Offered:** Every year, Spring

**AT 299. AT Independent Study. 1-6 Credits.****AT 330. Nutrition for Sport and Fitness. 3 Credits.**

In this foundational course, students learn nutritional concepts related to wellness, injury prevention and maximizing human performance. Students also explore concepts surrounding eating disorders, nutrition for the injured athlete, and dietary supplements.

**Prerequisites:** Take AT 290 or HSC 262.

**Offered:** Every year, Spring

**AT 350. Evaluation and Treatment of Upper Extremity Musculoskeletal Injuries. 3 Credits.**

Students learn the evaluation process and techniques involved in assessing musculoskeletal injuries of the upper extremity. The assessment information is then used to design and implement treatment and rehabilitative protocols. Emphasis is placed on integrating kinesiological principals with injury/illness recognition skills and rehabilitative concepts.

**Corequisites:** Take AT 350L.

**Offered:** Every year, Fall

**AT 350L. Evaluation and Treatment of Musculoskeletal Injuries Lab.****1 Credit.**

This lab includes the practical application of musculoskeletal injury evaluation and rehabilitation. Must be taken in conjunction with AT 350.

**Corequisites:** Take AT 350.

**Offered:** Every year, Fall

**AT 351. General Medical Conditions and Treatment.****3 Credits.**

This course enables the athletic training student to recognize, evaluate and differentiate common systemic diseases, understand appropriate pharmacological interventions, understand the principles of pharmacology and common issues that arise when specific pharmacological agents are employed. Students who take AT 351 may not also receive credit for HSC 351.

**Prerequisites:** Take AT 251 AT 216.

**Corequisites:** Take AT 351L.

**Offered:** Every year, Fall

**AT 351L. General Medical Conditions and Treatments Lab.****1 Credit.**

This lab includes the practical application of recognizing, evaluating, differentiating and treating common medical conditions. Must be taken in conjunction with AT 351.

**Corequisites:** Take AT 351.

**Offered:** Every year, Fall

**AT 352. Evaluation and Treatment of Spinal Injuries.****3 Credits.**

Students learn the evaluation process and techniques involved in assessing common spinal pathologies in the orthopedic and sport setting. The assessment information is then used to design and implement treatment and rehabilitative protocols. Emphasis is on the evaluation process, critical thinking, choosing appropriate treatment techniques, as well as indications and contraindications of specific spinal disorders and exercise progression as related to spinal dysfunction/disorders. Manual therapy as a treatment technique and current trends for treating spinal disorders is also covered.

**Prerequisites:** Take AT 350 AT 351.

**Corequisites:** Take AT 352L.

**Offered:** Every year, Spring

**AT 352L. Evaluation and Treatment of the Spinal Injuries Lab.****1 Credit.**

This lab includes the practical application of the evaluation process of all musculoskeletal injuries with emphasis on the spine and demonstration of evidence based treatment techniques and must be taken in conjunction with AT 352.

**Corequisites:** Take AT 352.

**Offered:** Every year, Spring

**AT 390. Clinical Practicum II, Athletic Protective Equipment.****2 Credits.**

Students are introduced to proper fitting of athletic equipment, as well as sporting rules relevant to safety and the role of the medical professional. The course includes instruction in fabricating and applying protective equipment, such as pads, splints and supports, and advanced taping and wrapping techniques used in athletic training; hands-on practical experience is emphasized in class sessions.

**Prerequisites:** Take AT 290.

**Offered:** Every year, Fall

**AT 390C. Clinical Practicum II, Clinical.****1 Credit.**

During the semester, students gain a minimum 200 hours of supervised clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

**Corequisites:** Take AT 390.

**Offered:** Every year, Fall

**AT 391C. Clinical Practicum III.****1 Credit.**

During the semester, students gain a minimum of 200 hours of supervised clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

**Prerequisites:** Take AT 350 AT 351 AT 390C.

**Offered:** Every year, Spring

**AT 440. Biomechanics.****3 Credits.**

This course focuses on the advanced study of human movement, concentrating on the principles of mechanics they relate to the human body. Areas of athletic injury, pathology, sport performance, occupational risks, injury prevention, and rehabilitation are addressed. Projects are designed not only to achieve scientific insights into biomechanical problems but also to train students in state-of-the-art interdisciplinary research procedures. Kinematic and kinetic analyses are conducted.

**Prerequisites:** Take BIO 211 BIO 212.

**Offered:** Every year, Fall and Spring

**AT 440L. Biomechanics Lab.****1 Credit.**

This lab includes the practical application of biomechanics including the processes involved in data collection for forces, EMG and motion analysis data. Must be taken in conjunction with AT 440. (2 lab hrs.)

**Corequisites:** Take AT 440.

**Offered:** As needed

**AT 450. Administration and Management in Athletic Training.****3 Credits.**

Organizational and administrative procedures and considerations, as well as the legal aspects of athletic training and sports medicine are included in this course.

**Prerequisites:** Take AT 391C.

**Offered:** Every year, Fall

**AT 460. Advanced Nutrition (HSC 460).****3 Credits.**

This advanced-level food and nutrition course examines the composition and physiological role of nutrients and their relationships to health and the body. Macronutrient metabolism as well as a detailed examination of the role of vitamin and mineral metabolism are explored. Current nutrition issues of supplement use, weight management, sports nutrition, nutritional ecology and the application of nutrition directly to food and its preparation also are addressed. Students receive hands-on instruction in cooking throughout the semester.

**Prerequisites:** Take AT 330 or HSC 262.

**Offered:** Every year, Fall

**AT 481. Strength Training and Conditioning for the Athletic Trainer (AT 240).****2 Credits.**

The purpose of the course is to expand the students' knowledge of rehabilitation beyond general concepts. Students learn theory pertaining to a variety of conditioning methods including: periodization, plyometrics and functional training. Lifting techniques and injury prevention related to conditioning are discussed and applied to both the individual athlete and team training concepts. The course is taught as a combination of classroom and laboratory experiences to ensure that students are capable of translating theory into practice.

**Prerequisites:** Take AT 352 or permission of instructor.

**Offered:** Every year, Spring



**AT 482. Advanced Rehabilitation Options in Sports Medicine. 2 Credits.**

This course examines in-depth rehabilitative techniques and advanced manual therapy skills for the sports medicine setting. Practical application of current concepts and research-driven rehabilitative protocols are emphasized. The course also addresses trends in sports medicine surgical procedures, research behind new rehabilitative techniques, and effective mechanisms for evaluating clinical relevance of new products.

**Prerequisites:** Take AT 352.

**Offered:** Every year, Fall

**AT 490. AT Independent Study. 1-6 Credits.**

**Offered:** As needed

**AT 490C. Clinical Practicum IV. 1 Credit.**

During the semester, students gain a minimum of 200 hours of clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

**Prerequisites:** Take AT 351 AT 391C.

**Offered:** Every year, Fall

**AT 491. Clinical Practicum V, Professional and Career Preparation. 2 Credits.**

This course provides students with a means to integrate and augment all concepts, skills and knowledge covered in the athletic training curriculum. Much of the course is discussion based and requires the students to be fully participative.

**Prerequisites:** Take AT 490C.

**Corequisites:** Take AT 491C.

**Offered:** Every year, Spring

**AT 491C. Clinical Practicum V, Clinical. 1 Credit.**

During the semester, students gain a minimum of 200 hours of supervised clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

**Corequisites:** Take AT 491.

**Offered:** Every year, Fall and Spring

## Biology (BIO)

**BIO 101. General Biology I. 3 Credits.**

This course considers the basic concepts of life science with emphasis on the methods of science and the role of science in society, the chemistry of life, and molecular and cellular evolution. Selected topics include cellular biochemistry, the central dogma of biology, regulation of gene expression, cell structure and function, respiration and photosynthesis, and cell cycles. This course is primarily for students in health science programs or in the School of Engineering. First semester of a full-year course; must be taken in sequence. Must be taken in conjunction with BIO 101L.

**Corequisites:** Take BIO 101L.

**Offered:** Every year, Fall and Summer

**BIO 101L. General Biology I Lab. 1 Credit.**

Lab to accompany BIO 101. Selected projects develop skills in experimental design, data analysis and scientific writing. (2 lab hrs.) Must be taken in conjunction with BIO 101.

**Corequisites:** Take BIO 101.

**Offered:** Every year, Fall and Summer

**BIO 102. General Biology II. 3 Credits.**

This course covers the basic concepts of life science with an emphasis on animal anatomy and physiology, animal reproduction and development, the nervous system, evolutionary mechanisms and ecological principles. Selected topics include animal behavior, microevolution, speciation, macroevolution and application of comparative anatomy and physiology to illuminate evolutionary relationships and their ecological context. This course is primarily for students in health science programs or in the School of Engineering. Second semester of a full-year course; must be taken in sequence. Must be taken in conjunction with BIO 102L.

**Prerequisites:** Take BIO 101-101L; Minimum grade C-.

**Corequisites:** Take BIO 102L.

**Offered:** Every year, Spring and Summer

**BIO 102L. General Biology Lab II. 1 Credit.**

Lab to accompany BIO 102. Selected projects develop skills in experimental design, data analysis and scientific writing. (2 lab hrs.) Must be taken in conjunction with BIO 102.

**Prerequisites:** Take BIO 101-101L; Minimum grade C-.

**Corequisites:** Take BIO 102.

**Offered:** Every year, Spring and Summer

**BIO 105. Introduction to the Biological Sciences I. 3 Credits.**

This course introduces natural science to the nonscientist with an emphasis on problems confronting society. Relationships between humans and the environment are included. This course is designed for nonscience majors. Must be taken in conjunction with BIO 105L.

**Corequisites:** Take BIO 105L.

**Offered:** Every year, Fall

**BIO 105L. Introduction to Biological Science Lab. 1 Credit.**

Lab to accompany BIO 105. (2 lab hrs.) Must be taken in conjunction with BIO 105.

**Corequisites:** Take BIO 105.

**Offered:** Every year, Fall

**BIO 106. Science and Society: Concepts and Current Issues. 3 Credits.**

This course introduces natural science to the nonscientist with an emphasis on problems confronting society. Current health and scientific issues in the news are emphasized to help students recognize the importance of science in their daily lives. This course is designed for nonscience majors. May not be taken for credit concurrently with or after completion of BIO 161. Must be taken in conjunction with BIO 106L.

**Corequisites:** Take BIO 106L.

**Offered:** Every year, Spring

**BIO 106L. Science and Society: Concepts and Current Issues Lab. 1 Credit.**

Lab to accompany BIO 106. (2 lab hrs.) May not be taken for credit concurrently or after completion of BIO 161. Must be taken in conjunction with BIO 106.

**Corequisites:** Take BIO 106

**Offered:** Every year, Spring

**BIO 120. The Biology of Beer. 3 Credits.**

This lecture course uses the biological processes of beer production and consumption as a framework for examining basic principles of molecular, cellular and organismal biology. Students begin by studying the life cycle of the brewer's yeast and the process of fermentation. They then consider how the human body responds to beer, and finally, they examine the biological basis of alcoholism and fetal alcohol syndrome. This course is designed for nonscience majors.

**Offered:** Every year, Fall



**BIO 121. Human Genetics from ACTG to XY.****3 Credits.**

Sequencing of the human genome has allowed, for the first time in history, the ability to read the complete set of instructions for making a human being. This course, which is designed for nonscience majors, introduces students to human genetics, from the micro to the macro level. The structure of DNA and the organization of the human genome is explained as students learn how genes influence development and health. The genetic basis of human disease is utilized as a tool to explore inheritance patterns within families, personalized genetics, genetic testing and new therapeutic approaches from both a biological and an ethical perspective.

**Offered:** As needed**BIO 128. Global Health Challenges: A Human Perspective.****3 Credits.**

This course addresses a series of topics that elucidate and address challenges in global public health, with an emphasis on neglected tropical diseases and the profound impact that they have on humanity. Biological information concerning the etiology, pathology and epidemiology of the diseases is presented at the level of the nonscientist. Emphasis is placed on human aspects of the diseases, such as impacts of diseases on education, socioeconomics and stigmatization.

**Corequisites:** Take BIO 128L.**Offered:** Every year, Fall**BIO 128L. Global Health Challenges Lab.****1 Credit.**

Lab to accompany BIO 128L (2 lab hrs). Selected projects introduce students to the basics of the scientific method, experimental design, data analysis and scientific writing.

**Corequisites:** Take BIO 128.**Offered:** Every year, Fall**BIO 150. General Biology for Majors.****4 Credits.**

Students develop sound learning strategies and introductory knowledge within five core concepts in biology: science as a way of knowing, chemistry of life, structure and function relationships; major pathways and transformations of energy and matter, as well as living systems as interactive and interconnected. This is the first course of a three-course sequence for biology and related majors. Must be taken in conjunction with BIO 150L.

**Corequisites:** Take BIO 150L.**Offered:** Every year, Fall**BIO 150L. General Biology for Majors Laboratory.****0 Credits.**

Lab to accompany BIO 150. Students take an investigative/inquiry-based approach and become competent within the process of science including experimental design and analysis, as well as scientific communication and collaboration. Must be taken in conjunction with BIO 150.

**Corequisites:** Take BIO 150.**Offered:** Every year, Fall**BIO 151. Molecular and Cell Biology and Genetics.****4 Credits.**

Students investigate key concepts in molecular and cell biology and genetics. Topics include evolution, the central dogma, regulation of gene expression, cell structure and physiology, cell communication, immunology, cancer and cell division. Must be taken in conjunction with BIO 151L.

**Prerequisites:** Take BIO 150-150L; Minimum grade C-.**Corequisites:** Take BIO 151L.**Offered:** Every year, Spring**BIO 151L. Molecular and Cell Biology and Genetics Lab.****0 Credits.**

Lab to accompany BIO 151. Selected projects enable students to develop skills in experimental design through an investigative/inquiry-based approach, data analysis and scientific writing.

**Prerequisites:** Take BIO 150-150L; Minimum grade C-.**Corequisites:** Take BIO 151.**Offered:** Every year, Spring**BIO 152. Ecological and Biological Diversity.****4 Credits.**

Students develop a deeper understanding of central concepts and issues in ecology and biodiversity by building on information and skills acquired in BIO 150 and BIO 151. Specific areas of interest include populations and forces that regulate them, species concepts, and the ecological roles and evolutionary significance of key organisms. Must be taken in conjunction with BIO 152L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L; Minimum grade C-.**Corequisites:** Take BIO 152L.**Offered:** Every year, Fall**BIO 152L. Ecological and Biological Diversity Laboratory.****0 Credits.**

Lab to accompany BIO 152. Selected activities, field experiences and exercises develop skills in observation, documentation, experimental design, data analysis and scientific written and oral communication. Must be taken in conjunction with BIO 152.

**Corequisites:** Take BIO 152.**Offered:** Every year, Fall**BIO 161. Introduction to the Biological Aspects of Science and Society.****3 Credits.**

This course introduces natural science to the nonscientist with an emphasis on current problems confronting society. Current health and scientific issues in the news are emphasized to help students recognize the importance of science in their daily lives. This course is designed for nonscience majors. May not be taken for credit concurrently or after completion of BIO 106.

**Offered:** Every year, Spring**BIO 205. Bioethics.****3 Credits.**

This course explores major ethical issues arising from advances in biomedical technology, such as when human life begins, the ethics of assisted reproduction, cloning, stem cell research, and genetic engineering, among others. Emphasis is on understanding the science behind the various biotechnologies and applying sound moral reasoning to the ethical issues discussed.

**Prerequisites:** Take BIO 102-102L BIO 151-151L PL 101 or PS 101.**Offered:** Every year, Spring**BIO 207. Coral Reef Organismal Diversity - An Immersive Approach.****3 Credits.**

In this hands-on course, participants focus on a series of topics related to coral reef and marine ecology, with an emphasis on adaptations to underwater life, conspecific and interspecific relationships, and the role conservation and education play in developing responsible tourism practices. Students study the underwater world in a way that relatively few people do: directly via SCUBA diving in Bonaire, Netherlands Antilles. Students are expected to complete multiple dives per day and use their observations to discuss reef structure, animal behavior, conservation and eco-tourism. By the start of the course, students must either possess (at a minimum) Open Water SCUBA certification or have completed the online portion of PADI Open Water Certification with the understanding that they will complete the practicum portion in the first two days on Bonaire.

**Offered:** Every year, Summer

**BIO 208. Introduction to Forensic Science.****3 Credits.**

This course begins with a historical overview of the discipline as a method of understanding the contemporary field of forensics. Scientific principles and practices are applied to specific examples within crime scene and evidence analysis including, but not limited to physical evidence, glass and soil, organic and inorganic substances, hair and fibers, toxicology, serology and fingerprinting. Additionally, students utilize FBI cases, popular press and television to evaluate the use of science and distinguish among science, law and entertainment. Must be taken in conjunction with BIO 208L.

**Corequisites:** Take BIO 208L.**Offered:** Every year, Spring**BIO 208L. Introduction to Forensic Science Laboratory.****1 Credit.**

Students develop skills in observation, measurement, microscopy, glass fracture patterns, soil and footprint analysis, chromatography, spectrophotometry, hair and fiber analysis, fingerprinting and DNA analysis. The culmination of the laboratory experience involves synthesis of lecture and laboratory activities into a single class project that begins with control of a simulated crime scene and evidence search patterns, and continues through processing evidence, evidence analysis and presentation of results. Must be taken in conjunction with BIO 208. (3 lab hrs.)

**Corequisites:** Take BIO 208.**Offered:** Every year, Spring**BIO 211. Human Anatomy and Physiology I.****3 Credits.**

This advanced course provides a comprehensive analysis of human anatomy and physiology, including a detailed examination of molecular and cellular aspects of cell and organ function and metabolism incorporated with system physiology in the human body. Systems studied in the course include integumentary, skeletal, muscle, nervous, special senses and endocrine. Emphasis is on function and homeostasis. Relevant diseases also are presented. Primarily for students in bachelor's degree health science programs. First semester of a full-year course; must be taken in sequence. Must be taken in conjunction with BIO 211L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L Minimum grade C-.**Corequisites:** Take BIO 211L.**Offered:** Every year, Fall and Summer**BIO 211L. Human Anatomy and Physiology Lab I.****1 Credit.**

Lab to accompany BIO 211. A detailed study of the major body systems utilizing anatomical models, cadavers, animal specimens, histological slides, physiological experiments and simulations. (3 lab hrs.) Must be taken in conjunction with BIO 211.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L; Minimum grade C-.**Corequisites:** Take BIO 211.**Offered:** Every year, Fall and Summer**BIO 212. Human Anatomy and Physiology II.****3 Credits.**

This course is a continuation of BIO 211 with an emphasis on the anatomy and physiology of the major body systems. Systems studied in this course include cardiovascular, lymphatic, immune, respiratory, urinary, digestive and reproductive. Emphasis is on structure, function, interdependence and the maintenance of homeostasis. Relevant diseases also are presented. Primarily for students in bachelor's degree health science programs. Second semester of a full-year course; must be taken in sequence. Must be taken in conjunction with BIO 212L.

**Prerequisites:** Take BIO 211-211L; Minimum grade C-.**Corequisites:** Take BIO 212L.**Offered:** Every year, Spring and Summer**BIO 212L. Human Anatomy and Physiology II Lab.****1 Credit.**

Lab to accompany BIO 212. A detailed study of the major body systems utilizing anatomical models, cadavers, animal specimens, histological slides, physiological experiments and simulations. Must be taken in conjunction with BIO 212. (3 lab hrs.)

**Prerequisites:** Take BIO 211-211L; Minimum grade C-.**Corequisites:** Take BIO 212.**Offered:** Every year, Spring and Summer**BIO 218. Vertebrate Natural History.****4 Credits.**

This course involves the observation, collection and identification of terrestrial and aquatic vertebrate animals. Emphasis is on life histories of local species. There are frequent field trips. (2 class hrs., 4 lab hrs.)

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.**Offered:** Every other year, Fall**BIO 225. Physiological Diversity.****3 Credits.**

This course provides an analysis of the physical and chemical processes that maintain animal life, including humans. Lectures cover the interdependent function of molecules, cells, organs and tissues as they relate to organismal function and fitness. Physiological principles are examined in a comparative framework and investigated through inquiry-based activities such as case study analyses and the reading of primary literature. Emphasis is on the roles of physiology in the maintenance of homeostasis throughout the life cycle of an animal. Must be taken in conjunction with BIO 225L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.**Corequisites:** Take BIO 225L.**Offered:** Every other year, Fall**BIO 225L. Physiological Diversity Lab.****1 Credit.**

This course complements the BIO 225 lecture section by allowing students to investigate physiological principles via experimentation and case study analyses. Must be taken in conjunction with BIO 225.

**Corequisites:** Take BIO 225.**Offered:** Every other year, Fall**BIO 240. Cellular Communication.****3 Credits.**

This class focuses on the molecular mechanisms by which cells communicate with each other. Using examples from both prokaryotes and eukaryotes, students examine how cells release signaling molecules, and then consider how target cells recognize and respond to the signals. Participants discuss how the basic processes are altered in diseases of signal processing such as cancer, diabetes and depression.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.**Offered:** Every year, Fall**BIO 250. Biology Journal Club.****1 Credit.**

BIO 250 is a scientific journal club in which students present published research papers to their peers, providing the background necessary for their peers to understand the experiments, and discussing the implications of the science.

**Prerequisites:** Take BIO 101 or BIO 150; Minimum grade C-.**Offered:** Every year, Spring**BIO 259. Biology Elective.****1-15 Credits.**

**BIO 282. Genetics.****3 Credits.**

This course considers the basic principles of inheritance, including data analysis and problem-solving skills. Students gain laboratory experience with a variety of techniques and organisms of current research importance, as well as with solving problems and analyzing data. Emphasis is on sound logic, creative thought and experimental design. Must be taken in conjunction with BIO 282L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.

**Corequisites:** Take BIO 282L.

**Offered:** Every year, Fall

**BIO 282L. Genetics Lab.****1 Credit.**

Lab to accompany BIO 282. Must be taken in conjunction with BIO 282.

**Corequisites:** Take BIO 282.

**Offered:** Every year, Fall

**BIO 298. Research Methods in Biology.****3 Credits.**

This introduction to biological research includes discussion and demonstrated skills in library use, literature citation, academic integrity, experimental design and statistical and graphical treatment of data. It culminates in the collaborative design, preparation and presentation of a scientific research project. This course also includes exploration of the skills and values important to careers in science. Primary emphasis is given to the development of scientific literacy, critical thinking and reasoning, and written and oral communication.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.

**Offered:** Every year, Fall and Spring

**BIO 300. Special Topics.****3 Credits.**

Special topics in biology.

**Prerequisites:** Take BIO 101-102 or BIO 150-151;

**Offered:** As needed

**BIO 317. Developmental Biology.****2 Credits.**

This course is an introduction to the basic developmental processes that enable a single cell to differentiate and create entire organ systems. Various animal models are explored, compared and integrated to illustrate key molecular and cellular events that lead to the formation of an entire organism. Must be taken in conjunction with BIO 317L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.

**Corequisites:** Take BIO 317L.

**Offered:** Every other year, Spring

**BIO 317L. Developmental Biology Lab.****2 Credits.**

Lab to accompany BIO 317. This project-based laboratory uses a variety of different model systems to examine development. Must be taken in conjunction with BIO 317.

**Corequisites:** Take BIO 317

**Offered:** Every other year, Spring

**BIO 323. Invertebrate Zoology.****3 Credits.**

This course introduces the basic adaptive features of the major invertebrate groups with emphasis on structure, classification, ecology and evolution, utilizing both lab and field studies. Must be taken in conjunction with BIO 323L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.

**Corequisites:** Take BIO 323L.

**Offered:** Every other year, Spring

**BIO 323L. Invertebrate Zoology Lab.****1 Credit.**

Lab to accompany BIO 323. (3 lab hrs.) Must be taken in conjunction with BIO 323.

**Corequisites:** Take BIO 323.

**Offered:** Every other year, Spring

**BIO 328. Human Clinical Parasitology.****3 Credits.**

This course considers the biology of protozoan and helminth parasites of humans and includes an introduction to tropical medicine. Lectures focus on the life cycles of selected parasites and epidemiology and pathology of selected parasitic diseases. Laboratory work focuses on clinical diagnosis, diagnostic techniques (including immunodiagnostic techniques), recognition of vectors, and experimental life cycle studies using both living and preserved materials. Must be taken in conjunction with BIO 328L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.

**Corequisites:** Take BIO 328L.

**Offered:** Every other year, Spring

**BIO 328L. Human Clinical Parasitology Lab.****1 Credit.**

Lab to accompany BIO 328. (3 lab hrs.) Must be taken in conjunction with BIO 328.

**Corequisites:** Take BIO 328.

**Offered:** Every other year, Spring

**BIO 329. Neurobiology.****3 Credits.**

This course provides an introduction to molecular, cellular and organismal neuroscience. After exploring basic topics including electrical excitability, neurotransmitters and receptors, the course considers higher-level integrated systems such as the sensory systems. Human disorders are discussed to highlight the importance of proper functioning of the various components of the nervous system.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L and CHE 111-111L; Minimum grade C-.

**Offered:** Every year, Spring

**BIO 346. Cell Physiology.****3 Credits.**

This course examines the physiology of the cell with emphasis on the structure and function of the eukaryotic cell. Topics include metabolism, intracellular transport, cytoskeleton, movement, communication and control of cellular reproduction. The lab involves current techniques for studying proteins, cellular components and living organisms. Must be taken in conjunction with BIO 346L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L; and CHE 210-210L.

**Corequisites:** Take BIO 346L.

**Offered:** Every year, Fall

**BIO 346L. Cell Physiology Lab.****1 Credit.**

Lab to accompany BIO 346. This project-based laboratory uses current techniques for separating and studying cellular proteins and components and observing living organisms. The lab culminates with a major project investigating eukaryotic motility and cell structure. (3 lab hrs.) Must be taken in conjunction with BIO 346.

**Corequisites:** Take BIO 346.

**Offered:** Every year, Fall

**BIO 350. Cardiovascular Physiology.****3 Credits.**

The physiology of the mammalian heart is studied in detail. The course examines electrophysiology of the heart, structure and function, cardiac cycle, hemodynamics, capillary dynamics, cardiovascular reflexes, cardiac output and venous return. Atherosclerosis, hypertension and circulatory shock also are discussed.

**Prerequisites:** Take BIO 212.

**Offered:** Every other year, Fall

- BIO 352. Botany.** **2 Credits.**  
The biology of plants, focusing on morphology, physiology, growth, genetics, evolution, ecology, ethnobotany and their importance to humans.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L.  
**Corequisites:** Take BIO 352L.  
**Offered:** Every other year, Fall
- BIO 352L. Botany Lab.** **2 Credits.**  
Lab to accompany BIO 352. (4 lab hrs.)  
**Corequisites:** Take BIO 352.  
**Offered:** Every other year, Fall
- BIO 356. Aquatic Ecology.** **2 Credits.**  
This introduction to the study of the biology, chemistry, geology and the physics of ponds, lakes and streams includes studies of life histories of representative freshwater organisms. Students receive field training in limnological techniques.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L.  
**Corequisites:** Take BIO 356L.  
**Offered:** Every other year, Fall
- BIO 356L. Aquatic Ecology Lab.** **2 Credits.**  
Lab to accompany BIO 356. (4 lab hrs.)  
**Corequisites:** Take BIO 356  
**Offered:** Every other year, Fall
- BIO 358. Life on a Changing Planet.** **2 Credits.**  
The focus of this course is on the unique position of humans in nature—our ability to understand the historical background of current ecological dilemmas and develop realistic possibilities for solving them. Specific course topics include environmental issues of 1) overpopulation; 2) sustainability associated with food, water and energy sources; 3) climate change; 4) protection of biodiversity and other natural resources; 5) reduction and mitigation of pollution; and 6) the economics and politics associated with conservation. Must be taken in conjunction with BIO 358L.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L.  
**Corequisites:** Take BIO 358L.  
**Offered:** Every other year, Spring
- BIO 358L. Life on a Changing Planet Lab.** **2 Credits.**  
Lab to accompany BIO 358. Must be taken in conjunction with BIO 358.  
**Corequisites:** Take BIO 358.  
**Offered:** Every other year, Spring
- BIO 365. Cancer Biology.** **3 Credits.**  
This course provides an overview of cancer biology. With a focus on the molecular genetics of cancer, the course explores the identification of the genes and biochemical pathways which when disrupted lead to a deregulation of cell growth and differentiation. A discussion of disease pathology includes tumor classification, prognosis and current treatment options.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L.  
**Offered:** Every other year, Spring
- BIO 375. Physiological Models for Human Disease.** **3 Credits.**  
This course investigates cellular and molecular mechanisms of animal physiology using a variety of animal model systems including *Drosophila melanogaster* (fruit fly), *Caenorhabditis elegans* (roundworm), *Dugesia tigrina* (planaria), *Danio rerio* (zebrafish) and *Gallus gallus domesticus* (chicken). Students are introduced to current applications of several experimental models for biomedical research on human health and diseases. Must be taken in conjunction with BIO 375L.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L. Take BIO 375L.  
**Offered:** Every other year, Fall
- BIO 375L. Physiological Models for Human Disease Lab.** **1 Credit.**  
Lab to accompany BIO 375. Students work in groups to design and carry out experiments using one of four model systems listed: *Drosophila melanogaster* (Fruit Fly), *Caenorhabditis elegans* (Roundworm), *Dugesia tigrina* (Planaria) and *Danio rerio* (Zebrafish). Students analyze experimental data and present findings via oral presentations. Must be taken in conjunction with BIO 375.  
**Corequisites:** Take BIO 375.  
**Offered:** Every other year, Fall
- BIO 382. Human Genetics.** **3 Credits.**  
This course examines the genetic mechanism in humans, including data analysis and problem solving skills. The course includes an exposure to techniques for analysis of genetic variation in humans, the structure of the human genome, the implication of human genetic variation, somatic cell genetics, an introduction to medical genetics, DNA analysis, and the implications of genetic knowledge in the context of modern society and culture. Must be taken in conjunction with BIO 382L.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L.  
**Corequisites:** Take BIO 382L.  
**Offered:** Every other year, Spring
- BIO 382L. Human Genetics Lab.** **1 Credit.**  
Lab to accompany BIO 382. (2 lab hrs.) Must be taken in conjunction with BIO 382.  
**Prerequisites:** Take BIO 101-101L and BIO 102-102 or; Take BIO 150-150L and BIO 151-151L.  
**Corequisites:** Take BIO 382.  
**Offered:** Every other year, Spring
- BIO 383. Evolution.** **3 Credits.**  
This course examines the mechanisms of evolutionary change and surveys the evolutionary and phylogenetic history of life on earth. Because evolution is often a focus of social debate about ways of knowing and about the nature of humanity, students also explore the history of this debate and its influence on society.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L.  
**Offered:** Every other year, Spring
- BIO 385. Experiential Inquiry in Biology.** **1-4 Credits.**  
In this course, guided individual and group assignments in Blackboard focus on synthesis of foundational knowledge in biology, development of scientific literacy, critical and creative thinking and communication skills and preparation for careers in science as responsible citizens. This course must be completed during the ongoing experiential learning project/experience, which must relate to the biological sciences and occur outside the classroom. The experiential learning project and course credit must be approved by the academic coordinator prior to enrollment.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L and BIO 298; Minimum grade C-.  
**Offered:** Every year, All
- BIO 399H. Honors Research in Biological Sciences.** **3 Credits.**  
This course targets students who are majoring in the biological sciences and are seeking University honors and/or departmental honors. In this capstone seminar, students participate in in-depth examination of primary research papers. The material relates to a central theme chosen by the professor.  
**Prerequisites:** Take BIO 102-102L or BIO 151-151L and BIO 298.  
**Offered:** Every year, Fall



**BIO 471. Molecular Genetics.****4 Credits.**

This course introduces students to the theory and practice of DNA manipulation that is involved in modern molecular biology, including cancer research, cellular development, regulation of differentiation and construction of designer genes in plants, animals, humans, microorganisms and virus. These methods are common in health research, industrial discovery and environmental remediation. The lecture and the laboratory, which involves DNA manipulation and gene cloning, are designed for students interested in careers in medicine, biotechnology, microbiology and graduate programs. Must be taken in conjunction with BIO 471L.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L and CHE 110-111.

**Corequisites:** Take BIO 471L.

**Offered:** Every other year, Spring

**BIO 471L. Molecular Genetics Lab.****1 Credit.**

Lab to accompany BIO 471. (4 lab hrs.)

**Corequisites:** Take BIO 471

**Offered:** Every year, Spring

**BIO 498. Independent Study in Biology.****1-4 Credits.**

Students may take a total of 8 credits of Independent Study/research through enrollment in BIO 498-BIO 499.

**Offered:** As needed

**BIO 499. Independent Study in Biology.****1-4 Credits.**

Students may take a total of 8 credits of Independent Study/research through enrollment in BIO 498-BIO 499.

**Offered:** As needed

## Biomedical Sciences (BMS)

**BMS 110. The World of Microbes.****3 Credits.**

In this course, which is designed for nonscience majors, students are introduced to the relevance of microorganisms in everyday life. Topics include: microbes in the environment, infectious disease, biotechnology, food microbiology, antibiotics and host defense mechanisms (e.g., the immune system). This course must be taken in association with BMS 110L.

**Corequisites:** Take BMS 110L.

**Offered:** As needed

**BMS 110L. The World of Microbes Lab.****1 Credit.**

Students in this laboratory course explore by experimentation the nature of microorganisms, in particular, bacteria. This includes growing bacteria in culture, staining them and viewing them under the microscope and testing their ability to survive under various conditions. This course must be taken in conjunction with BMS 110.

**Corequisites:** Take BMS 110.

**Offered:** As needed

**BMS 114. Microbes in Action.****3 Credits.**

This course is designed to emphasize the applied aspects and disease potential of microorganisms. Of particular interest is the role microorganisms play in the environment.

**Corequisites:** Take BMS 114L.

**Offered:** As needed

**BMS 114L. Microbes in Action Lab.****1 Credit.**

Lab to accompany BMS 114. (2 lab hrs.)

**Corequisites:** Take BMS 114.

**Offered:** As needed

**BMS 117. The Human Organism.****3 Credits.**

This course emphasizes the human organism from a basic biological and developmental perspective. These concepts are explored by examining the development of the total human organism beginning with conception and onward into old age and eventual death. This course must be taken in conjunction with BMS 117L, the laboratory component of this course.

**Corequisites:** Take BMS 117L.

**Offered:** Every year, Fall and Spring

**BMS 117L. The Human Organism Lab.****1 Credit.**

This lab, which accompanies BMS 117, The Human Organism, includes exercises/experiments designed to reinforce basic biological principles, which form the basis for understanding the biology of all organisms, including the human organism. This course must be taken in conjunction with BMS 117 lecture.

**Corequisites:** Take BMS 117.

**Offered:** Every year, Fall and Spring

**BMS 162. Human Health.****3 Credits.**

This course, which is designed for nonscience majors, describes human disease from a biological viewpoint, and presents human health concerns and issues for discussion. Historical and sociological perspectives on human disease as well as the scientific investigation of disease processes are included. The role of molecular biology and biotechnology in approaching human disease is discussed.

**Offered:** Every year, Fall

**BMS 200. Biology and Experience of Human Aging.****3 Credits.**

Key concepts of this course include: 1) the natural decline in human capabilities and function; 2) significant elder diseases; 3) elder health care issues; 4) factors that affect aging rates; and 5) death and dying.

The course begins with concepts including research techniques, cellular aging and demographics. The second half focuses on the organ systems significantly affected in aging including skin, bones, muscle, the senses, the cardiovascular system and the nervous system.

**Prerequisites:** Take 1 group; BIO 101-102 or BIO 150-151 or BMS 117 BMS 162.

**Offered:** Every year, Fall and Spring

**BMS 213. Microbiology and Pathology.****3 Credits.**

This introductory overview of microorganisms presents a detailed study of the interactions of pathogenic microbes and humans, particularly as they apply to a clinical setting; this course is designed primarily for the health practitioner. This course must be taken in conjunction with BMS 213L. Students may receive credit for BMS 213 or BMS 370, but not both.

**Prerequisites:** Take BIO 101 BIO 102 or BIO 150 BIO 151.

**Corequisites:** Take BMS 213L.

**Offered:** Every year, Fall and Spring

**BMS 213L. Microbiology and Pathology Lab.****1 Credit.**

This lab, which accompanies BMS 213 Microbiology and Pathology, includes exercises/experiments designed to cultivate basic microbiological techniques and reinforce important principles of general and clinical microbiology. This course must be taken in conjunction with BMS 213.

**Corequisites:** Take BMS 213.

**Offered:** Every year, Fall and Spring



**BMS 276. Drug Development.**
**3 Credits.**

In this course, students study the processes required to develop new drugs, as well as the regulations associated with drug development. Topics include drug discovery, preclinical and clinical testing of drugs, pharmaco-economics and legislation associated with drug development. Specific therapeutic drug examples are discussed throughout the course.  
**Prerequisites:** Take 1 group; BIO 101-102 or BIO 150-151 or BMS 117 BMS 162 or BIO 105-106.

**Offered:** Every year, Fall and Spring

**BMS 278. Research and Technology.**
**3 Credits.**

This course provides a broad, discussion-based investigation of current scientific techniques including scientific writing, presentations, literature searches, as well as bioinformatics, protein and nucleic acid methodologies. Students learn the skills necessary to identify and understand the proper techniques for designing, implementing and evaluating scientific research. This interactive course helps prepare students for independent research projects at Quinnipiac University, graduate/professional programs and careers in the biological, biomedical or health sciences.

**Prerequisites:** Take BIO 150-150L

**Offered:** Every year, Spring

**BMS 300. The Physiology of Human Performance I.**
**3 Credits.**

This course presents a detailed examination of muscle and nerve physiology, and central nervous system control of posture and locomotion. Bioenergetics and exercise metabolism are considered. Anatomical and physiological factors limiting various types of physical performance are discussed. Full-year course; must be taken in sequence. This course must be taken in conjunction with BMS 300L.

**Prerequisites:** Take BIO 212 and CHE 102-102L or CHE 111-111L.

**Offered:** Every year, Fall

**BMS 300L. The Physiology of Human Performance I Lab.**
**1 Credit.**

(3 lab hrs.) Laboratory exercises/experiments are designed to reinforce basic principles of physiology examined in lecture. This course must be taken in conjunction with BMS 300 lecture.

**Corequisites:** Take BMS 300.

**Offered:** Every year, Fall

**BMS 301. Physiology of Human Performance II.**
**3 Credits.**

This course presents a detailed examination of cardiorespiratory and thermoregulatory responses to exercise. Body composition and diet/nutrition are considered. Anatomical and physiological factors limiting various types of physical performance are discussed. Full-year course; must be taken in sequence. This course must be taken in association with BMS 301L.

**Prerequisites:** Take BMS 300-300L.

**Corequisites:** Take BMS 301L.

**Offered:** Every year, Spring

**BMS 301L. Physiology of Human Performance II Lab.**
**1 Credit.**

Lab to accompany BMS 301 (3 lab hrs.) Laboratory exercises/experiments are designed to reinforce basic principles of physiology examined in lecture. This course must be taken in association with BMS 301.

**Prerequisites:** Take BMS 300.

**Corequisites:** Take BMS 301.

**Offered:** Every year, Spring

**BMS 304. Biological Chemistry.**
**3 Credits.**

This course, which is for ELMPA majors only, is a comprehensive study of contemporary biochemistry for pre-physician assistant students. The fundamental chemical and physical principles that underlie living processes are examined with an emphasis on the chemical structure and biological function. Medical and clinical perspectives relate the chemistry to health concerns and/or diagnostic applications. Students who have completed CHE 315 are not eligible to take this course.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L and BIO 212-212L CHE 111 CHE 211.

**Offered:** As needed

**BMS 310. Neuroanatomy.**
**3 Credits.**

This course offers the pre-physician assistant student a detailed study of the gross anatomy and development of the central nervous system. Major structures and landmarks within each major brain vesicle and spinal cord are covered.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.

**Offered:** Every other year, Fall

**BMS 318. Pathophysiology.**
**3 Credits.**

This course takes a mechanistic approach to the regulation of function of organ systems to provide students with the underlying physiological concepts in the homeostasis of each system and its interrelationship to other systems, the pertinent diseases that best exemplify the disarray of the controlling mechanism. Students learn a way of thinking that enables them to conceptualize clinical problems in relation to system functions.

**Prerequisites:** Take BIO 211-212 or BIO 227-228.

**Offered:** Every year, Fall and Spring

**BMS 319. Public Health: Epidemiology of Infectious Diseases.**
**3 Credits.**

This course will provide an introduction to the application of epidemiological principles and practice to the study of infectious diseases. This course will focus on the study of the frequency, distribution, and determinants of infectious diseases of major public health importance. Emphasis also will be placed on prevention methods and public health control efforts undertaken locally, nationally, and internationally.

**Prerequisites:** Take BMS 213 or BMS 370.

**Offered:** Every year, Fall

**BMS 320. Pharmacology.**
**3 Credits.**

This course takes a physiological systems approach to the study of the major classes of drugs used in therapeutics. Each class of drugs is studied according to dose-response characteristics, mechanism of action, major physiological effects, toxicity and possible drug interaction.

**Prerequisites:** Take BIO 211-212 or BIO 227-228.

**Offered:** Every year, Spring

**BMS 325. Toxicology.**
**3 Credits.**

Toxicology is the branch of science that investigates the complex interactions between exogenous chemicals and physical processes (e.g. radiation) with living organisms. This course entails an examination of the absorption, distribution, toxicokinetics, metabolism and elimination of exogenous substances from the body. Particular emphasis is placed on the effects of toxic agents on the following systems in humans: hepatobiliary, pulmonary, renal, nervous and reproductive. The role of toxic chemicals/physical agents in teratogenesis, mutagenesis and carcinogenesis also is studied.

**Prerequisites:** Take BIO 102-102L CHE 211.

**Offered:** Every year, Spring

**BMS 330. Endocrinology.****3 Credits.**

This course introduces students to 1) an intensive understanding of the mechanism of hormone action; 2) the importance of the interrelationship among all hormones; 3) a detailed clinical situation dealing with hormonal aberrations; and 4) a theoretical and practical method for hormone assays.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.

**Offered:** Every year, Fall

**BMS 332. Histology.****4 Credits.**

This course is intended for senior ELMPA students. It entails the microscopic and ultra-microscopic study of the structure of cells, tissues and organs, and emphasizes their functional mechanisms. Students learn how to prepare and stain normal tissue slides for histological and histochemical study, and how to examine these prepared slides.

**Prerequisites:** Take BIO 211-212 CHE 210-211.

**Offered:** Every year, Spring

**BMS 370. General Microbiology.****3 Credits.**

This study of the biology of bacteria and other microorganisms includes the structural features, genetics, biochemistry, ecology and symbiotic relationships of microbes, with particular emphasis on the differences between unicellular microbes and multicellular organisms. Students may receive credit for BMS 370 or BMS 213, but not both. This course must be taken in conjunction with BMS 370L.

**Prerequisites:** Take BIO 101-102 or BIO 150-151; and CHE 110-111.

**Offered:** Every year, Fall and Spring

**BMS 370L. General Microbiology Lab.****1 Credit.**

In the laboratory component of General Microbiology, students master foundational microbiological techniques such as microscopy, staining and culture of microbes, and utilize these techniques to explore various properties of microbes relevant to clinical, industrial, environmental and household settings. Students also identify unknown bacteria using both biochemical assays and molecular techniques. Critical thinking is emphasized through a project-based inquiry approach. This course must be taken in conjunction with BMS 370.

**Corequisites:** Take BMS 370.

**Offered:** Every year, Fall and Spring

**BMS 372. Pathogenic Microbiology.****3 Credits.**

This course involves the study of medically important microbes. Topics include the principles of microbial pathogenesis, host-microbe interactions and etiology of infectious disease. This course must be taken in conjunction with BMS 372L.

**Prerequisites:** Take BMS 370-370L.

**Corequisites:** Take BMS 372L.

**Offered:** Every year, Spring

**BMS 372L. Pathogenic Microbiology Lab.****1 Credit.**

The laboratory component of Pathogenic Microbiology includes laboratory exercises/experiments designed to reinforce the biochemical, serological and pathogenic characteristics of disease-producing microorganisms. Special emphasis is placed on techniques used to identify disease-causing microorganisms and differentiating them from closely related members of human indigenous microflora. This course must be taken in conjunction with BMS 372.

**Prerequisites:** Take BMS 370-370L.

**Corequisites:** Take BMS 372.

**Offered:** Every year, Spring

**BMS 373. Mycology.****3 Credits.**

The morphology, taxonomy and phylogeny of fungi are studied in this course. The laboratory companion to this course (BMS 373L) provides opportunities for culturing and performing biochemical analyses of selected fungi, including human pathogens. This course must be taken in conjunction with BMS 373L.

**Corequisites:** Take BMS 373L.

**Offered:** Every other year, Spring

**BMS 373L. Mycology Lab.****1 Credit.**

This lab accompanies BMS 373 Mycology and allows many opportunities for culturing and performing biochemical analyses of selected fungi, including human pathogens. This course must be taken in conjunction with BMS 373.

**Corequisites:** Take BMS 373.

**Offered:** As needed

**BMS 375. Immunology.****3 Credits.**

This course entails a study of the basic principles and regulatory mechanisms of the human immune response. Innate defenses along with cellular and humoral immune defense mechanisms are studied in detail. Abnormal immune system functions are explored via study of acquired and primary immunodeficiencies and autoimmune diseases. Vaccines and transplantation also are discussed. Students may receive credit for BMS 375 or HSC 375, but not both. Students withdrawing from either lecture or lab must withdraw from both. Prerequisite: BMS 370 (or BMS 213 with permission of the instructor); BMS majors must take BMS 375 and BMS 375L together.

**Prerequisites:** Take BMS 370-370L.

**Corequisites:** Take BMS 375L.

**Offered:** Every year, Fall

**BMS 375L. Immunology Lab.****1 Credit.**

The laboratory component of Immunology involves laboratory exercises/experiments designed to reinforce immunological concepts. Topics fundamental to both immunological research and clinical diagnostics are covered. Cellular-based and clinically relevant concepts are reinforced via hands-on immunological techniques, class discussions, presentations and case studies. Students withdrawing from either lecture or lab must withdraw from both. BMS majors must take BMS 375 and BMS 375L together.

**Prerequisites:** Take BMS 370-370L.

**Corequisites:** Take BMS 375.

**Offered:** Every year, Fall

**BMS 378. Vaccines and Vaccine-Preventable Diseases.****3 Credits.**

This course examines the current understanding of vaccinations, as well as the historical and current implication of vaccine-preventable diseases (VPDs). Students gain knowledge regarding VPDs and the childhood vaccination schedule. They gain an understanding of how vaccines work, why they are still necessary, and how to explain why they are safe. Emphasis is placed on the need to effectively communicate with the public regarding vaccine myths and misconceptions. Also included is a publicly disseminated "change the world" project. Students may only take one of the following for credit: BMS 378, HSC 378 or BMS 525.

**Prerequisites:** Take BMS 213-213L or BMS 370-370L.

**Offered:** Every year, Spring

**BMS 399. Independent Study.****1-6 Credits.**

**BMS 470. Virology.****4 Credits.**

This course covers the strategies employed by different virus families to infect host cells and replicate within them. This includes animal, plant and bacterial viruses. Topics include: viral structure, genetics, molecular mechanism of replication and host response to infection. Students also are exposed to standard research methodologies and cutting-edge research used in the field through reviews of current research articles.

**Prerequisites:** Take BMS 370-370L.

**Offered:** Every year, Fall

**BMS 470L. Virology Lab.****0 Credits.**

Lab to accompany BMS 470. (4 lab hrs.)

**Offered:** Every year, Fall

**BMS 472. Biotechnology.****4 Credits.**

This course addresses the isolation, growth, genetic manipulation and use of organisms (commonly genetically modified) or their products in fermented food production, agriculture, pharmaceutical discovery and production, molecular diagnostics, vaccine production, transgenic animal formation and human gene therapy. Purification, identification, optimization, testing, government regulations and patents are addressed. This hands-on course is designed for students interested in careers in the expanding modern world of applied biology and microbiology in research and industry (4 lab hrs.).

**Prerequisites:** Take BMS 370-370L.

**Offered:** Every year, Spring

**BMS 473. Infections of Leisure.****3 Credits.**

This course looks at infectious hazards associated with a wide range of human leisure activities, from lazing on a beach to relaxing in a spa, dining out, or simply staying home and gardening. Participants discuss infections linked to salt and freshwater activities, camping and the outdoors, gardening, contact with animals, eating, foreign travel, sports, sexually transmitted diseases, body piercing, tattooing and trekking to high altitudes. Topics such as epidemiology, antibiotic resistance, pathogenicity, plagues and vaccines also are addressed. This course has social organization of the science of infectious diseases.

**Prerequisites:** Take BMS 370-370L or BMS 213-213L.

**Offered:** Every year, Fall

**BMS 474. Power of Plagues.****3 Credits.**

This course examines the impact of infectious diseases on humans—in the past, in the present and in the future. From the 14th-century plague to the current HIV/AIDS, diseases have fundamentally altered the shape of society, politics and culture. This class examines some important diseases, including their impact, pathogenicity, infectivity, epidemiology, consequences, costs and lessons learned. Diseases such as smallpox, polio, rabies, tuberculosis, cholera, bubonic plague, influenza, malaria, yellow fever, syphilis and AIDS are investigated. The impact of antibiotics, antibiotic resistance and nosocomial infections also is discussed.

**Prerequisites:** Take BMS 213-213L or BMS 370-370L.

**Offered:** Every year, Summer

**BMS 475. Special Topics in Microbiology.****1-4 Credits.**

The latest developments and concepts in the field of clinical and public health microbiology are introduced. Topics may include the oral microbiology, epidemiology of Streptococcal and Staphylococcal infections, antibiotic resistance, drug susceptibility testing, the bacteriology of the hospital environment, vaccine-preventable diseases or quality control in the clinical microbiology laboratory. Recommendation of BMS 213/370 lab instructor and permission of instructor needed. One lecture hour, one research meeting hour, one discussion hour and 4-10 lab hours.

**Prerequisites:** Take BMS 370-370L or BMS 213-213L.

**Offered:** Every year, All

**BMS 476. Environmental Microbiology.****3 Credits.**

In this course, students examine the role of the many interesting and unique microorganisms found in the natural environment, especially those from extreme environments (the "extremophiles") such as deep sea vents, hot springs, high salinity areas, extremes of pH, etc. Also included in this course are environmental microbes that may be of interest in the industrial setting. This hands-on course examines air, soil and water microorganisms along with their ecological relationships and significance to the environment.

**Prerequisites:** Take BMS 370-370L or BMS 213-213L.

**Offered:** As needed

**BMS 478. Microbiology Seminar.****1 Credit.**

This course introduces students to the microbiology- and immunology-related literature required for the development, implementation and analysis of an independent research project in microbiology and immunology. For microbiology majors.

**Prerequisites:** Take BMS 370-370L.

**Offered:** Every year, Fall

**BMS 479. Microbiology Research.****2 Credits.**

Independent projects in selected areas of microbiology and biotechnology are completed under the direction of a faculty member. For microbiology majors.

**Prerequisites:** Take BMS 370-370L.

**Offered:** Every year, Fall and Spring

**BMS 481. Research Methods in Biomedical Sciences I.****1-4 Credits.**

Students learn the basic principles of research methodology. Register by paper with your mentor.

**Offered:** Every year, Fall and Spring

**BMS 482. Independent Study in Microbiology.****1-4 Credits.**

This course consists of microbiology content not offered by another QU catalog course. It must involve contact hours and scholarly activities equivalent to any regularly offered course. This course often includes review of the scientific literature in the field of the research project and creating a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students cannot register online; registration is via a paper form only. BMS students may take up to 8 credits of BMS 482, BMS 483, BMS 498, BMS 499, HSC 498, HSC 499.

**Offered:** Every year, Fall and Spring

**BMS 483. Independent Study in Microbiology.****1-4 Credits.**

This course consists of microbiology content not offered by another QU catalog course. It must involve contact hours and scholarly activities equivalent to any regularly offered course. This course often includes review of the scientific literature in the field of the research project and creating a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students cannot register online; registration is via a paper form only. BMS students may take up to 8 credits of BMS 482, BMS 483, BMS 498, BMS 499, HSC 498, HSC 499.

**Offered:** Every year, Fall and Spring

**BMS 498. Independent Study in Biomedical Sciences I. 1-4 Credits.**

This course consists of biomedical sciences content not offered by another QU catalog course. It must involve contact hours and scholarly activities equivalent to any regularly offered course. This course often includes review of the scientific literature in the field of the research project and creating a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students cannot register online; registration is via a paper form only. BMS students may take up to 8 credits of BMS 482, BMS 483, BMS 498, BMS 499, HSC 498, HSC 499.

**Offered:** As needed

**BMS 499. Independent Study in Biomedical Sciences II. 1-4 Credits.**

This course consists of biomedical sciences content not offered by another QU catalog course. It must involve contact hours and scholarly activities equivalent to any regularly offered course. This course often includes review of the scientific literature in the field of the research project and creating a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students cannot register online; registration is via a paper form only. BMS students may take up to 8 credits of BMS 482, BMS 483, BMS 498, HSC 498, HSC 499.

**Offered:** As needed

## Business (SB)

**SB 101. The Business Environment. 3 Credits.**

The course introduces students to the business environment through exploration of career and major options and introductory business knowledge. Topics include teamwork, integrity, business research, Excel, communications and current events.

**Offered:** Every year, Fall and Spring

**SB 185. Personal Finance. 3 Credits.**

This course provides an overview of personal wealth building strategies and explores techniques for setting personal financial goals. Personal budgeting, investments and debt management also are investigated.

**Offered:** As needed

**SB 188. Business Internship. 1-3 Credits.**

This internship in business provides an opportunity for students to complete an additional internship experience beyond the internship within their chosen major. The business internship may only be used to satisfy open elective credit requirements. It is not a substitute for the internship within the major and does not count as a business elective. This internship may be used as an elective in the business minor. The internship must be approved by the department chair and the dean in accordance with school and departmental regulations. This course is graded on a pass/fail basis.

**Offered:** Every year, All

**SB 199. Independent Study. 1-6 Credits.****SB 250. Career Planning and Development. 1 Credit.**

Career Planning and Development is a comprehensive course designed to provide students with the tools to manage a career search through the full internship/job search lifecycle. The course includes resume workshops focused on self-reflection and employer-desired competencies; formatting for business; and in-depth content writing. Activities include researching a company and writing a clear, concise and targeted cover letter.

**Offered:** Every year, Fall and Spring

**SB 360. International Business Immersion. 3 Credits.**

Students are immersed in international business and culture through short-term immersion trips led by School of Business faculty. Emphasis is placed on understanding of culture, business customs, and regulatory environment of the international destination(s). Some sections of this course may also involve small business consulting as part of Quinnipiac's microloan program. Additional course/travel fees apply.

**Offered:** As needed

**SB 388. Business 3+1 Experience. 0 Credits.****SB 399. Special Topics in Business. 3 Credits.**

**Offered:** As needed

**SB 420. Strategic Management Integrated Seminar. 3 Credits.**

This senior-year integrative capstone course allows students to apply the knowledge and skills in the various functional areas of business to corporate and business strategy development. Given the special position of this Integrative Capstone within the School of Business and University Curriculum, the course also creates opportunities for integration and application of the general knowledge acquired in the student's undergraduate general education courses and co-curricular activities to bring closure to their undergraduate experience. This course will carry a strong responsibility for culminating evidence of student achievement of the learning outcomes of both the University and School of Business. The assurance of learning will be validated through the use of a field test, business simulation, and Signature Work. Critical thinking, communication, research and information literacy skills will be practiced explicitly in this capstone course.

**Prerequisites:** Take AC 211 FIN 201 IB 201 MK 201 MG 210 MG 211 and senior status.

**Offered:** Every year, All

**SB 425. CEO Lessons in Leadership. 3 Credits.**

This course offers students unique insights into the important topic of leadership, from both theoretical and practical perspectives. Specific skill development includes traits and values of leaders; emotional and social intelligence; crisis management; motivation and influence; building and working in teams; and followership, among other topics. Students explore leadership in practice through cases that simulate and reflect "real world" leadership challenges. Complementing this is the direct involvement of senior executives drawn from American corporate hierarchies who offer their unique insights into leadership done well and its specific challenges following the seminar format of the course. This is a unique opportunity to develop a deeper understanding of the key business dimension of leadership while at the same time networking with actual organizational leaders.

**Prerequisites:** Take one of the following: MK 201 FIN 201 IB 201 MG 210 CIS 101 AC 102 or AC 212.

**Offered:** As needed

**SB 450. Strategic Integrated Management Seminar. 3 Credits.**

This capstone course focuses on the job of top management in formulating and implementing short- and long-term corporate strategy. The course integrates critical concepts from core business subjects including accounting, finance, management, marketing, operations management, international business and economics. Course activities include case studies, individual and/or group projects and computerized business simulations. For seniors only.

**Prerequisites:** Take AC 211 FIN 201 IB 201 MK 201 MG 210 MG 211.

**Offered:** Every year, Fall and Spring



**SB 450H. Honors Strategic Integrated Management Seminar. 3 Credits.**

This capstone course focuses on the job of top management in formulating and implementing short- and long-term corporate strategy. The course integrates critical concepts from core business subjects including accounting, finance, management, marketing, operations management, international business and economics. Course activities include case studies, individual and/or group projects and computerized business simulations. For seniors only.

**Prerequisites:** Take AC 211 FIN 201 IB 201 MK 201 MG 210 MG 211.

**Offered:** Every year, Fall and Spring

**SB 488. Independent Study: Business. 1-6 Credits.**

## Career Practicum (CAR)

**CAR 150. Introduction to Excel. 1 Credit.**

Excel, a spreadsheet program that allows organization, calculation and information analysis has become the most requested skill among employers. Employers in all fields seek candidates who already possess 21st-century skills such as data manipulation. Whether you are keeping a budget, organizing a training log, managing a nonprofit or manipulating and analyzing scientific research data, Excel is your tool. In this course, students learn the basics of Excel, including sorting, filtering, grouping, functions, formulas, charting and pivot tables.

**Offered:** Every year, January Term

**CAR 295. Career Practicum. 1-3 Credits.**

This course offers practical training for an occupation requiring a bachelor's degree. It involves supervised work (paid or unpaid) in an employment setting and career development research and reflection. This course may be repeated for credit up to a total of 6 credits for this course, other workshops, and PE courses combined. The final grade is Pass/Fail.

**Offered:** Every year, All

**CAR 410. LSAT Prep Course. 1 Credit.**

LSAT Prep Course is intended for those students who are planning to take the Law School Admissions Test (LSAT) within the next few months. The LSAT is offered in February, June, September/October and December. This course reviews the LSAT and provides methods of approaching problems, answering questions and preparing for the exam. Students are advised to take the course in the fall for the December and February exams, and in the spring for the June and September/October exams.

**Offered:** Every year, Fall and Spring

## Chemistry (CHE)

**CHE 101. Fundamentals of General, Organic and Biological Chemistry I. 3 Credits.**

Students study the general fundamentals of chemistry: atomic theory (including radioactivity), bonding (including ions and molecules), stoichiometry, states of matter, and solutions (including solubility, acids, bases and buffers). Must be taken in conjunction with CHE 101L. Prerequisites: A math placement score of 3 or higher is required or completion of MA 107 with a grade of C- or higher. Students who have already received credit for CHE 110 with a grade of C- or higher are not eligible to take CHE 101.

**Corequisites:** Take CHE 101L.

**Offered:** Every year, Fall and Spring

**CHE 101L. Fundamentals of General, Organic and Biological Chemistry I Lab. 1 Credit.**

Lab must be taken with CHE 101. (2.5 lab hrs.)

**Corequisites:** Take CHE 101.

**Offered:** Every year, Fall and Spring

**CHE 102. Fundamentals of General, Organic and Biological Chemistry II. 3 Credits.**

Students study the fundamental chemistry of carbon and the structural and functional relationships of hydrocarbons, alcohols, aldehydes, ketones, esters, carboxylic acids, amines, carbohydrates, lipids, proteins, and their application to biochemistry. Must be taken in conjunction with CHE 102L.

**Prerequisites:** Take CHE 101-101L; Minimum grade C-.

**Corequisites:** Take CHE 102L.

**Offered:** Every year, Spring

**CHE 102L. Fundamentals of General, Organic and Biological Chemistry II Lab. 1 Credit.**

Lab must be taken with CHE 102. (2.5 lab hrs.)

**Prerequisites:** Take CHE 101-101L; Minimum grade C-.

**Corequisites:** Take CHE 102.

**Offered:** Every year, Spring

**CHE 106. Chemical Principles with Biological Applications. 4 Credits.**

Students learn about atomic theory (including radioactivity), bonding (including ions and molecules) and intermolecular forces, states of matter, solutions (including solubility, acids and bases, buffers, electrolytes and nonelectrolytes), carbon compounds and functional groups, biomolecules (such as carbohydrates, fatty acids, and amino acids and proteins), receptors, enzymes, nucleic acids and DNA. Students apply these fundamental chemical principles to a variety of health-related case studies. A math placement score of 3 or higher is required to enroll in CHE 106. (Students with scores below a 3 must complete MA 107 with a grade of C- or higher to improve proficiency in algebraic skills before enrolling in CHE 106.) (Enrollment restricted to nursing majors) (3 lecture hrs., 3 lab hrs.)

**Corequisites:** Take CHE 106L.

**Offered:** Every year, Fall and Spring

**CHE 106L. Chemical Principles with Biological Applications Lab. 0 Credits.**

Lab to accompany CHE 106. (3 lab hrs.)

**Corequisites:** Take CHE 106

**Offered:** Every year, Fall and Spring

**CHE 110. General Chemistry I. 3 Credits.**

Students study the atomic theory of matter, nomenclature, chemical formulas and reaction equations, stoichiometry, the gas laws and the kinetic molecular theory, thermochemistry, atomic structure, periodicity of the elements, chemical bonding and molecular structure. Prerequisites: A math placement score of 3 or higher is required or completion of MA 107 with a grade of C- or higher. Must be taken in conjunction with CHE 110L. (Note: this course is designed for science majors.)

**Corequisites:** Take CHE 110L.

**Offered:** Every year, All

**CHE 110L. General Chemistry I Lab. 1 Credit.**

Lab must be taken with CHE 110. (3 lab hrs.)

**Corequisites:** Take CHE 110.

**Offered:** Every year, All



<b>CHE 111. General Chemistry II.</b> <b>3 Credits.</b> Students study intermolecular forces, properties of solutions, kinetics, chemical equilibrium, pH, acid-base solution chemistry, thermodynamics and electrochemistry. Problem-solving is emphasized. Must be taken in conjunction with CHE 111L. <b>Prerequisites:</b> Take CHE 110-110L; Minimum grade C-. <b>Corequisites:</b> Take CHE 111L. <b>Offered:</b> Every year, Spring and Summer	<b>CHE 215. Analytical Chemistry.</b> <b>3 Credits.</b> Students study the principles and practice of modern chemical analysis. The following topics are studied: treatment of analytical data, experimental design and sample preparation, simple and complex equilibria, potentiometry, chromatography and spectrophotometry. Must be taken in conjunction with CHE 215L. Intended for chemistry and biochemistry majors and chemistry minors. <b>Prerequisites:</b> Take CHE 111-111L; Minimum grade C-. <b>Corequisites:</b> Take CHE 215L. <b>Offered:</b> Every year, Fall and Spring
<b>CHE 111L. General Chemistry II Lab.</b> <b>1 Credit.</b> Lab must be taken with CHE 111. (3 lab hrs.) <b>Prerequisites:</b> Take CHE 110-110L; Minimum grade C-. <b>Corequisites:</b> Take CHE 111. <b>Offered:</b> Every year, Spring and Summer	<b>CHE 215L. Analytical Chemistry Lab.</b> <b>1 Credit.</b> Lab must be taken with CHE 215. (3 lab hrs.) <b>Corequisites:</b> Take CHE 215. <b>Offered:</b> Every year, Fall and Spring
<b>CHE 202. Chemistry of Macro- and Micronutrients.</b> <b>4 Credits.</b> Students investigate the fundamental chemistry of macro- and micronutrients through lectures, projects on current research in the chemistry of food, and integrated online chemistry activities. Emphasis is on the study of the chemistry of food components including: carbohydrates, fats, proteins, vitamins, minerals and water, with the additional assessment of how foods must meet nutrient needs in different ways for animals. Enrollment in this course is restricted to students in the BS in Health Science Studies online degree completion program. Students cannot receive credit for CHE 202 AND either SCI 161 or SCI 105. This course is offered online only. <b>Offered:</b> Every year, Summer	<b>CHE 300. Special Topics.</b> <b>3 Credits.</b> <b>Prerequisites:</b> Take two 200-level chemistry courses. <b>Offered:</b> As needed
<b>CHE 210. Organic Chemistry I.</b> <b>3 Credits.</b> Students study the principles that govern the properties, reactions and methods of preparation of organic compounds correlated with reaction mechanisms, stereochemistry, conformational analysis, resonance and transition state theory and the nomenclature of organic compounds. Specific groups studied include alkanes, alkyl halides, alkenes and alkynes. Must be taken in conjunction with CHE 210L. <b>Prerequisites:</b> Take CHE 111-111L; Minimum grade C-. <b>Corequisites:</b> Take CHE 210L. <b>Offered:</b> Every year, Fall and Summer	<b>CHE 301. Physical Chemistry I.</b> <b>3 Credits.</b> Students investigate the underlying theories of chemical phenomena. The laws and fundamental equations of equilibrium thermodynamics are applied to the quantitative treatment of chemical equilibria, phase equilibria, electrochemical equilibria, and ionic equilibria. The principles of chemical kinetics and reaction mechanisms also are investigated. Must be taken with CHE 301L. <b>Prerequisites:</b> Take CHE 111-111L; MA 141 or MA 151; and PHY 111-111L or PHY 122; Minimum grade C-. <b>Corequisites:</b> Take CHE 301L. <b>Offered:</b> Every other year, Fall
<b>CHE 210L. Organic Chemistry I Lab.</b> <b>1 Credit.</b> Lab must be taken with CHE 210. (3 lab hrs.) <b>Corequisites:</b> Take CHE 210. <b>Offered:</b> Every year, Fall and Summer	<b>CHE 301L. Physical Chemistry I Lab.</b> <b>1 Credit.</b> Lab must be taken with CHE 301. (3 lab hrs.) <b>Corequisites:</b> Take CHE 301. <b>Offered:</b> Every other year, Fall
<b>CHE 211. Organic Chemistry II.</b> <b>3 Credits.</b> This course is a continuation of CHE 210. Students study specific groups such as aromatic compounds, alcohols and phenols, aldehydes, ketones, carboxylic acids and their derivatives and amines, and their analysis by infrared and nuclear magnetic resonance spectroscopy. Must be taken in conjunction with CHE 211L. <b>Prerequisites:</b> Take CHE 210-210L; Minimum grade C-. <b>Corequisites:</b> Take CHE 211L. <b>Offered:</b> Every year, Spring and Summer	<b>CHE 302. Physical Chemistry II.</b> <b>3 Credits.</b> Students study quantum theory, spectroscopy and statistical thermodynamics. The study of quantum mechanics is used to provide the basis for developing an understanding of atomic and molecular spectroscopy and chemical bonding. Must be taken with CHE 302L. <b>Prerequisites:</b> Take CHE 301; Minimum grade C-. <b>Corequisites:</b> Take CHE 302L. <b>Offered:</b> Every other year, Spring
<b>CHE 211L. Organic Chemistry II Lab.</b> <b>1 Credit.</b> Lab must be taken with CHE 211. (3 lab hrs.) <b>Corequisites:</b> Take CHE 211. <b>Offered:</b> Every year, Spring and Summer	<b>CHE 302L. Physical Chemistry II Lab.</b> <b>1 Credit.</b> Lab must be taken with CHE 302. (3 lab hrs.) <b>Corequisites:</b> Take CHE 302. <b>Offered:</b> Every other year, Spring
	<b>CHE 305. Instrumental Analysis.</b> <b>3 Credits.</b> Students investigate the following instrumental analysis techniques: FTIR, NMR, UV-VIS, spectroscopy and separation methods including gas and liquid chromatography and mass spectrometry and other current techniques. Must be taken in conjunction with CHE 305L. <b>Prerequisites:</b> Take CHE 211-211L and CHE 215-215L; Minimum grade C-. <b>Corequisites:</b> Take CHE 305L. <b>Offered:</b> Every other year, Spring  <b>CHE 305L. Instrumental Analysis Lab.</b> <b>1 Credit.</b> Lab must be taken with CHE 305. (3 lab hrs.) <b>Corequisites:</b> Take CHE 305. <b>Offered:</b> Every other year, Spring

**CHE 315. Biochemistry I.****3 Credits.**

Students engage in a comprehensive study of biologically active compounds and their metabolism, biosynthesis and relationship to biological systems, and a detailed study of bioenergetics, enzyme kinetics and buffer systems. Must be taken in conjunction with CHE 315L.

**Prerequisites:** Take CHE 211-211L; Minimum grade C-.

**Corequisites:** Take CHE 315L.

**Offered:** Every year, Fall and Spring

**CHE 315L. Biochemistry Lab I.****1 Credit.**

Students carry out a series of experiments that expose them to the basic principles of biochemical techniques including biomolecule quantitation, protein and carbohydrate purification and analysis, and enzyme kinetics. Lab must be taken with CHE 315. (3 lab hrs.)

**Corequisites:** Take CHE 315.

**Offered:** Every year, Fall and Spring

**CHE 316. Biochemistry II.****3 Credits.**

Students study the biochemical and mechanistic basis of key metabolic pathways and their tie-ins with pathology and pharmacology. Nucleic acids, DNA and RNA, are studied to understand the chemical principles that govern the flow of genetic information with an emphasis on the key roles that RNA plays as an intermediate in the flow of genetic information, a catalyst, a sensor of small metabolites, and a regulator of gene expression.

**Prerequisites:** Take CHE 315-315L; Minimum grade C-.

**Offered:** Every other year, Spring

**CHE 399. Independent Study in Chemistry I.****1-3 Credits.**

Permission of the chairperson is required. May be taken in more than one semester for up to a total of 6 credits.

**Offered:** All

**CHE 410. Inorganic Chemistry.****3 Credits.**

Students study the electronic structure of atoms, ionic and covalent bonding, acid-base chemistry and non-aqueous solvents, coordination chemistry, and periodicity. Symmetry and chemical applications of group theory are introduced.

**Prerequisites:** Take CHE 111; Minimum grade C-.

**Offered:** Every other year, Fall

**CHE 475. Chemistry Seminar I.****1 Credit.**

Students attend research group meetings and outside seminars, and prepare and present a literature-based seminar on a topic related to their research project. (Enrollment restricted to senior chemistry and biochemistry majors.) Must be taken with CHE 490.

**Corequisites:** Take CHE 490.

**Offered:** Every year, Fall

**CHE 476. Chemistry Seminar II.****1 Credit.**

Students attend research group meetings and outside seminars and prepare and present a seminar and a poster presentation on their research project. (Enrollment restricted to senior chemistry and biochemistry majors.) Must be taken with CHE 491.

**Prerequisites:** Take CHE 475 and CHE 490.

**Corequisites:** Take CHE 491.

**Offered:** Every year, Spring

**CHE 490. Chemistry Research I.****3 Credits.**

Students work closely with a faculty mentor on a chemistry research project. A minimum of 100 lab hours or equivalent is required. (Enrollment restricted to senior chemistry and biochemistry majors.)

Must be taken with CHE 475.

**Corequisites:** Take CHE 475.

**Offered:** Every year, Fall

**CHE 491. Chemistry Research II.****3 Credits.**

Students continue their work on a chemistry research project, which they began in CHE 490. A minimum of 100 lab hours or equivalent is required. (Enrollment restricted to senior chemistry and biochemistry majors.)

Must be taken with CHE 476.

**Prerequisites:** Take CHE 475 and CHE 490.

**Corequisites:** Take CHE 476.

**Offered:** Every year, Spring

## Chinese (CN)

**CN 101. Elementary Chinese I.****3 Credits.**

This course is an introduction to Mandarin Chinese as a spoken and written language. Students develop reading, writing, oral comprehension and speaking ability in basic Chinese. Chinese culture, customs and business practice are introduced.

**Offered:** Every year, Fall and Spring

**CN 102. Elementary Chinese II.****3 Credits.**

This course is a continuation of Chinese 101.

**Prerequisites:** Take CN 101.

**Offered:** Every year, Fall and Spring

**CN 200. Chinese Culture and Civilization.****3 Credits.**

This course introduces students to Chinese culture and civilization across time and regions. It provides an overview for students to grasp the important cultural concepts and to understand the great inventions created by China. Subjects include food and cuisine, traditional clothes, architecture and scenery, festival celebration, Chinese arts, literature and proverbs, tradition and taboos, religious beliefs, Chinese medicine, and great inventions. The course is conducted in English and does not require prior knowledge of Chinese.

**Prerequisites:** Take EN 101.

**Offered:** As needed

**CN 201. Intermediate Chinese I.****3 Credits.**

Grammar is enhanced for strengthening sentence patterns. Students are expected to communicate mostly in Chinese during class and write a longer essay for presentation. Students are exposed to everyday life topics, and cultural highlights increase understanding of current and past Chinese cultural phenomena.

**Prerequisites:** Take CN 102.

**Offered:** Every other year, Fall

**CN 202. Intermediate Chinese II.****3 Credits.**

This course is a continuation of CN 201.

**Prerequisites:** Take CN 201.

**Offered:** Every other year, Spring

**CN 299. Independent Study.****1-3 Credits.**

**Offered:** As needed, All

**CN 399. Independent Study.****3 Credits.**

## Civil Engineering (CER)

### **CER 210. Infrastructure Engineering. 3 Credits.**

This course identifies, analyzes and assesses built infrastructure, which is the foundation for modern society. The complex and interconnected lifecycles are investigated and demands on critical components are calculated. Students explore the nontechnical factors necessary for the functioning of infrastructure including supplies, trained personnel, public policy, ethics and cross-sector dependencies. The course provides a basis for understanding the complexity and cost of maintaining, rebuilding and developing infrastructure. Topics include general infrastructure concepts, water and wastewater, transportation, energy and buildings and cities. Several in-class scenarios are provided to synthesize the connectivity between the major items of infrastructure.

**Offered:** Every year, Fall

### **CER 220. Civil Engineering Site Design. 3 Credits.**

This course provides students with the necessary background to select and develop sites for civil engineering projects as well as review the work of others. Proper site selection and engineering have a significant impact on the economics of a project and long-term utility of the constructed facility. Specifically, the course covers the skills of determining site layout and access, zoning requirements, establishing site contour and drainage, installation of utilities, elementary surveying, creation of drawings using a computer-aided drafting package, and the development of environmental impact statements.

**Prerequisites:** Take MA 153 and MA 154; or Sophomore standing in the major.

**Corequisites:** Take CER 220L.

**Offered:** Every year, Spring

### **CER 220L. Civil Engineering Site Design Lab. 0 Credits.**

Lab to accompany CER 220.

**Prerequisites:** Take MA 152 or MA 142; or Sophomore standing in the major.

**Corequisites:** Take CER 220.

**Offered:** Every year, Spring

### **CER 230. Advanced Surveying. 3 Credits.**

This course extends the work and concepts covered in CER 220 Civil Engineering Site Design. Students concentrate on larger and more comprehensive projects. A focus on the use of GPS AutoCAD and GIS complements existing surveying skills. Students study coordinate systems and land records as well as field and office practices.

**Prerequisites:** Take CER 220.

**Offered:** As needed

### **CER 300. Ecological Engineering. 3 Credits.**

Ecological engineering is the design of sustainable ecosystems that integrate human society with its natural environment for the benefit of both. This course explores the basic concepts of ecological engineering for design applications, including wetland creation and restoration, pollution control by ecosystems, restoration/rehabilitation of forests, grasslands, lakes, reservoirs and rivers and the development of engineered sustainable ecosystems.

**Offered:** As needed

### **CER 310. Structural Analysis. 3 Credits.**

This course addresses the analysis and design of basic structural forms such as beams, trusses and frames, which are found in bridges and buildings. Classical deflection techniques such as direct integration and virtual work; and indeterminate analysis techniques such as the force method and displacement methods (slope deflection, direct stiffness and moment distribution) are used to determine forces and deflections in elastic structures. Structural analysis computer programs are introduced and directly applied in the solution of graded analysis and design problems. Approximate analysis techniques are used to check the general accuracy of computer-based results.

**Prerequisites:** Take MER 220.

**Offered:** Every year, Spring

### **CER 315. Surface Water Hydrology. 3 Credits.**

This course covers hydrologic processes relevant to surface water hydrology, including precipitation, evapotranspiration, infiltration, surface runoff and streamflow. Global issues including climate change and sustainable development are discussed.

**Prerequisites:** Take MER 310.

**Offered:** Every other year, Spring

### **CER 320. Design of Reinforced Concrete. 3 Credits.**

This course introduces the design and control of concrete mixtures as well as the analysis and design of reinforced concrete structures. Current codes and industry standards are used to guide the practical design of beams, slabs and columns.

**Prerequisites:** Take CER 310.

**Corequisites:** Take CER 320L.

**Offered:** Every year, Fall

### **CER 320L. Design of Concrete Structures Lab. 1 Credit.**

This laboratory uses concrete mix design and strength testing labs to develop the concept of proportioning constituents for quality concrete and to provide a background in materials testing techniques, quality control and sound construction practices.

**Prerequisites:** Take CER 310.

**Corequisites:** Take CER 320.

**Offered:** Every year, Fall

### **CER 330. Fundamentals of Environmental Engineering. 3 Credits.**

This course introduces students to the field of environmental engineering with an emphasis on basic principles, design, problem solving, analytical skills and sustainable solutions to environmental engineering problems. Topics include water chemistry, mass balance, water treatment, water quality and pollution control.

**Prerequisites:** Take CHE 110; and MA 152 or MA 142.

**Corequisites:** Take CER 330L.

**Offered:** Every year, Fall

### **CER 330L. Fundamentals of Environmental Engineering Lab. 0 Credits.**

Lab to accompany CER 330.

**Prerequisites:** Take CHE 110.

**Corequisites:** Take CER 330.

**Offered:** Every year, Fall

**CER 340. Introduction to Geotechnical Engineering and Foundation Design. 4 Credits.**

Soil mechanics is the study of soil properties, which govern the use of soil as a construction or foundation material. The course is devoted to describing soils, analyzing soil stresses, determining consolidation settlement, designing earth embankments, determining earth pressures and designing foundations based on applicable engineering principles and recognition of the fundamental concepts of soil behavior. During laboratory periods, students examine soil properties and extract necessary parameters for design.

**Prerequisites:** Take MER 210.

**Corequisites:** Take CER 340L.

**Offered:** Every year, Fall

**CER 340L. Introduction to Geotechnical Engineering and Foundation Design Lab. 0 Credits.**

Lab to accompany CER 340.

**Prerequisites:** Take MER 210.

**Corequisites:** Take CER 340.

**Offered:** Every year, Fall

**CER 350. Hydrology/Hydraulic Design. 4 Credits.**

This course studies both hydrology, which is the study of occurrence, movement and distribution of rainfall, and hydraulic design, which is the application of fluid mechanics, physical science and engineering disciplines in the design of structures and development of water resources. Hydrologic principles are applied to model and analyze the distribution and movement of rainfall in a watershed. Hydraulic principles are applied to analyze and design flow-through systems of reservoirs, channels and culverts. The course makes extensive use of computer simulation models used in engineering practice.

**Prerequisites:** Take MER 310.

**Corequisites:** Take CER 350L.

**Offered:** Every year, Spring

**CER 350L. Hydrology/Hydraulic Design Lab. 0 Credits.**

Lab to accompany CER 350.

**Prerequisites:** Take MER 310.

**Corequisites:** Take CER 350.

**Offered:** Every year, Spring

**CER 360. Construction Management. 3 Credits.**

This course focuses on the implementation of various projects in which a civil engineer may be engaged, including planning and feasibility studies, design and construction. Students study topics relating to the management of construction, including scope of work, rough order-of-magnitude estimating, scheduling, planning, progress reporting, resource constraining and quality control. The roles of the contractor, owner, public entities and designer are explained.

**Prerequisites:** Take ENR 210.

**Offered:** Every year, Spring

**CER 370. Materials Engineering for Civil Engineers. 3 Credits.**

This course introduces the fundamental properties of civil engineering materials, including mechanical, chemical, physical, surface, fracture and rheological properties. The materials discussed are cements, metals, asphalt, wood and composites. Special effort is directed at learning new sustainable construction materials and practices, including alternative binders for concrete and methods for increasing the service life of civil engineering infrastructure.

**Prerequisites:** Take CHE 110.

**Corequisites:** Take MER 220.

**Offered:** Every other year, Spring

**CER 405. Ecological Engineering. 3 Credits.**

Ecological engineering is the design of sustainable ecosystems that integrate human society with its natural environment for the benefit of both. This course explores the basic concepts of ecological engineering for design applications including green infrastructure, wetland creation and restoration, restoration/rehabilitation of forests, grasslands, lakes, reservoirs and rivers and the development of engineered sustainable ecosystems.

**Prerequisites:** Take CER 350-350L.

**Offered:** Every other year, Spring

**CER 410. Design of Steel Structures. 3 Credits.**

The course synthesizes the fundamentals of statics, mechanics of materials and structural analysis and applies them to the design of structural members, with emphasis on satisfying real-world needs. Topics include an introduction to the design of structural systems, steel tension and compression members, beams and beam-columns and connections. All design is performed in accordance with codes and specifications used in current engineering practice. A comprehensive design problem requires development of a design methodology, consideration of alternative solutions and design of an optimal steel structure to meet stated functional requirements.

**Prerequisites:** Take CER 310.

**Offered:** Every other year, Spring

**CER 415. Advanced Structural Analysis. 3 Credits.**

This course builds upon the material covered in CER 310 to develop a better understanding of structural behavior. Matrix analysis methods, including an introduction to finite elements, are developed as the basis for modern, computer-based structural analysis. These and other advanced analytical techniques are used to analyze and design trusses, beams and frames. Course work involves extensive use of the computer as an analytical tool. Students use state-of-the-art structural engineering analysis and design software.

**Prerequisites:** Take CER 310.

**Offered:** Every other year, Spring

**CER 430. Transportation Engineering. 3 Credits.**

This course provides students with a solid introduction to the principles of transportation engineering with a focus on highway engineering and traffic analysis. The material learned provides the basic skill set that enables students to solve transportation problems that are likely to appear in professional practice, on the Fundamentals of Engineering exam (FE), and on the Principles and Practice of Engineering exam (PE).

**Prerequisites:** Take MER 220.

**Offered:** As needed

**CER 435. Geotechnical Aspects of Transportation Infrastructure. 3 Credits.**

Students are exposed to the geotechnical aspects of transportation systems, with a strong focus on pavement design (both rigid and flexible). Basic transportation topics necessary for the geotechnical design of roads are covered.

**Prerequisites:** Take CER 340.

**Offered:** Every other year, Fall



**CER 440. Introduction to Power and Energy Systems. 3 Credits.**

This course includes an overview of power generation and distribution systems. Students focus on civil and environmental engineering issues as they pertain to power systems. They also learn additional basic-level skills in electrical engineering that enable them to solve straightforward generation and distribution problems. Topics include: the relationship between water and energy, environmental implications of power generation, air quality monitoring, stationary source control, residuals management and current public policy issues related to these systems.

**Prerequisites:** Take PHY 122.

**Offered:** As needed

**CER 445. Advanced Geotechnical Engineering and Foundation Design. 3 Credits.**

This course focuses on the analysis and design of shallow and deep foundations. Other topics include field testing, structural design of footings, and the geotechnical aspects of retaining wall design and excavations.

**Prerequisites:** Take CER 340.

**Offered:** Every year, Spring

**CER 450. Water and Waste Water Technology. 3 Credits.**

Students study technical engineering solutions to problems regarding water processing, water distribution, wastewater collection, and wastewater treatment. Advanced technical topics include: water distribution and sewerage system design, unit process design and environmental biotechnology.

**Prerequisites:** Take CER 330.

**Offered:** Every other year, Spring

**CER 455. Advanced Environmental Engineering. 3 Credits.**

Students extend what they learned in the Fundamentals of Environmental Engineering course. This course provides a more in-depth look at environmental policies and regulations concerning water and air and their implications on design. Case studies and design projects allow students to focus on both technical and nontechnical issues associated with environmental projects. Advanced technical topics include: biological treatment, cell growth kinetics, sludge treatment/disposal, landfills, air pollution control, hazardous waste, contaminant transport, quantitative risk assessment and advanced water treatment.

**Prerequisites:** Take CER 330.

**Corequisites:** Take CER 455L.

**Offered:** Every year, Fall

**CER 455L. Advanced Environmental Engineering Lab. 0 Credits.**

Lab to accompany CER 455.

**Prerequisites:** Take CER 330.

**Corequisites:** Take CER 455.

**Offered:** Every year, Fall

**CER 460. Wood and Masonry Design. 3 Credits.**

This course teaches the engineering thought process through the design of wood and masonry structures. The course synthesizes the fundamentals of statics, mechanics of materials, and structural analysis and applies them to the design of structural members, with emphasis on satisfying real world needs. All design is performed in accordance with codes and specifications used in current engineering practice. A comprehensive design problem requires development of a design methodology, consideration of alternative solutions, and design of an optimal timber and masonry structure to meet stated functional requirements.

**Prerequisites:** Take CER 310.

**Offered:** As needed

**CER 465. Hazardous Waste and Environmental Site Assessment. 3 Credits.**

This course provides an introduction to hazardous waste management and preliminary site investigations for environmental hazards. Topics include identification of wetlands, title searches, air photo interpretation for environmental hazards, visual site surveys, operation of environment monitors, current EPA regulations regarding site assessment and investigation, and sampling of surface materials. Additional course work focuses on hazardous waste; in particular, the legal framework, chemistry, quantitative risk assessment and remediation.

**Prerequisites:** Take CER 330.

**Offered:** Every other year, Spring

**CER 470. Water Quality. 3 Credits.**

This course introduces basic chemical principles and applications to the analysis and understanding of aqueous environmental chemistry in natural waters and wastewaters. Topics include modeling of chemical systems, dissolved oxygen, nutrients, temperature and toxic substances with applications to groundwater, rivers, lakes, estuaries and coastal waters.

**Prerequisites:** Take CER 330.

**Offered:** As needed

**CER 475. Groundwater Hydrology and Contaminant Transport. 3 Credits.**

Students analyze groundwater flow and contaminant transport in the subsurface. Topics include geologic and physical factors affecting the movement of water and contaminants, sources of pollution, mathematical formulation and solution of groundwater flow and transport problems, remediation methods and an introduction to computer simulation models.

**Prerequisites:** Take CER 330 CER 340 CER 350.

**Offered:** Every other year, Spring

**CER 485. Slope and Earth Structures Stability. 3 Credits.**

Students deepen their understanding of the mechanical behavior of slopes and earthen structures. The focus of this course is on the design, construction and performance of slopes and earthen structures.

**Prerequisites:** Take CER 340.

**Offered:** Every other year, Fall

**CER 490. Engineering Professional Experience. 1 Credit.**

Students gain experience by employing engineering skills in a professional setting under the guidance of practicing engineers. Students must obtain departmental approval and register prior to starting the experience.

**Prerequisites:** Take ENR 395 or permission of the instructor.

**Offered:** Every year, All

**CER 498. Design of Civil Engineering Systems. 3 Credits.**

This course provides an opportunity for students to apply and synthesize their knowledge of civil engineering. Multidisciplinary teamwork is emphasized. Course work from the various subdisciplines of civil engineering provides the foundation for this course. Students develop requirements, generate alternatives, make practical engineering approximations, analyze feasibility and make decisions leading to a completed design. The design includes principles of sustainability taking into account realistic constraints. These may include economic, environmental, legal and cultural issues. Deliverables include a comprehensive design report including drawings and a client briefing. This course provides an integrative experience that supports the overarching academic program goal.

**Prerequisites:** Take CER 310 CER 330 CER 340 CER 350 or permission of instructor.

**Offered:** Every year, Spring



**CER 499. Independent Study in Civil Engineering. 3 Credits.**

On an individual or small group basis, students pursue advanced study of a research or design topic in civil engineering. The scope of the course is tailored to the needs of the project and desires of the student, in consultation with the faculty adviser. The student is required to define and analyze the problem, study the fundamentals involved, organize an approach, determine a procedure, perform research and/or achieve a solution, submit a written report and give a formal briefing. Requires permission of the instructor.

**Offered:** Every year, Fall and Spring

## College of Arts and Sciences (CAS)

**CAS 110. Intellectual Success. 1 Credit.**

Students engage with faculty in the College of Arts and Sciences to explore the structure and goals of an education in the liberal arts and sciences. Students develop the foundations of their education to identify and successfully pursue their interests, develop personal strengths and prepare for productive, engaged lives after graduation. The course provides the context for strong academic advising in the freshman year. For students new to the College of Arts and Sciences. This course is graded on a pass/fail basis.

**Offered:** Every year, Fall

**CAS 420. CAS Integrative Capstone. 3 Credits.**

In this course, students are encouraged to further inquire into a question or problem that is important to them and important to society. Faculty mentors guide students in the process of exploring ideas and in the process of producing a "signature work" that expresses insights, ideas and skills learned from both the major and general education course work. Signature works are shared with the Quinnipiac community at the conclusion of the course.

**Prerequisites:** Take FYS 101 or FYS 150 and junior or senior standing.

**Offered:** Every year, Fall and Spring

## Communications (COM)

**COM 101. Communications First-Year Seminar. 1 Credit.**

This first-semester course is designed to ease the transition to college and to acquaint first-year School of Communications students with timely and important resources and information. Students hear from faculty members in each of the departments within the School of Communications to learn more about the majors offered. Students also learn how to create their own success in college and as lifelong learners through development of important skills. Topics include effective communication, time management, study skills and degree requirements. This class is required of all first-year and transfer students entering with 0-26 college credits.

**Corequisites:** Take COM 101L.

**Offered:** Every year, Fall and Spring

**COM 101L. Communications Freshman Seminar Lab. 0 Credits.**

COM 101L features an array of programming pertinent to School of Communications first-year students. Meetings feature guest speakers discussing their work in communications industries, faculty discussing the various academic options and opportunities within the school, and special events geared toward the fostering of the School of Communications community and identity.

**Corequisites:** Take COM 101.

**Offered:** Every year, All

**COM 120. Media Industries and Trends. 3 Credits.**

This course introduces students to the structure, function, uses and social implications of media industries. Students examine the ways individual industries inform, entertain and influence media consumers. Significant focus is placed on media literacy. The course also surveys issues related to ownership, regulation, ethics and globalization. The main objectives of COM 120 are to help students understand media professions, industries and technologies in relation to key trends, including the increasing commercialization of media products, the consolidation and convergence of media industries, and the implications these processes hold for society. The course fosters the development of skills including the ability to access, analyze and properly cite sources for research on the media.

**Offered:** Every year, Fall and Spring

**COM 130. Visual Design. 3 Credits.**

This course introduces students to the design process using professional-level software for digital image creation and editing, typesetting and typography, page layout and design in preparation for advanced course work. Students produce course projects that demonstrate creativity, design concepts, critical thinking, aesthetic principles and basic technical competence.

**Offered:** Every year, Fall and Spring

**COM 140. Storytelling. 3 Credits.**

This survey course has been designed to reinforce grammatical standards of the English language while introducing students to the basic tenets of dramatic, journalistic and strategic writing. Through the examination of a single theme, students will learn to tell stories using these three writing styles as they identify and connect with specified audiences.

**Offered:** Every year, Fall and Spring

**COM 150. Public Speaking: Principles and Practice. 3 Credits.**

This course examines the principles of oral communication and presentation skills and puts those principles into practice. Through multiple assignments, students increase their confidence in delivering presentations and demonstrate effective research skills, speech development and preparation, and delivery. Additionally, critical thinking and listening skills are demonstrated through oral and written critiques.

**Offered:** Every year, Fall and Spring

**COM 159. Communications Elective. 3 Credits.****COM 201. Media Career Development. 1 Credit.**

This course introduces students to the career development process and covers the skills needed to create a personal career plan. It includes topics such as self-assessment, career research, resume and cover letter preparation, networking and interviewing practice, as well as strategies for internship/job searches. Course material is geared specifically toward media/communication careers. The course is graded on a pass/fail basis. Students majoring in communications cannot count COM 201 toward their major electives.

**Offered:** Every year, Fall and Spring

**COM 215. Social Media: Leveraging the Digital Age. 3 Credits.**

The focus of this course is to provide students the foundational skills necessary to become "influencers" in the social space. Students evaluate the relationship of social media with various communication industries. They examine the rise of social media and its effect on social interaction and audience behaviors, and analyze social media strategies and their effectiveness from a personal and organizational perspective. Projects require students to engage with a variety of social media platforms and tools.

**Offered:** Every year, All

**COM 250. Song and Dance.****3 Credits.**

Music plays a major role in all media where sound is a component. This course explores the nature of music and elements such as rhythm, harmony, resonance and entrainment. Through a series of texts and films, participants seek to understand the power music brings to the world of communication. Using a nontechnical approach, they examine principles that underlie music's status as the "universal language" and enable it to speak to the mind, heart and soul of humanity.

**Prerequisites:** Take EN 102 or Sophomore Standing.

**Offered:** Every other year

**COM 301. Communications Career Practicum.****1 Credit.**

This course offers practical training in a communications-related occupation. Students complete a minimum of 40 hours of supervised fieldwork (paid or unpaid) in a professional setting. Practicum placements must be approved by the internship program director in accordance with the school policies and prior to earning credit. At least sophomore status required. This course is graded on a pass/fail basis.

**Offered:** Every year, All

**COM 302. Communications Career Practicum II.****1 Credit.**

This course continues practical training in a communications-related occupation. Students complete a minimum of 40 hours of supervised fieldwork (paid or unpaid) in a professional setting. Practicum placements must be approved by the internship program director in accordance with the school policies and prior to earning credit. At least sophomore status required. This course is graded on a pass/fail basis.

**Prerequisites:** Take COM 301 and permission of department chair.

**Offered:** Every year, All

**COM 303. Communications Career Practicum III.****1 Credit.**

This course completes the 40 hour experimental learning opportunities in a communications-related occupation. Students complete a minimum of 40 hours of supervised fieldwork (paid or unpaid) in a professional setting. Practicum placements must be approved by the internship program director in accordance with the school policies and prior to earning credit. At least sophomore status required. This course is graded on a pass/fail basis.

**Prerequisites:** Take COM 302 and permission of department chair.

**Offered:** Every year, All

**COM 305. The Vietnam Era: Images and Reality (HS 305).****3 Credits.**

This course examines the Vietnam era and its lessons, and includes an analysis of media coverage of the war and its effect on both national policy and political change.

**Prerequisites:** Take HS 111 HS 112 HS 131 HS 132 COM 120 or MSS 101.

**Offered:** As needed

**COM 340. Exploring Communications Abroad.****3 Credits.**

This multisection, global perspective course introduces students to the worldwide development of communications, including communication practices, infrastructure, environments and specializations. Students conduct primary and secondary research on communications in a specific country or in a cross-cultural context. The topics can range from international cinema through storytelling and global branding to documentary filmmaking depending on the specialty of the instructor. This course includes a short-term study-abroad component directly related to the topic.

**Prerequisites:** Take FYS 101.

**Offered:** Every year, Fall and Spring

**COM 350. Media Culture and Arts of Los Angeles.****3 Credits.**

This course introduces students to the diverse media companies based in Los Angeles as well as the influence of local history, art and culture. The class includes weekly seminars with topics including: journalism, film and television writing, video production, podcasting and web design as well as weekend excursions to local landmarks. Students complete a final multimedia project that focuses on a local media company.

**Offered:** Every year, Fall and Spring

**COM 489. Communications Internship.****0 Credits.**

This course aims to support the pursuit of a practicum or internship in a cooperating communications-related business or organization (paid or unpaid). Enrolled students meet with the assistant dean for career development to begin the application and approval process, which is managed through an online database. This course is graded on a pass/fail basis. Approval of instructor is required.

**Offered:** Every year, All

**COM 490. Communications Career Internship.****3 Credits.**

This course aims to promote professional growth and advancement through observation and participation in jointly supervised fieldwork with a cooperating communications-related business or organization (paid or unpaid). The course also provides the opportunity for students to meet and work with active communications professionals while refining their own career goals and maximizing opportunities. Students complete a minimum of 120-hours of supervised fieldwork in a professional setting evaluated by the internship supervisor and the school's internship coordinator. The internship placements must be approved in accordance with the school policies and prior to student earning credit. Junior/Senior status is required. This course is graded on a pass/fail basis. (Repeatable or concurrent with COM 491 upon department chair approval.)

**Prerequisites:** Take COM 201.

**Offered:** Every year, All

**COM 491. Communications Career Internship II.****3 Credits.**

This course aims to promote professional growth and advancement through observation and participation in jointly supervised fieldwork with a cooperating communications-related business or organization (paid or unpaid). The course also provides the opportunity for students to meet and work with active communications professionals while refining their own career goals and maximizing opportunities. Students complete a minimum of 120-hours of supervised fieldwork in a professional setting evaluated by the internship supervisor and the school's internship coordinator. The internship placements must be approved in accordance with the school policies and prior to student earning credit. Junior/Senior status is required. This course is graded on a pass/fail basis. (Repeatable or concurrent with COM 490 upon department chair approval.)

**Prerequisites:** Take COM 201 COM 490 and permission of department chair.

**Offered:** Every year, All

## Computer Information Systems (CIS)

**CIS 101. Introduction to Information Systems.****3 Credits.**

This course introduces students to the analysis, design and development of information systems using the example of a mobile application. In a semester-long, team-based project, students develop a prototype and business case for a mobile application that addresses a defined business need. Students learn how information systems are developed while simultaneously learning how to gather, analyze and present data for decision-making in a business environment.

**Offered:** Every year, All

**CIS 125. Systems Analysis and Design.****3 Credits.**

This course provides an introduction to the phased, problem-solving approach commonly used by organizations to examine and improve their information systems. Topics include analysis of a business problem or opportunity; determining what role, if any, computer-based technologies can play in addressing the business need; articulating the business requirements for the technology-based solution; specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements; and specifying the detailed requirements for the information systems solution.

**Prerequisites:** Take CIS 101.**Offered:** Every year, Fall**CIS 245. Object-Oriented Programming.****3 Credits.**

This course provides an introduction to object-oriented programming using a high-level programming language such as Python. The course covers the basics of how one constructs a program from a series of simple instructions. Basic features of functional and object-oriented programming are covered. Common programming techniques necessary to create simple but useful applications are explained.

**Prerequisites:** Take CIS 101.**Offered:** Every year, Spring**CIS 265. Mobile Application Development.****3 Credits.**

This project-based course covers the use of mobile applications in business and the issues involved in mobile application development. It also explores the principles and tools involved in the design and construction of applications for mobile devices.

**Prerequisites:** Take CIS 101.**Offered:** Every other year, Spring**CIS 267. HTML and CSS.****3 Credits.**

This course introduces students to the fundamentals of HTML and CSS, which are two of the core technologies used to build websites. In this project-based course, students learn how to build modern websites using professional tools and workflows. Topics include design principles, responsive layouts, interactivity, video and audio, accessibility, performance optimization and version control systems.

**Prerequisites:** Take CIS 101.**Offered:** Every other year, Fall**CIS 270. E-Business Systems.****3 Credits.**

This course introduces students to e-commerce business systems and solutions. In this project-based course, students take an e-commerce business from idea to launch. Students ideate and evaluate opportunities for an e-commerce business. They then research, examine and implement technical solutions for their e-commerce business. Finally, students plan and execute an online marketing campaign to support the activities of their e-commerce business.

**Prerequisites:** Take CIS 101.**Offered:** As needed**CIS 299. Independent Study.****1-6 Credits.****CIS 301. Enterprise Systems.****3 Credits.**

An Enterprise Resource Planning (ERP) system is software that runs all areas of an organization including accounting and finance, human resources (HR), sales and distribution, production, purchasing and inventory. ERP systems are cross-functional, process-centered, and based on industry best practices. This course covers both ERP theory and practice; the course content includes the evolution of ERP systems, business process reengineering, process mapping, the ERP life cycle, ERP functionality, ERP add-ons and security and risk management issues.

**Prerequisites:** Take CIS 101.**Offered:** Every year, Spring**CIS 330. Networking and Data Communications.****3 Credits.**

This course covers topics related to systems architecture and communication networks, focusing on local and wide area networks, internetworking, network security and business continuity. Students gain the knowledge and skills needed for communicating effectively with professionals whose special focus is on networks, hardware and systems software technology and for designing organizational processes and software solutions that require in-depth understanding of the IT infrastructure capabilities and limitations.

**Prerequisites:** Take CIS 245.**Offered:** As needed**CIS 350. Advanced Excel Programming (AC 350).****3 Credits.**

This course utilizes advanced topics in Excel to solve a range of complex business problems. Topics include: spreadsheet design, the use of complex formulas, functions, list and data management, macros and Visual Basic for Applications.

**Prerequisites:** Take CIS 101.**Offered:** Every year, All**CIS 351. Database Programming and Design.****3 Credits.**

This course presents the use of database architecture and programming as a tool for developing integrated solutions for the information requirements of a modern business environment. Students work to identify business solutions by identifying the appropriate database design, and to understand how that design supports the business requirements. Students learn how to design, build and query databases using Microsoft SQL Server.

**Offered:** Every year, Fall**CIS 355. Data Visualization.****3 Credits.**

This course provides an introduction as well as hands-on experience in the field of data visualization. Students learn basic visualization design and evaluation principles to create meaningful displays of quantitative and qualitative data. They also learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical and network/graph-based data.

**Prerequisites:** Take CIS 101.**Offered:** Every year, Spring**CIS 381. Web Development.****3 Credits.**

This course introduces students to the development of modern web applications. In this project-based course, students learn how to develop web applications that adhere to industry best practices and leverage the latest tools and technologies. Equal emphasis is placed on front end and back end aspects of web development. Topics include architectural patterns, database integration, authentication and authorization, security and web services.

**Prerequisites:** Take CIS 101.**Offered:** Every other year, Fall

**CIS 400. Emerging Topics.****3 Credits.**

This course introduces students to new and innovative IS technologies and examines how these powerful systems have fundamentally reshaped modern organizations along with our society. Using online collaborative technologies that were developed in the context of social networking and online communities, corporations are reengineering both internal business processes and those related to customers, suppliers and business partners. Developing innovative ways to communicate and collaborate can lead to new business opportunities and new efficiencies. This course investigates the technologies, methods and practices of developing new innovations such as online communities, and how this knowledge and these skills are applied to re-engineer business processes.

**Prerequisites:** Take CIS 125 CIS 301.**Offered:** As needed**CIS 411. Information Systems Security.****3 Credits.**

This course introduces students to the fundamental principles and topics of information technology security and risk management at the organizational level. Students learn critical security principles that enable them to plan, develop and perform security tasks. The course addresses hardware, software, processes, communications, applications and policies and procedures with respect to organizational IT security and risk management.

**Offered:** As needed**CIS 427. Information Systems Strategy.****3 Credits.**

This course addresses the development, delivery, quality assurance, system implementation and post-implementation management of information systems in emerging environments. Topics can include emerging standards for object-oriented application design, software standards and quality metrics, configuration management, emerging techniques in systems development, and information systems architecture.

**Prerequisites:** Take CIS 301 CIS 351.**Offered:** As needed**CIS 440. IT Project Management.****3 Credits.**

This course covers a methodology for initiating, planning, executing, controlling and closing IT projects, and covering processes, methods, techniques and tools that organizations use to manage their information system projects. It assumes that IT project management is a complex, team-based activity where various types of technologies (including both project management and group collaboration software) are an inherent part of the project management process. It includes a service learning component in which students work with community partners to identify feasible projects to use as the focus for their semester service project.

**Prerequisites:** Take CIS 125 CIS 301.**Offered:** Every year, Fall**CIS 484. Information Systems Internship.****3 Credits.**

Students gain experience by employing their skills in a professional setting under practicing professionals. This internship involves in-depth work related to user-defined information needs and is usually completed in the summer between the student's junior and senior years. Students must obtain approval and register prior to starting the work experience. Permission of department chair required.

**Prerequisites:** Take CIS 301.**Offered:** Every year, All**CIS 488. Independent Study.****1-6 Credits.****CIS 490. Computer Information Systems Capstone.****3 Credits.**

Students employ skills learned in all other CIS course work, and are required to deliver a project that may encompass project management, systems analysis and design, enterprise systems, database management systems and programming. Students are responsible for managing the entire project from conceptual design to final deliverable.

**Prerequisites:** Take CIS 245 CIS 351.**Offered:** Every year, Spring

## Computer Science (CSC)

**CSC 101. Introduction to Internet Studies.****3 Credits.**

This course covers the history of the internet, software and hardware connected with the internet, the internet and commerce, and education and social issues. The future of the internet also is explored. Browsers, search engines and email software packages are examined. The HTML markup language is introduced.

**Offered:** As needed**CSC 105. Introduction to Computer Science.****3 Credits.**

This course is an introduction to the field of computer science. Students learn about the history of computers and computing and explore the many disciplines that comprise this dynamic field such as operating systems, graphics and artificial intelligence. The algorithmic thinking necessary in the creation of computer programs is covered as students create 3D "movies" by providing instructions to characters in an animation.

**Offered:** As needed**CSC 109. Special Topics.****3 Credits.****Offered:** As needed, All**CSC 110. Programming and Problem Solving.****3 Credits.**

This course serves as an introduction to computer science and computer programming. Topics include fundamental programming constructs; problem-solving techniques; basic data and control structures; testing; debugging; arrays; and an introduction to object-oriented programming. A lab is included.

**Corequisites:** Take CSC 110L.**Offered:** Every year, Fall and Spring**CSC 110L. Programming and Problem Solving Lab.****1 Credit.**

Students gain experience in the practice of programming and problem solving by completing a series of hands-on activities, which increase in complexity, covering a range of topics from the CSC 110 course. This course is taken in conjunction with CSC 110.

**Corequisites:** Take CSC 110.**Offered:** Every year, Fall and Spring**CSC 111. Data Structures and Abstraction.****3 Credits.**

This course is a continuation of CSC 110. Topics include advanced data structures (linked lists, stacks, queues, trees, hash tables), recursion, abstract data types, introductory algorithms, and intermediate object-oriented programming. A lab is included.

**Prerequisites:** Take CSC 110-110L; Minimum grade C-.**Corequisites:** Take CSC 111L.**Offered:** Every year, All



<p><b>CSC 111L. Data Structures and Abstraction Lab.</b> 1 Credit.</p> <p>Students gain experience in data structures programming by completing a series of activities, which increase in complexity, covering a range of topics from the CSC 111 course. This course is taken in conjunction with CSC 111.</p> <p><b>Prerequisites:</b> Take CSC 110-110L.</p> <p><b>Corequisites:</b> Take CSC 111.</p> <p><b>Offered:</b> Every year, All</p>	<p><b>CSC 299. Independent Study.</b> 1-6 Credits.</p> <p><b>Offered:</b> As needed</p>
<p><b>CSC 199. Independent Study.</b> 1-6 Credits.</p> <p><b>Offered:</b> As needed</p>	<p><b>CSC 300. Special Topics.</b> 3 Credits.</p> <p><b>Offered:</b> As needed, All</p>
<p><b>CSC 200. Special Topics.</b> 3 Credits.</p> <p><b>Offered:</b> As needed, All</p>	<p><b>CSC 310. Operating Systems and Systems Programming.</b> 3 Credits.</p> <p>Students are introduced to operating systems and the software to support these systems. Topics include operating system principles, concurrency, scheduling and dispatch, virtual memory, device management, security and protection, file systems and naming, and real-time systems.</p> <p><b>Prerequisites:</b> Take CSC 210 CSC 225; Minimum grade C-.</p> <p><b>Offered:</b> Every year, Fall</p>
<p><b>CSC 205. Introduction to Discrete Mathematics (MA 205).</b> 3 Credits.</p> <p>This course introduces students to basic concepts and structures of discrete mathematics. Topics can include propositional and predicate logic, sets and set operations, functions, proof techniques, counting problems, probability and basic number theory. Applications include computer science, biology, social sciences, law and the physical sciences.</p> <p><b>Prerequisites:</b> Take CSC 110-110L or MA 110 or higher; Minimum grade C-.</p> <p><b>Offered:</b> Every year, Spring</p>	<p><b>CSC 315. Theory of Computation (MA 315).</b> 3 Credits.</p> <p>This course provides an introduction to the classical theory of computer science. The aim is to develop a mathematical understanding of the nature of computing by trying to answer one overarching question: "What are the fundamental capabilities and limitations of computers?" Specific topics include finite automata and formal languages (How do we define a model of computation?), computability (What can be computed? and How do we prove something cannot be computed?), and complexity (What makes some problems so much harder than others to solve? and What is the P versus NP question and why is it important?).</p> <p><b>Prerequisites:</b> Take CSC 215 or MA 301; Minimum grade C-.</p> <p><b>Offered:</b> Every other year, Fall</p>
<p><b>CSC 210. Computer Architecture and Organization.</b> 3 Credits.</p> <p>Students are introduced to the organization and architecture of computers. Topics related to computer organization include digital logic, data representation, computer arithmetic, data path and control unit implementation, memory system organization, and I/O communications. Architecture topics include machine language programming, instruction set design, and factors affecting processor performance. A lab component is included.</p> <p><b>Prerequisites:</b> Take CSC 111-111L; Minimum grade C-.</p> <p><b>Corequisites:</b> Take CSC 210L.</p> <p><b>Offered:</b> Every year, Spring</p>	<p><b>CSC 318. Cryptography (MA 318).</b> 3 Credits.</p> <p>Students study methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. Participants also discuss various possible attacks on these communications. Students learn about classical private-key systems, the Data Encryption Standard (DES), the RSA public-key algorithm, discrete logarithms, hash functions and digital signatures. Additional topics may include the Advanced Encryption Standard (AES), digital cash, games, zero-knowledge techniques and information theory, as well as topics chosen by the students together with the instructor for presentations.</p> <p><b>Prerequisites:</b> Take MA 229 or CSC 215; Minimum grade C-.</p> <p><b>Offered:</b> Every other year, Spring</p>
<p><b>CSC 210L. Computer Architecture and Organization Lab.</b> 1 Credit.</p> <p>Students design and implement digital circuits of increasing complexity using abstraction to manage complexity. Students implement Assembly Language programs that demonstrate the instruction set architecture interface between hardware and software. This course is taken in conjunction with CSC 210.</p> <p><b>Corequisites:</b> Take CSC 210.</p> <p><b>Offered:</b> Every year, Spring</p>	<p><b>CSC 320. Compilers.</b> 3 Credits.</p> <p>This course presents a study of the design and implementation of compilers. Topics include translators and compilers, lexical analysis, syntax analysis and parsing, runtime environments, and code generation.</p> <p><b>Prerequisites:</b> Take CSC 210 CSC 215 CSC 225; Minimum grade C-.</p> <p><b>Offered:</b> Every other year, Spring</p>
<p><b>CSC 215. Algorithm Design and Analysis.</b> 3 Credits.</p> <p>This course presents a study of the design and analysis of algorithms. Topics include Asymptotic Analysis, Complexity Theory, Sorting and Searching, Underlying Data Structures, Recursion, Greedy Algorithms, Divide and Conquer, Dynamic Programming, and NP-completeness. Additional topics may include Graph Algorithms, Probabilistic Algorithms, Distributed Computing and Parallel Algorithms.</p> <p><b>Prerequisites:</b> Take CSC 111-111L CSC 205; Minimum grade C-.</p> <p><b>Offered:</b> Every year, Fall</p>	<p><b>CSC 325. Database Systems (SER 325).</b> 3 Credits.</p> <p>Students are introduced to the theory and application of database systems. Topics include data modeling and the relational model, query languages, relational database design, transaction processing, databases and physical database design.</p> <p><b>Prerequisites:</b> Take CSC 215 CSC 225; Minimum grade C-.</p> <p><b>Offered:</b> Every other year, Fall</p>
<p><b>CSC 225. Introduction to Software Development (SER 225).</b> 3 Credits.</p> <p>This course presents introductory software development concepts including group development, large-scale project work and theoretical aspects of object-oriented programming. The course expands on material from previous courses. Professional behavior and ethics represent an important component of this course.</p> <p><b>Prerequisites:</b> Take CSC 111-111L; Minimum grade C-.</p> <p><b>Offered:</b> Every year, Fall</p>	<p><b>CSC 340. Networking and Distributed Processing.</b> 3 Credits.</p> <p>This course introduces students to net-centric computing, the web as an example of client-server computing, building internet and web applications, communications and networking, distributed object systems, collaboration technology and groupware, distributed operating systems and distributed systems.</p> <p><b>Prerequisites:</b> Take CSC 215 CSC 225; Minimum grade C-.</p> <p><b>Offered:</b> Every other year, Spring</p>



**CSC 345. Computer Graphics.****3 Credits.**

This course is an introduction to theory and programming in computer graphics. Topics include graphic systems, fundamental techniques in graphics, basic rendering, basic geometric modeling, visualization, virtual reality, computer animation, advanced rendering and advanced geometric modeling.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.

**Offered:** As needed

**CSC 350. Intelligent Systems.****3 Credits.**

Artificial Intelligence is an umbrella topic covering efforts in a variety of fields all searching for one goal: to get computers to perform well at tasks at which humans excel. Topics include fundamental issues in intelligent systems, search and optimization methods, knowledge representation and reasoning, learning, agents, computer vision, natural language processing, pattern recognition, advanced machine learning, robotics, knowledge-based systems, neural networks and genetic algorithms.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.

**Offered:** Every other year, Spring

**CSC 355. Programming Language Concepts.****3 Credits.**

This course represents an introduction to different paradigms of programming languages and their role in the problem-solving process. Topics covered include history and overview of programming languages, introduction to language translation, language translation systems, models of execution control, declaration, modularity, and storage management, programming language semantics, functional programming paradigms, object-oriented programming paradigms, logic programming paradigms, language-based constructs for parallelism.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.

**Offered:** As needed

**CSC 361. Numerical Analysis (MA 361).****3 Credits.**

This course covers selected techniques for obtaining numerical values of functions, solving linear and nonlinear equations, interpolation, numerical differentiation and integration, error analysis and numerical stability.

**Prerequisites:** Take MA 142 or MA 152 and MA 229; Minimum grade C-.

**Offered:** As needed

**CSC 375. Advanced Topics in Computer Science (SER 300).****3 Credits.**

This course explores advanced computer science topics not available in other courses, as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.

**Offered:** Every year, Spring

**CSC 399. Independent Study.****1-6 Credits.****CSC 491. Senior Project 1.****3 Credits.**

This is the first of a two-course sequence required for all computer science majors (beginning with students who entered the program in 2006). Students explore the profession of computing by working independently, under the guidance of a faculty member, on a significant computing project. Participants review professional literature and explore professional ethics, as they work to synthesize their knowledge of computer science. During the first part of the project, students develop a project plan and submit a proposal for approval to their adviser. Students meet regularly to present and discuss progress. Senior status is required.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.

**Offered:** Every year, Fall

**CSC 492. Senior Project 2.****3 Credits.**

This is the second of a two-course sequence required for all computer science majors (beginning with students who entered the program in 2006). Students explore the profession of computing by working independently, under the guidance of a faculty member, on a significant computing project. Participants review professional literature and explore professional ethics, as they work to synthesize their knowledge of computer science. During the second part of the project, students complete work on their project, and create an appropriate formal presentation of their results.

**Prerequisites:** Take CSC 491; Minimum grade C-.

**Offered:** Every year, Spring

**CSC 493. Senior Thesis I.****1 Credit.**

This course is the first part of a two-semester series in which students work independently under the guidance of a faculty member on the development of a senior thesis. The CSC 493/CSC 494 course sequence provides students with an opportunity to synthesize their knowledge of computer science. Students explore the profession of computing by engaging in the professional literature and exploration of professional ethics. Students meet regularly to present and discuss progress. During the first course in the sequence, students develop a proposal for their thesis, including a literature review, and submit to their adviser for approval.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-; senior status is required.

**Offered:** Every year, Fall

**CSC 494. Senior Thesis II.****3 Credits.**

This course is the second part of a two-semester series in which students work independently under the guidance of a faculty member on a significant thesis culminating in the development of a senior thesis. The CSC 493/CSC 494 course sequence provides students with an opportunity to synthesize their knowledge of computer science. Students explore the profession of computing by engaging in the professional literature and exploration of professional ethics. Students meet regularly to present and discuss progress. During the second part in the sequence, students complete the thesis proposed in CSC 493.

**Prerequisites:** Take CSC 493; Minimum grade C-.

**Offered:** Every year, Spring

**CSC 499. Independent Study.****1-6 Credits.**

## Criminal Justice (CJ)

**CJ 101. Crime and Society.****3 Credits.**

This course examines crime as a cultural phenomenon and as a problem of social control. Topics include the nature of law, characteristics of the criminal justice system, types of crime, as well as the critical evaluation of theories of crime.

**Offered:** Every year, All

**CJ 200. Special Topics.****3 Credits.**

A variety of special topics courses are periodically offered.

**Prerequisites:** Take SO 101 or CJ 101.

**Offered:** As needed

**CJ 205. From College to Career (SO/GT 205).****1 Credit.**

This course introduces sociology, gerontology and criminal justice majors to the preprofessional skills and knowledge they need to practice prior to obtaining their internship. Students are introduced to practical skills that will benefit them throughout their professional careers ranging from self-reflection to resume writing and email etiquette. Students meet regularly to discuss the breadth of potential careers in sociology, criminal justice and gerontology through interaction with departmental faculty and practitioners in the field. For criminal justice majors only. This course is graded on a pass/fail basis.

**Prerequisites:** Take CJ 101.**Offered:** Every year, Spring**CJ 232. Women in the Criminal Justice System (SO/WS 232).****3 Credits.**

This course examines the changing patterns of women's criminality, the experiences of women who are processed as crime victims, and the evolution of women's role in law, law enforcement and corrections.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Fall**CJ 240. Organized Crime.****3 Credits.**

This course considers the history of organized crime, its functions in distributing goods and services, in establishing order and disorder, its role in the integration of marginal ethnic groups, and the response of law enforcement and government agencies.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Spring**CJ 241. Police and Policing.****3 Credits.**

This course considers the history and development of functions in policing. Issues and controversies in policing such as: training, police ideology, police management styles, the development of a working police "personality," the appropriate use of force, racial profiling, police corruption, patrol, professionalism, due process and vocational considerations are examined.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, All**CJ 243. Investigative Techniques.****3 Credits.**

This course provides students with knowledge of basic concepts of case and crime scene investigation; scene and investigative personnel management; nature of investigative personnel roles; steps in the processing of scenes and evidence; methods of documentation; general and specialized techniques for the recognition, identification and individualization of evidence; sources of investigative information; interview techniques; reconstruction of events; and legal and ethical considerations during criminal investigations. For majors only.

**Prerequisites:** Take SO 101 or CJ 101;**Offered:** Every year, Spring**CJ 250. Youth Crime (SO 250).****3 Credits.**

This course deals with youth crime as distinct from adult offending. Students examine the development of the juvenile delinquency concept and justification for classifying juvenile offenders as separate from adults. Factors contributing to the onset of juvenile delinquency and relevant research also are examined. The course considers development and current functions of the juvenile justice system, paying particular attention to the challenges justice officials face daily. A range of widely used treatment strategies for dealing with juvenile offenders is examined.

**Prerequisites:** Take SO 101 or CJ 101;**Offered:** Every year, Fall**CJ 251. Probation Parole and Community Corrections.****3 Credits.**

Offenders are sentenced to one of these alternatives to incarceration in order to change or control behavior. Methods of supervision, special goals such as shock probation or parole, electronic and other "high-tech" monitoring, controversies over effectiveness and punitive aspects of these technologies are considered.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Spring**CJ 253. Sexual Violence.****3 Credits.**

This course takes a historical perspective on the societal and psychological aspects of sexual violence as it applies to the criminal justice system. It includes an examination of the etiology of sexual abuse as a law enforcement issue and explores the societal impact of sexual violence upon both those who commit violence and those who are the victims of it. The course encourages students to deepen their understanding of the social structural and individual treatment modalities that are employed within the system to decrease sexual violence.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Spring**CJ 261. Prisons and Jails.****3 Credits.**

This course covers incarceration in both prisons and jails. Students examine incarceration as a social phenomenon, exploring its connections to political, economic and cultural forces in society. Participants investigate the history of imprisonment, theories of punishment and the (intended and unintended) societal ramifications of incarceration. Topics include prison architecture, social classifications, prison culture and inmate social structure, violence in prison, "Supermax" prisons, rehabilitation and prisoner reentry.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year**CJ 271. Public Order Crimes (SO 271).****3 Credits.**

Approximately two-thirds of the inmates in U.S. correctional institutions have been found guilty of public order crimes, "moral crimes" or crimes not likely to have a self-identified victim. This course concentrates on crimes associated with such activities as illegitimate gambling, consensual sex and the criminal use and sale of both legal and illegal substances.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Fall**CJ 290. Criminal Justice Research Methods.****3 Credits.**

This course provides an introduction to social science research methods used in the criminal justice field. Students examine how qualitative and quantitative research methods apply to social science research. The course places particular emphasis on the importance of scientific methods in reaching informed conclusions. Students examine a number of methods commonly used in social science disciplines and learn how to interpret the results of research conducted using these methods. Understanding how social scientists investigate social phenomena allows students to accurately interpret and apply findings from criminal justice research. Students should complete the course by the end of their sophomore year or second year in the major.

**Prerequisites:** Take CJ 101.**Offered:** Every year, All**CJ 299. Independent Study in Criminal Justice.****1-6 Credits.****CJ 300. Special Topics.****3 Credits.**

A variety of advanced special topics courses are periodically offered.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** As needed

**CJ 320. Victimology.****3 Credits.**

Historically, the primary concern of the justice system was the apprehension and punishment of offenders. More recently, however, the needs of crime victims are increasingly recognized both formally and informally in the justice process. This course examines the emergence of victimology as a field of study and the origins and impacts of victim stigma. Students learn about the range of harms crime victims experience and the importance of addressing victim needs throughout the justice process.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Spring**CJ 330. Perspectives on Violence (SO 330).****3 Credits.**

This course explores the many ways that violence is viewed in our society. Topics include types of violence, empirical evidence of incidence, characteristics of violent crimes, offender motivation, victim profiles and sociological and theoretical explanations.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Fall**CJ 333. Drugs, Alcohol and Society (SO 333).****3 Credits.**

This analytical discussion-based course explores the use of drugs and alcohol in U.S. society. The emphasis is on drug and alcohol use and abuse as a social phenomenon. Students explore issues such as the relationship of drug use to particular groups in society (age, sex, race/ethnicity); patterns of drug use and abuse; the promotion of drugs by the media; and drug and alcohol abuse in historical perspective. Students also learn about drug categories, drug education, prevention and treatment and about drug laws.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Spring**CJ 343. Forensic Issues in Law Enforcement.****3 Credits.**

This course presents an overview of the scientific method and its application to the analysis of physical evidence as it impacts law enforcement investigations. Topics include the study of basic methods of documentation, collection and preservation of physical evidence; general schemes for the analysis of chemical and biological evidence; identification and individualization of firearms, fingerprints, imprints, hairs, fibers, blood and body fluids, paint, drugs and poisons, and other materials associated with crimes. The course material is reinforced through the use of actual case studies, hands-on exercises and class exercises.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Fall**CJ 355. Crime and Media (SO 355).****3 Credits.**

Despite little direct contact with offenders or the criminal justice system, people typically hold strong opinions about crime-related issues. The goal of this course is to understand how media sources shape our attitudes and beliefs about crime and how we "should" respond to it. To this end, participants examine media involvement in constructing the reality of crime and justice and its implications for the justice process.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every other year, Spring**CJ 360. Inside-Out Prison Exchange Seminar.****3 Credits.**

The "Inside-Out" Prison Exchange seminar is part of a national movement giving undergraduate students (outside students) and prisoners (inside students) an opportunity to learn together. This course, being offered to outside students at Quinnipiac and male inside students at a Connecticut state prison, asks students to examine the impact of status upon American life by considering issues of personal and collective voice in communities, variation in access to conventional success opportunities, and the effect of status upon ability to effectively engage in local and national communities. Through application of theoretical perspectives and consideration of practical experience students are exposed to a diversity of material that allows them to more fully examine and understand the complex impact of social status upon American life. Note: this course takes place inside a Connecticut State Prison.

**Prerequisites:** Instructor discretion.**Offered:** Every year, Fall**CJ 370. Constitution, Ethics and Policing.****3 Credits.**

Students are introduced to the constitutional limitations and ethical considerations that affect police behavior. These include use of force, coercion, entrapment, right to counsel, wiretapping, confessions and exclusionary rule.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every year, Fall**CJ 385. Senior Seminar in Criminal Justice Policy.****3 Credits.**

This senior-level course examines social policy as applied to a selected aspect of the criminal justice field. Senior status in criminal justice major required.

**Prerequisites:** Take CJ 290.**Offered:** Every year, All**CJ 392. Internship in the Community.****3 Credits.**

For criminal justice majors in their junior or senior year only. Students each complete 120 hours of supervised fieldwork in a community agency along with one hour per week in a classroom setting. Course work and class content include written and oral reflection, focusing on professional issues, along with criminal justice concepts and theory. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

**Offered:** Every year, All**CJ 394. Advanced Internship in the Community.****3 Credits.**

This is a second internship available to criminal justice majors in their junior or senior year only. Students complete 135 hours of supervised fieldwork in a community agency along with one hour per week in the advanced internship class. Students build upon the knowledge gained from their first internship experience to deepen their understanding of concepts and theory through extended written and oral reflection. Students also assess their interpersonal strengths and weaknesses in preparation for graduate school and/or future employment. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

**Prerequisites:** Take CJ 392.**Offered:** Every year, All**CJ 399. Independent Study in Criminal Justice.****1-6 Credits.**

By arrangement with individual instructor. This course addresses the special intellectual interests of a student and focuses on an issue of special or timely importance.

**Offered:** As needed, All

**CJ 499. Independent Study in Criminal Justice. 3 Credits.**

This course addresses the special intellectual interests of a student or focus on an issue of special or timely importance.

**Offered:** As needed, All

## Radiologic Sciences (RS)

**RS 100. Fundamentals of Diagnostic Imaging. 1 Credit.**

This course provides the student with a basic knowledge of the fundamentals of diagnostic imaging practice. Topics include defining diagnostic imaging as it relates to all imaging modalities, historical development of the profession, introduction to current and emerging practice arenas, and application of professional terminology. Students complete a self-study in medical terminology.

**Offered:** Every year, Fall

**RS 101. Introduction to Diagnostic Imaging. 3 Credits.**

Designed to provide an orientation to radiologic sciences, this course includes history, ethics and basic principles of radiation protections, medial and medicolegal terminology, as well as preclinical observation.

**Prerequisites:** Take RS 100.

**Offered:** Every year, Spring

**RS 201. Human Anatomy Imaging I. 1 Credit.**

This course presents in-depth consideration of human anatomy within systems located in the chest, abdomen and upper extremity of the body. Students discuss the structure and function of each anatomic component within each region. Conventional anatomic illustrations are correlated with their radiographic counterpart. The radiographic appearance of specific structures as demonstrated on conventional radiographic images is correlated to images obtained using other advanced imaging modalities such as computed tomography, magnetic resonance and sonography.

**Prerequisites:** Take BIO 212-212L RS 222.

**Corequisites:** Take RS 232.

**Offered:** Every year, Fall

**RS 202. Human Anatomy Imaging II. 1 Credit.**

This course presents in-depth consideration of human anatomy within systems located in the head, neck, pelvis and lower extremity. For each region, students discuss the structure and function of each anatomic component. Conventional anatomic illustrations are correlated with their radiographic counterpart. The radiographic appearance of specific structures as demonstrated on conventional radiographic images is correlated to images obtained using other advanced imaging modalities such as computed tomography, magnetic resonance and sonography.

**Prerequisites:** Take RS 201.

**Offered:** Every year, Spring

**RS 212. Radiographic Procedures I. 2 Credits.**

This course introduces the student to the basic concepts, principles and applications of radiographic and radiologic procedures. Additional applications related to orthopaedic terminology, pathologies and procedures, trauma and patient-related modifications also are presented.

**Prerequisites:** Take RS 101 MA 275 and BIO 102.

**Corequisites:** Take RS 212L.

**Offered:** Every year, Fall

**RS 212L. Laboratory Practicum I. 2 Credits.**

This practicum develops preclinical competency in radiographic procedures studied in RS 212, as well as routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

**Corequisites:** Take RS 212.

**Offered:** Every year, Fall

**RS 215. Radiation Safety and Protection. 3 Credits.**

Students are introduced to the effects of ionizing radiation on biological systems at the molecular, cellular, organism, and community levels, with emphasis on medical implications and radiation protection.

**Prerequisites:** Take RS 260.

**Offered:** Every year, Spring

**RS 222. Radiographic Procedures II. 3 Credits.**

This course builds on the foundations developed in RS 212. This course provides continued integration and expansion on the concepts, principles and applications of radiographic and radiologic procedures.

**Prerequisites:** Take RS 212.

**Corequisites:** Take RS 222L.

**Offered:** Every year, Spring

**RS 222L. Laboratory Practicum II. 2 Credits.**

Designed to develop preclinical competency in radiographic procedures studied in RS 222, this practicum focuses on radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

**Prerequisites:** Take RS 212.

**Corequisites:** Take RS 222.

**Offered:** Every year, Spring

**RS 232. Radiographic Procedures III. 3 Credits.**

This course provides continued integration and expansion on the concepts, principles and applications developed in RS 212 and RS 222.

**Prerequisites:** Take RS 222.

**Corequisites:** Take RS 232L.

**Offered:** Every year, Fall

**RS 232L. Laboratory Practicum III. 2 Credits.**

This practicum is designed to develop preclinical competency in routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

**Prerequisites:** Take RS 222.

**Corequisites:** Take RS 232.

**Offered:** Every year, Fall

**RS 241. Radiographic Image Production and Evaluation. 3 Credits.**

This course presents the basic principles, concepts and practical applications of radiographic image production and diagnostic quality. Topics include radiation production, description and proper selection of exposure factors, radiation protection, imaging media, imaging equipment and basic imaging formulas.

**Prerequisites:** Take RS 101 MA 275 and BIO 102.

**Corequisites:** Take RS 241L.

**Offered:** Every year, Fall

**RS 241L. Radiographic Image Production and Evaluation Lab I. 1 Credit.**

The laboratory, which accompanies RS 241, is designed to demonstrate and reinforce the concepts and principles presented in class. (2 lab hrs.)

**Corequisites:** Take RS 241.

**Offered:** Every year, Fall

**RS 242. Radiographic Image Production and Evaluation II. 3 Credits.**

This course expands on the foundations developed in RS 241. Integration and application of these foundations includes the development of exposure charts, methods of image processing, and the causation and identification of image artifacts. The course also incorporates quality control concepts and testing, and introduces basic terminology and principles of quality control and digital imaging systems.

**Prerequisites:** Take RS 241.

**Corequisites:** Take RS 242L.

**Offered:** Every year, Spring



**RS 242L. Radiological Processing and Exposure Lab. 1 Credit.**

This laboratory, which accompanies RS 242, is designed to demonstrate and reinforce the concepts and principles presented in class. (2 lab hrs.)

**Corequisites:** Take RS 242.

**Offered:** Every year, Spring

**RS 250. Radiologic Clinical Education I. 2 Credits.**

Students are provided with their initial clinical experience under the supervision of certified clinical instructors and clinical staff. Focus is on developing clinical competency and proficiency related to radiologic procedures and concepts taught in RS 212 and RS 241.

**Prerequisites:** Take RS 212 RS 241.

**Corequisites:** Take RS 222 RS 242.

**Offered:** Every year, Spring

**RS 253. Radiologic Clinical Education II. 4 Credits.**

This course, a continuation of RS 250, is a 12-week, 35 hour-per-week summer clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are continually developed and assessed.

**Prerequisites:** Take RS 250.

**Offered:** Every year, Summer

**RS 254. Radiologic Clinical Education IV. 3 Credits.**

This course, a continuation of RS 253, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are continually developed and assessed.

**Prerequisites:** Take RS 253.

**Corequisites:** Take RS 232.

**Offered:** Every year, Fall

**RS 255. Radiologic Clinical Education. 3 Credits.**

This clinical experience is under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are developed and assessed.

**Prerequisites:** Take RS 254.

**Corequisites:** Take RS 290.

**Offered:** Every year, Spring

**RS 260. Radiographic Physics and Instrumentation. 3 Credits.**

This course presents an analysis of the production of X-rays and the interaction of radiation with matter, units of radiation measurements and radiation protection.

**Prerequisites:** Take RS 242.

**Offered:** Every year, Fall

**RS 290. Advanced Radiographic Procedures IV. 3 Credits.**

This course provides continued integration and expansion on the concepts, principles and applications developed in RS 232. Students are introduced to the basic principles of CT, DEXA, MRI and mammography.

**Prerequisites:** Take RS 232.

**Corequisites:** Take RS 290L.

**Offered:** Every year, Spring

**RS 290L. Laboratory Practicum. 1 Credit.**

This practicum is designed to develop preclinical competency in routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

**Prerequisites:** Take RS 232.

**Corequisites:** Take RS 290.

**Offered:** Every year, Spring

**RS 297. Methods of Patient Care. 2 Credits.**

This course focuses on a study of skills in providing humanistic care for the well, acute or chronically ill individual, including preparing patients for invasive as well as non-invasive imaging studies; basic clinical skills in infection control, including aseptic technique, venipuncture, vital signs and O2 administration; effective communication with emphasis on problem-solving skills.

**Prerequisites:** Take RS 101.

**Corequisites:** Take RS 297L.

**Offered:** Every year, Spring

**RS 297L. Methods of Patient Care Lab. 1 Credit.**

This lab develops preclinical competency for the procedures described and demonstrated in RS 297. (2 lab hrs.)

**Corequisites:** Take RS 297.

**Offered:** Every year, Spring

**RS 299. Independent Study. 1-4 Credits.**

This course presents the student with an opportunity to expand his or her professional expertise in areas that enhance managerial or research capabilities.

**Offered:** As needed

**RS 318. Pathology for Imaging Sciences. 3 Credits.**

This course provides an introduction to the basic study of disease, including etiology, pathophysiology and current diagnostic procedures. Normal structure and function are reviewed prior to the discussion of each anatomic system.

**Prerequisites:** Take RS 222 BIO 212.

**Offered:** Every year, Fall

**RS 336. Pharmacology for the Radiographer. 2 Credits.**

The major classifications/categories, clinical applications and implications of pharmaceuticals used in diagnostic imaging and interventional procedures are presented.

**Prerequisites:** Take RS 297.

**Offered:** Every year, January Term

**RS 352. Radiologic Clinical Education. 2 Credits.**

This clinical experience is under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are developed and assessed.

**Prerequisites:** Take RS 255.

**Offered:** As needed

**RS 399. Independent Study. 1-3 Credits.**

This independent study is designed to provide the student with an opportunity to expand his or her professional expertise in areas that enhance teaching, managerial or research capabilities. The study may consist of either advanced clinical experience or literature research or both.

**Offered:** As needed, All

**RS 414. Research: Analysis and Critique (DMS 414). 3 Credits.**

This course explores the basic elements of health care research including different types of research models and research strategies. Students explore the differences between a variety of publication types, including editorials, case studies and peer-reviewed research articles. Students also learn techniques for database queries.

**Prerequisites:** Take RS 101.

**Offered:** Every year, Fall

**RS 489. Independent Study. 1-6 Credits.**

**Offered:** As needed, All



**RS 491. Open Topic.**

The course presents a current topic in diagnostic imaging.

**Offered:** As needed

**1 Credit.**

**RS 493. Open Topic.**

The course presents a current topic in diagnostic imaging.

**Offered:** As needed

**3 Credits.**

**RS 499. Capstone (DMS 499).**

This capstone course is intended for radiologic sciences majors and diagnostic medical sonography majors in their final semester. Students are required to develop a research project as it relates to the field of diagnostic imaging. The project may relate to the student's chosen focus and must include either a formal thesis paper or poster presentation.

**Prerequisites:** Take RS 414.

**Offered:** Every year, Spring

**3 Credits.**

## Diagnostic Medical Sonography (DMS)

**DMS 100. Foundations of Diagnostic Imaging.**

This course provides the student with a basic knowledge of the fundamentals of diagnostic imaging practice. Topics include defining diagnostic imaging as it relates to all imaging modalities, historical development of the profession, introduction to current and emerging practice arenas, and application of professional terminology. Students complete a self-study in medical terminology.

**Offered:** Every year, Fall

**1 Credit.**

**DMS 101. Introduction to Diagnostic Medical Sonography.**

This is an introductory course to the field of diagnostic medical sonography. This course is taken in conjunction with DMS 101L. Throughout the course, the career of sonography is defined. Students are introduced to terminology pertaining to ultrasound as well as the physics responsible for its production. Cross-sectional anatomy pertaining to the abdomen, thyroid gland, scrotum and prostate is presented. Normal sonographic anatomy of the abdomen and small parts also is presented.

**Prerequisites:** Take DMS 100.

**Corequisites:** Take DMS 101L.

**Offered:** Every year, Spring

**3 Credits.**

**DMS 101L. Sonography Laboratory Practicum I.**

This is an introductory lab course to the field of diagnostic medical sonography. This course is taken in conjunction with DMS 101. To produce high-quality diagnostic images, it is necessary for the students to have a thorough understanding of image orientation, acoustic properties, scanning techniques and image documentation. The students have the opportunity to utilize ultrasound equipment to learn to identify normal sonographic anatomy of the abdomen and small parts and begin to develop scanning techniques.

**Prerequisites:** Take DMS 100.

**Corequisites:** Take DMS 101.

**Offered:** Every year, Spring

**1 Credit.**

**DMS 200. Sonography Physics and Instrumentation I.**

**3 Credits.**

This core course is designed to prepare the student toward eligibility for the Sonography Physics and Instrumentation portion of the American Registry of Diagnostic Medical Sonographers (ARDMS) registry exam. The course encompasses the theoretical concepts and practical applications related to ultrasound physics and instrumentation. Concepts include: sound, sound waves, pulse waves, intensities, interaction of sound and media, transducers, sound beams and display modes. These concepts are tied in with terms used in Introduction to Sonography course and how they apply to practical, daily scanning skills.

**Prerequisites:** Take DMS 101-101L PHY 101 MA 275.

**Offered:** Every year, Fall

**DMS 201. Sonography Physics and Instrumentation II.**

**3 Credits.**

This core course is designed to prepare the student toward eligibility for the Sonography Physics and Instrumentation portion of the American Registry of Diagnostic Medical Sonographers (ARDMS) registry exam. The course encompasses the theoretical concepts and practical applications related to ultrasound physics and instrumentation. Concepts include: two dimensional imaging, real-time imaging, displays, harmonics, contrast agents, hemodynamics, Doppler, artifacts, quality assurance and bioeffects. These concepts are tied in with terms used in the Physics and Instrumentation I course and how they apply to practical, daily scanning skills.

**Prerequisites:** Take DMS 200.

**Offered:** Every year, Spring

**DMS 205. Human Anatomy Lab I.**

**1 Credit.**

This course presents in-depth consideration of human anatomy within systems located in the neck, abdomen and pelvis. Students discuss the structure and function of each anatomic component within each region. Conventional anatomic illustrations are correlated with their sonographic counterpart. The sonographic appearance of specific structures is correlated to images obtained using other advanced imaging modalities such as computed tomography and magnetic resonance imaging.

**Prerequisites:** Take BIO 212-212L.

**Offered:** Every year, Fall

**DMS 206. Human Anatomy Lab II.**

**1 Credit.**

This course presents in-depth consideration of human anatomy within systems located in the upper and lower extremity. For each region, students discuss the structure and function of each anatomic component. Conventional anatomic illustrations are correlated with their sonographic counterpart. The sonographic appearance of specific structures is correlated to images obtained using other advanced imaging modalities such as computed tomography and magnetic resonance imaging.

**Prerequisites:** Take DMS 205.

**Offered:** Every year, Spring

**DMS 210. Abdominal and Small Parts Sonography.**

**3 Credits.**

This course is designed to prepare the student toward eligibility for the abdomen (AB) portion of the ARDMS Registry. This course is taken in conjunction with DMS 210L. The course encompasses all aspects of abdominal and small parts scanning including: anatomy and vasculature, normal variants and congenital abnormalities, pathology, organ function and laboratory tests. The course continues to emphasize cumulative learning to include materials covered in prior ultrasound directed courses.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.

**Corequisites:** Take DMS 210L.

**Offered:** Every year, Fall

**DMS 210L. Abdominal and Small Parts Sonography Lab Practicum.****1 Credit.**

This lab course is designed to prepare the student toward eligibility for the abdomen (AB) portion of the ARDMS Registry. This course is taken in conjunction with DMS 210. The course encompasses all aspects of abdominal and small parts scanning including: anatomy and vasculature, normal variants and congenital abnormalities, pathology, organ function and laboratory tests. The students utilize ultrasound equipment to learn to identify sonographic anatomy of the abdomen and small parts and develop scanning techniques. The students learn to review and critique sonographic images.

**Prerequisites:** Take DMS 101-101L BIO 102.**Corequisites:** Take DMS 210.**Offered:** Every year, Fall**DMS 220. Vascular Sonography.****3 Credits.**

This course is dedicated to the instruction of vascular sonography. It is designed to prepare students for the (VT) portion of the ARDMS registry exams. This course is taken in conjunction with DMS 220L. Anatomy pertaining to the vascular system is reviewed. Sonographic anatomy and pathologic conditions of the upper and lower extremity veins, the aorta, abdominal vasculature, the upper and lower extremity arteries, the carotid arteries and intracranial arteries are presented. Venous and arterial physiologic testing, interventional vascular procedures, surgery and other treatment options are introduced.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.**Corequisites:** Take DMS 220L.**Offered:** Every year, Spring**DMS 220L. Vascular Sonography Lab Practicum.****1 Credit.**

This lab course is dedicated to the instruction of vascular sonography. It is designed to prepare students for the (VT) portion of the ARDMS registry exams. This course is taken in conjunction with DMS 220. Sonographic anatomy and pathologic conditions of extremity veins, the aorta, abdominal vasculature, extremity arteries, the carotid arteries and intracranial arteries are presented. The students utilize ultrasound equipment to learn to identify sonographic anatomy of the vascular system and develop scanning techniques. The students learn to review and critique sonographic images.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.**Corequisites:** Take DMS 220.**Offered:** Every year, Spring**DMS 250. Sonography Clinical Education I.****3 Credits.**

This course is designed to develop the student's sonographic scanning skills and interpersonal communication skills through experiences in the clinical setting.

**Prerequisites:** Take DMS 101 BIO 102 MA 275.**Offered:** Every year, Fall**DMS 260. Sonography Clinical Education II.****3 Credits.**

This course, a continuation of DMS 250, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the sonographic procedures are developed and assessed.

**Prerequisites:** Take DMS 250.**Offered:** Every year, Spring**DMS 270. Sonography Clinical Education III.****5 Credits.**

This course, a continuation of DMS 260, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the sonographic procedures are developed and assessed.

**Prerequisites:** Take DMS 260.**Offered:** Every year, Summer**DMS 297. Methods of Patient Care.****2 Credits.**

This course focuses on a study of skills in providing humanistic care for the well, acute or chronically ill individual, including preparing patients for invasive as well as non-invasive imaging studies; basic clinical skills in infection control, including aseptic technique, venipuncture, vital signs and O2 administration; effective communication with emphasis on problem-solving skills. (2 lab hrs.)

**Prerequisites:** Take DMS 101-101L.**Corequisites:** Take DMS 297L.**Offered:** Every year, Spring**DMS 297L. Methods of Patient Care Lab.****1 Credit.**

This lab develops preclinical competency for the procedures described and demonstrated in DMS 297.

**Prerequisites:** Take DMS 101-101L.**Corequisites:** Take DMS 297.**Offered:** Every year, Spring**DMS 330. OB/GYN Sonography.****3 Credits.**

This course is designed to prepare the student toward eligibility for the OB/GYN ARDMS Registry exam. This course is taken in conjunction with DMS 330L. The course encompasses all aspects of gynecology, and obstetrical scanning including: anatomy and vasculature, normal variants and congenital anomalies, pathology, organ function and laboratory tests. The course continues to emphasize cumulative learning to include materials covered in prior ultrasound directed courses.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.**Corequisites:** Take DMS 330L.**Offered:** Every year, Fall**DMS 330L. OB/GYN Sonography Lab Practicum.****1 Credit.**

This lab course is designed to prepare the student toward eligibility for the OB/GYN ARDMS Registry. This course is taken in conjunction with DMS 330. The course encompasses all aspects of gynecology, and obstetrical scanning including: anatomy and vasculature, normal variants and congenital anomalies, pathology, organ function and laboratory tests. The students utilize ultrasound equipment to learn to identify sonographic anatomy of the female pelvis and develop scanning techniques. The students learn to review and critique sonographic images.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.**Corequisites:** Take DMS 330.**Offered:** Every year, Fall**DMS 340. Breast Sonography.****3 Credits.**

This course is dedicated to the instruction of the growing field of breast sonography. It is designed to prepare the student toward eligibility for the breast portion of the ARDMS Registry. This course is taken in conjunction with DMS 340L. To produce high-quality diagnostic images, it is necessary for students to have a thorough understanding of the anatomy and physiology of the breast as well as the normal and abnormal sonographic appearance of breast tissue.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.**Corequisites:** Take DMS 340L.**Offered:** Every year, Spring

**DMS 340L. Breast Sonography Lab Practicum.****1 Credit.**

This course is dedicated to the instruction of the growing field of breast sonography. This lab course, taken in conjunction with DMS 340, prepares the student toward eligibility for the breast portion of the ARDMS Registry. The students utilize ultrasound equipment to identify sonographic anatomy of the breast and develop scanning techniques. The students learn to review and compare sonographic and mammographic images.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.

**Corequisites:** Take DMS 340.

**Offered:** Every year, Spring

**DMS 350. Musculoskeletal Sonography.****3 Credits.**

This course, taken in conjunction with DMS 350L, is designed to prepare the student toward eligibility for the MSK ARDMS Registry. The course encompasses all aspects of MSK scanning including: anatomy and vasculature, normal variants, physiology, pathology, interventional procedures. The course continues to emphasize cumulative learning to include materials covered in prior ultrasound directed courses.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.

**Corequisites:** Take DMS 350L.

**Offered:** Every year, Spring

**DMS 350L. MSK Sonography Lab Practicum.****1 Credit.**

This lab course, taken in conjunction with DMS 350, is designed to prepare the student toward eligibility for the MSK ARDMS Registry. The course encompasses all aspects of MSK scanning including: anatomy and vasculature, normal variants, physiology, pathology and interventional procedures. The students utilize ultrasound equipment to identify MSK sonographic anatomy of the upper and lower extremities and develop scanning techniques. The students learn to review and critique sonographic images.

**Prerequisites:** Take DMS 101 DMS 101L BIO 102.

**Corequisites:** Take DMS 350.

**Offered:** Every year, Spring

**DMS 380. Sonography Clinical Education IV.****3 Credits.**

This course, a continuation of DMS 270, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the sonographic procedures are developed and assessed.

**Prerequisites:** Take DMS 270.

**Offered:** Every year, Fall

**DMS 390. Sonography Clinical Education V.****3 Credits.**

This course, a continuation of DMS 380 is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the sonographic procedures are developed and assessed.

**Prerequisites:** Take DMS 380.

**Offered:** Every year, Spring

**DMS 414. Research Analysis and Critique (RS 414).****3 Credits.**

This course explores the basic elements of health care research including different types of research models and research strategies. Students explore the difference between a variety of publication types, including editorial, case studies and peer-reviewed research articles. Students also learn techniques for database queries.

**Prerequisites:** Take DMS 101.

**Offered:** Every year, Fall

**DMS 499. Capstone (RS 499).****3 Credits.**

This capstone course is intended for radiologic sciences majors and diagnostic medical sonography majors in their final semester. Students are required to develop a research project as it relates to the field of diagnostic imaging. The project may relate to the student's chosen focus and must include either a formal thesis paper or poster presentation.

**Prerequisites:** Take DMS 414.

**Offered:** Every year, Spring

## Drama (DR)

**DR 101. Understanding Theater.****3 Credits.**

This course presents an introduction to the practices and purposes of theater through play going, readings in theater history, dramatic theory and stage production work.

**Offered:** Every year, All

**DR 140. Stagecraft.****3 Credits.**

Stagecraft is a practical, semester-long workshop on the process of transforming a design concept into a workable end. This course provides an introduction to the theory, techniques, materials and equipment of theater technology with an emphasis on the ways in which practical considerations inform the process and product of theater making. Areas of study include set and costume construction, scene painting, lighting, projection and sound. The course incorporates extensive practical work both in and outside of class, and students are required to participate in technical production work for the mainstage production season.

**Offered:** Every year, Fall and Spring

**DR 150. Performance Fundamentals.****3 Credits.**

This course provides an introduction to the basic vocal, physical and improvisational skills necessary for successful performance in a variety of areas. Skills to be emphasized include vocal support and projection, physical relaxation and focus, diction, articulation and improvisational techniques. Students interested in broadcast journalism, newscasting, public relations and advocacy, as well as more theatrical areas of public performance, learn to work effectively in front of an audience while maintaining focus and energy.

**Offered:** Every year, Fall and Spring

**DR 160. Acting I.****3 Credits.**

Students are introduced to the basic principles of acting, including scene analysis, motivation, intention and character work. Students perform exercises, monologues and scenes.

**Offered:** Every year, Fall and Spring

**DR 181. Improvisational Acting.****3 Credits.**

This course introduces students to long-form improvisational theater. In this form, actors build scenes from scratch with only a one-word suggestion from the audience. This course is an introductory course and is suitable for students with or without prior performance experience.

**Offered:** Every year, Fall and Spring

**DR 191. Theater Practice I.****1-4 Credits.**

All basic theater components through the active production of a full-length play are studied in this course. Students may participate as actors, designers, stage managers, assistant directors, dramaturges and in various production roles. (Minimum 40 hours production work.) Requires permission of instructor.

**Offered:** Every year, Fall and Spring

**DR 199. Independent Study.****1-3 Credits.**

A student may, in collaboration with an instructor, create course which focuses on specific area of dramatic study. Internships and work on university theater program productions are possible areas of focus.

**Offered:** As needed, All

**DR 200. Special Topics.****3 Credits.**

This course focuses on a specialized area of theater study. Past topics have included scenic and lighting design and special topics in theater history and dramatic literature. Course may be repeated for credit.

**Offered:** As needed

**DR 210. Hands On: An Introduction to Puppetry.****3 Credits.**

Students learn the art of puppetry by studying the theory and history of the form. They actively participate in the creation and manipulation of various forms of puppets. Prerequisite is waived if student has taken any 100- or 200-level studio art course.

**Offered:** As needed

**DR 220. Voice and Movement.****3 Credits.**

This course covers practical laboratory work in vocal production and movement, utilizing developmental techniques of Kristen Linklater, Alexander Feldenkrais, Jerzy Grotowski, Michael Chekhov, with special emphasis on individual coaching and problem solving. Studio work also may include techniques of characterization, including neutral and character mask exploration, work with classical texts, and acquisition of dialect skills.

**Offered:** Every year, Fall

**DR 230. Directing for the Theater.****3 Credits.**

This course serves as an introduction to the craft of the theatrical director. Topics include play analysis and interpretation, director's concept, visual composition and the history and theories of directing. Also included: methods of actor coaching, rehearsal techniques and working with the creative team of designers, dramaturges and production staff. As a final project, each student directs a scene that is presented in a student workshop performance at the end of the semester.

**Offered:** Every year, Spring

**DR 257. Design for the Theater.****3 Credits.**

This course provides an introduction to theatrical design history, process and implementation. Students explore the concept of design and what it is in the theater. They read first- and second-hand accounts of historic designers and movements in theatrical design. They examine the design process and apply it to class projects. They also reflect and evaluate on their personal process. These topics are presented through readings, lectures and discussions, and applied through group and individual assignments. Although the main focus is scenic, lighting and costume design, all aspects of theater are explored. This course is suitable for students with or without prior theater experience.

**Offered:** Every year, All

**DR 260. Acting for Film/TV.****3 Credits.**

This is an intermediate studio course in which students gain experience in the specialized performance skills demanded by the film and television mediums. Students work on monologues and scenes that emphasize truth and emotional reality and receive training in the techniques of Stanislavski, Lee Strasberg and Sanford Meisner. When scheduling permits, students in Drama 260 collaborate with a mass communications video production class in filming/taping acting scenes.

**Offered:** Every year, All

**DR 270. World Theater History & Dramatic Literature I.****3 Credits.**

In this course, students integrate a multicultural history of world theater with the study of performance traditions and dramatic literature. Participants study the ritual foundations of theater through the theater of the early Renaissance period, emphasizing the importance of historical and literary research in devising actual production concepts for period plays. Students apply their knowledge in active and creative projects. Does not have to be taken in sequence with DR 275.

**Offered:** Every other year, Spring

**DR 270H. Honors World Theater History and Dramatic Literature I.****3 Credits.**

This course covers the historical development of European theater covering the Classical, Medieval and Early Modern periods. It also examines various types of non-Western performance traditions with a focus on India, Africa, Japan and China. Plays from each time period are read and placed within their historical, political and cultural contexts. The historical development of theater architecture, stage craft, acting theory, and the changing status of the theater artist also is explored. Students apply their knowledge in scholarly and creative projects. Does not have to be taken in sequence with DR 275.

**DR 275. World Theater History and Dramatic Literature II.****3 Credits.**

This course traces the development of European theater from the Renaissance through the late 19th century and the beginning of modern drama. It also examines non-Western performance traditions in India, China, Japan and Africa. Students learn the importance of locating dramatic literature within its cultural, political and historical contexts. The historical development of theater architecture, stage craft, acting theory, and the changing status of the theater artist also is explored. Students apply their knowledge in scholarly and creative projects. Does not have to be taken in sequence with DR 270.

**Offered:** Every other year, Spring

**DR 286. Comparative Drama/ Play Analysis.****3 Credits.**

Students learn methods of script analysis that can be used to successfully interpret plays for the theater. This skill is essential for all theater practitioners and can be useful to any student who wishes to sharpen his or her analytical and interpretive skills. Each class meeting centers on the discussion of a new play. Selected motifs and structures in drama are examined. Plays with common themes are compared to illuminate differing playwrighting strategies.

**Offered:** Every Third Year, Spring

**DR 290. Acting for Classical Stage.****3 Credits.**

This intermediate studio course emphasizes the performance skills necessary to execute a classical role. Students work on monologues and scenes drawn from the plays of the Greek tragedians, Shakespeare, Moliere and the writers of the English Restoration. Students acquire the techniques necessary to speak verse and to physically embody a classical character.

**Offered:** Every Third Year, Fall

**DR 291. Theater Practice II.****3 Credits.**

All basic theater components through the active production of a full-length play are studied in this course. Students may participate as actors, designers, stage managers, assistant directors, dramaturges and in other production roles. (Minimum 80 hours of student involvement, rehearsal journal and research project). Requires permission of instructor.

**Offered:** Every year, All



**DR 299. Independent Study.****1-6 Credits.**

This intermediate level tutorial course stresses independent investigation of a topic in theater/drama selected in consultation with the instructor. One conference weekly; oral and written reports. Course may be repeated for credit.

**Offered:** As needed, All

**DR 300. Special Topics.****3 Credits.**

This advanced level seminar explores a specific area of theater practice, literature or history. Topics vary from semester to semester. May be repeated for credit.

**Offered:** As needed

**DR 305. Theater for Young Audiences (ED 362).****3 Credits.**

This seminar course allows students to explore various aspects of creating theater for young audiences. Performance skills in improvisation and creative dramatics, adaptation of fairy tales, folklore and other children's literature for plays, and the integration of drama into classroom curriculum are emphasized. Students conduct enrichment workshops at participating area schools and/or perform for young audiences in staged readings, workshops and/or fully mounted productions. Community outreach and service learning are emphasized. Requires permission of instructor. This course may be repeated for credit.

**Offered:** As needed

**DR 307. Drafting and Rendering for Theater.****3 Credits.**

This studio course explores hand drafting and color rendering for the theater. Students learn to generate hand drafting of ground plans and detail drawings and then interpret these plans into sketches and watercolor renderings. Students use pencils, acrylic paints, watercolor paints and an array of hand drafting tools to communicate their theatrical designs.

**Offered:** Every other year, Spring

**DR 310. Laboratory in Theater and Community.****3 Credits.**

Students investigate the potential for theater and performance to be catalysts for social change. The class explores how theater has been an effective site for cultural and political interventions. Moving from theory to practice in the staging of a socially-resonant piece of theater, students explore the ways in which theater may be used to articulate community conflict and to facilitate dialogue, and also examine the practical and ethical issues confronted by those who engage in theater for social change. This course is repeatable for credit.

**Offered:** As needed

**DR 320. Advanced Voice and Movement.****3 Credits.**

This course includes advanced laboratory work in voice, movement and characterization for the actor with emphasis on improvisation, neutral and character mask exploration, work with classical texts including Shakespeare, familiarity with the international phonetic alphabet (IPA), acquisition of dialect skills, and introduction to Viewpoints compositional techniques.

**Prerequisites:** Take DR 220.

**Offered:** As needed

**DR 325. Theater Seminar.****3 Credits.**

Students explore artistic, dramaturgical and production issues associated with the realization of a regional theater's season. Students read scripts produced during a particular semester by an area professional theater and attend technical/dress rehearsals and performances. Guest artists from the theater visit campus. Students also attend symposiums and other outreach programming offered by the theater. The seminar provides a forum for discussing the multifaceted process of selecting a regional theater season, formulating production concepts, conducting dramaturgical research, assembling artistic teams and realizing dramatic texts on stage.

**Prerequisites:** Take DR 101.

**Offered:** As needed

**DR 330. Advanced Directing.****3 Credits.**

DR 330 is an advanced course in the theory and practice of directing for the stage. Students study the art of directing by examining the writings and work of major theorists and directors of the 20th century. Topics include directing theories and aesthetics, style, varied rehearsal techniques and practices, and other problems in directing. The process of directing also is studied through the experience of directing a one-act or full-length play for public performance. Classroom discussion focuses on works in progress, with special emphasis on the problems of translating a text to the stage; working with actors, designers, playwrights; composition and creating stage business; rhythm.

**Prerequisites:** Take DR 230.

**Offered:** As needed

**DR 335. Musical Theater Performance.****3 Credits.**

In this studio course, students gain expertise in the special skills and techniques necessary to perform in the musical theater style. Each student performs solo, duet and trio musical theater selections with CD accompaniment. (Music is provided; however, students may choose a different solo piece, provided they have the accompaniment track or access to a pianist.) As a culminating exercise, students select pieces drawn from the semester's performance exercises, and these pieces are performed with appropriate costumes, props and choreography in a public cabaret setting.

**Offered:** As needed

**DR 340. Scenic Design.****3 Credits.**

This class provides an introduction to the world of scenic design. Through discussion, reading, lecture and demonstration, participants explore the theory and practice of designing for the stage. Using this as a base, students research, sketch, paint and model designs for two plays. By investigating the design process in both an academic and hands-on manner, students gain knowledge in the area of scenic design as well as generally improving their problem-solving skills. Students are expected to purchase materials for sketching and model making.

**Offered:** Every other year, Fall

**DR 341. Lighting Design for the Theater.****3 Credits.**

This course provides hands-on experience with the technical and design elements of stage lighting. Students use equipment and techniques directly relating to the theatrical productions scheduled in a given semester, using an artistic and collaborative approach and working with lighting systems in a theater.

**Offered:** Every other year, Spring



**DR 342. Costume Design.****3 Credits.**

This course provides an introduction to the theory, techniques, materials and equipment of costuming. Participants focus on costume construction, fabric, fasteners, sewing machine use, dyeing techniques and costume design. Extensive practical work is completed on an individual student basis. Students participate in costume construction for two productions during the semester.

**Offered:** Every other year, Fall

**DR 345. Dance for the Musical Theater.****3 Credits.**

Students learn musical theater dance styles and choreography through studio performance. As a culminating exercise, students select dance pieces to perform with appropriate costumes, props and choreography in a cabaret setting open to the public.

**Offered:** As needed

**DR 350. Playwriting.****3 Credits.**

The course explores a wide range of playwriting strategies, exercises in technique and innovative methods through which new playwrights may begin to develop an individual voice and unique style capable of communicating their visions. Students read well-known plays of the modern era, analyzing the ways in which individual playwrights have employed conventional and unconventional structures in telling their stories. Students also complete a series of writing exercises designed to develop specific skills.

**Prerequisites:** Take EN 101.

**Offered:** Every year, Fall

**DR 360. Advanced Acting.****3 Credits.**

In this advanced studio course, student actors use exercises in acting technique to deepen and refine their ability to create reality on stage. The techniques portion of the class consists of exercises and theories drawn from the work and writings of Stanislavski, Strasberg, Meisner, Hagen, Adler, Lewis and Chekhov. Students explore the skills necessary to create a sense of truth on stage, whether working with realistic texts or those drawn from non-realistic and classical theater.

**Prerequisites:** Take DR 160.

**Offered:** Every other year, Fall

**DR 370. Internship in Theater Administration, Production, Performance, Education or Theater and Community.****3 Credits.**

Junior or senior theater majors complete a semester-long or summer-long internship in their focus area. Possible internship sites include education and humanities departments of regional and professional theaters, public schools, social service agencies, administration and production departments of professional and regional theaters; and professional theaters in the New York/New England area offering internship programs in performance. Junior or senior status in the major required.

**Offered:** Every year, Fall

**DR 375. History and Dramatic Literature of the Contemporary Theater.****3 Credits.**

This advanced seminar class encompasses a socio-historical study of dramatic literature and theory from the beginnings of the modern era to the present with an emphasis on relevance to contemporary performance techniques. The course examines such movements as realism, naturalism, futurism, symbolism, expressionism, surrealism, constructivism and absurdism, studying the texts, artists and critics of the modernist and post-modernist movements in an attempt to locate contemporary theater within its social, historical and political contexts.

**Offered:** As needed

**DR 380. Theater Administration.****3 Credits.**

Students explore the economic, legal and managerial aspects of professional theater. The course examines the roles of producers, managers, agents, house managers and box office managers as well as the responsibilities of marketing, programming, touring, public relations, strategic planning and fundraising. A final project requires students to develop a strategic and creative plan for their own performing arts center. This is the first in a three-course series designed to prepare students for dynamic careers in arts administration and the entertainment industry.

**Offered:** As needed

**DR 386. Modern Drama.****3 Credits.**

Students are introduced to principal movements in continental, British and American drama from Ibsen to the present. Emphasis is on the main currents of modern dramatic development through the critical analysis of representative plays.

**Offered:** As needed

**DR 386H. Honors-Modern Drama.****3 Credits.**

Students are introduced to principal movements in continental, British and American drama from Ibsen to the present. Emphasis is on the main currents of modern dramatic development through the critical analysis of representative plays.

**Offered:** As needed

**DR 391. Theater Practice III.****3 Credits.**

All basic theater components through the active production of a full-length play are studied in this course. Students play substantial roles in the production, either acting in a major role or taking on a major production responsibility (e.g., stage manager, assistant director, student designer). (Minimum 120 hours of student involvement, rehearsal journal and substantive dramaturgical/research project). Requires permission of instructor.

**Offered:** Every year, All

**DR 399. Independent Study.****1-6 Credits.**

This advanced tutorial course stresses in-depth, independent investigation of a topic in theater selected in consultation with the instructor. A significant amount of research and writing is required.

**Offered:** As needed, All

**DR 410. Senior Project.****3 Credits.**

This senior project in the theater major's chosen focus area may be research, production or performance-based, but must entail both analytic and creative endeavor involving substantial research, analysis and writing. A public presentation or performance is required. Depending upon their focus area, theater majors may opt to complete DR 300 Laboratory in Theater and Community as the senior project. A directed study, this course is the capstone experience for all theater majors.

**Prerequisite:** Senior standing in the major.

**Offered:** As needed

## Economics (EC)

**EC 111. Principles of Microeconomics.****3 Credits.**

This course examines scarcity and choice, demand and supply, government price setting and taxes, elasticity, production and cost, and the theory of the firm. A writing component is required.

**Offered:** Every year, Fall and Spring

**EC 111H. Honors Principles of Microeconomics. 3 Credits.**

This examination and application of basic economic theory considers scarcity and choice, demand and supply, elasticity, consumer theory, firm theory and market structure. A writing component is required. Calculus is used in this course.

**Offered:** Every year, Fall

**EC 112. Principles of Macroeconomics. 3 Credits.**

This course examines the determinants of national income, unemployment and inflation. In addition, students learn how fiscal policy and monetary policy influence the economy. A writing component is required.

**Prerequisites:** Take EC 111.

**Offered:** Every year, Fall and Spring

**EC 112H. Honors Principles of Macroeconomics. 3 Credits.**

This examination and application of basic macroeconomic theory covers scarcity and choice, unemployment and inflation, national income accounts, Keynesian and alternative models of income determination, fiscal policy and monetary theory and policy. A writing component is required. Calculus is used in this course.

**Prerequisites:** Take EC 111.

**Offered:** Every year, Spring

**EC 200. Special Topics in Economics. 3 Credits.**

This course introduces students to basic economic concepts and their applications in the modern world, including the government's role in health care, the distribution of income and wealth, public spending and taxation, and the banking system. Written compositions are required.

**Offered:** As needed

**EC 205. Current Economic Issues. 3 Credits.**

This course includes discussion and analysis of current economic issues as determined by the news, students' interest and instructor discretion.

**Prerequisites:** Take EC 111 EC 112.

**Offered:** Every other year, Spring

**EC 206. Urban Economics. 3 Credits.**

This course provides an economic analysis of urban problems and potential policy solutions to those problems. Topics include land use patterns and zoning, poverty, housing, crime, education, transportation and environmental issues. As part of the course, students build their own city and address all of these issues through the Sim City simulation.

**Prerequisites:** Take EC 111.

**Offered:** Every other year, Spring

**EC 211. Intermediate Microeconomics. 3 Credits.**

This advanced analysis of microeconomic theory includes study of consumer theory with use of indifference curves and budget constraints, firm theory with use of isoquants and isocosts, market structures and market failures. Calculus is used in this course.

**Prerequisites:** Take EC 111.

**Offered:** Every year, All

**EC 212. Intermediate Macroeconomics. 3 Credits.**

This course helps students to understand two phenomena: long-run growth and business cycles. The section of the course devoted to long-run growth emphasizes the importance of technological change for increasing the standard of living. The section devoted to business cycles emphasizes the causes of these cycles and the roles of fiscal and monetary policy in preventing business cycles. Computer assignments using spreadsheet or statistical software are an essential part of this course. Calculus is used in this course.

**Prerequisites:** Take EC 112.

**Offered:** Every year, All

**EC 271. Applied Statistical Methods. 3 Credits.**

This course teaches statistical methods and concepts used in business decision making. Topics include descriptive statistics, sampling distributions, estimation, hypothesis testing, correlation, linear regression.

**Prerequisites:** Take one of the following: MA 107 MA 110 MA 118 MA 140 MA 141 or MA 151.

**Offered:** Every year, All

**EC 272. Advanced Applied Statistics. 3 Credits.**

This course teaches statistical methods and concepts used in business decision making and social science research. Topics include sampling distributions, estimation, hypothesis testing, correlation, linear regression and forecasting.

**Prerequisites:** Take MA 170 or MA 206.

**Offered:** Every year, All

**EC 304. Environmental Economics. 3 Credits.**

This course examines environmental issues and their economic impact.

Topics include economic efficiency both in market and nonmarket activities; dynamic efficiency for nonrenewable and renewable resources; how environmental problems are modeled from an economic perspective; and principles of environmental policy design at the state and federal level.

**Prerequisites:** Take EC 111.

**Offered:** Every other year

**EC 312. Economic Growth. 3 Credits.**

This course discusses the determinants of long-run economic growth. In particular, it discusses how government policy promotes and inhibits economic growth. The course is a combination of analytical models, empirical facts and policy discussion.

**Prerequisites:** Take EC 112.

**Offered:** Every other year

**EC 320. Law and Economics. 3 Credits.**

This course covers the application of microeconomic theory to the law.

Topics covered include the efficiency and welfare aspects of property rights, contract law, torts and criminal law, and the impact of changes in the law on economic agents.

**Prerequisites:** Take EC 111.

**Offered:** Every other year

**EC 325. Sports Economics (SPS 325). 3 Credits.**

The primary focus of this course is professional sports. Topics include microeconomic foundations of sports economics, industrial organization of the sport industry, antitrust and regulation, financing sports stadiums, labor issues and the economics of college sports.

**Prerequisites:** Take EC 111.

**Offered:** Every other year

**EC 330. Public Finance. 3 Credits.**

This course examines the role of government in the economy. Tools of economic analysis are applied to government taxation and expenditure policies. The efficiency and welfare implications of government intervention in the economy are analyzed.

**Prerequisites:** Take EC 111.

**Offered:** Every other year, Fall

**EC 341. Money and Banking. 3 Credits.**

This examination of the institutions and theory of monetary systems considers the domestic and international macroeconomic impacts of changes in monetary policy.

**Prerequisites:** Take EC 112.

**Offered:** Every other year

**EC 350. International Economics.****3 Credits.**

This course examines international trade theories, trade policies, exchange rate determination models and macroeconomic policies in open economies.

**Prerequisites:** Take EC 112.

**Offered:** Every other year

**EC 352. Industrial Organization.****3 Credits.**

Market structures are examined with an emphasis on the imperfectly competitive markets. Market failures and regulation and antitrust also are considered.

**Prerequisites:** Take EC 111;

**Offered:** Every other year

**EC 355. Game Theory.****3 Credits.**

Applied game theory analysis of real-world strategic environments in economics and business. Topics include: Normal form games, Nash equilibrium, mixed strategies, repeated games, sequential games with perfect and imperfect information, sub-game perfect equilibrium, and principal-agent problems.

**Prerequisites:** Take EC 111.

**Offered:** Every other year

**EC 361. Labor Economics.****3 Credits.**

This course examines the application of microeconomic theory to labor markets and also considers, unions, labor market, immigration, discrimination and other topics.

**Prerequisites:** Take EC 111.

**Offered:** Every other year

**EC 363. American Economic History.****3 Credits.**

This study of the major economic factors that have influenced the growth of American society considers the interaction of economic and non-economic considerations. Factors include European background, colonial period, agricultural economy and developing frontier, rise of factory system. Industrial society is evaluated. Methods of production, organization of the labor force, immigration and urbanization, the development of science-based technology, and present problems and prospects also are explored.

**Prerequisites:** Take EC 112.

**Offered:** As needed

**EC 364. Managerial Economics.****3 Credits.**

This course considers the application of microeconomic theory to firm management, firm theory, market structures. It includes basic applied regression analysis.

**Prerequisites:** Take EC 111.

**Offered:** As needed

**EC 365. Econometrics.****3 Credits.**

This course provides an introduction to the statistical methods and tools used in applied economic research. Topics include model specification estimation, and inference in the simple and multivariate regression model. The use of statistical software is required.

**Prerequisites:** Take EC 112; and EC 271 EC 272 MA 206 MA 275 MA 285 or PS 206.

**Offered:** Every year, All

**EC 366. Advanced Econometrics.****3 Credits.**

This course surveys econometric methods and tools that are particularly useful for applied microeconomic research. The course is structured around a series of projects that require students to build and estimate econometric models. Lectures complement the projects by providing the link between econometric theory and actual empirical practice.

**Prerequisites:** Take EC 365.

**Offered:** As needed, Fall

**EC 375. Development Economics.****3 Credits.**

This course analyses the economic issues facing developing countries around the world. Topics include international aid, inequality, the determinants of economic growth, corruption, education and human capital, micro-financing, and the role of multinational firms in these impoverished regions.

**Prerequisites:** Take EC 112.

**Offered:** Every other year, Fall

**EC 396. Economics Internship.****3 Credits.**

Internships in economics must be approved by the department chair and the dean in accordance with college regulations.

**Offered:** As needed

**EC 399. Independent Study.****1-6 Credits.****EC 450. Senior Seminar.****3 Credits.**

This capstone seminar is designed for senior economics majors.

Students draw on the tools developed in the economics program to produce a research paper or project on an original topic. Students may be required to present their results and conclusions to the class and other faculty members. Topics are chosen by the student in consultation with the instructor.

**Prerequisites:** Take EC 211 or EC 212 and Senior Standing.

**Offered:** Every year, All

**EC 498. Special Topics in Economics.****1-6 Credits.**

Independent study of special topics. Permission of sponsoring faculty, department chair and dean required.

**Offered:** As needed

## Education (ED)

**ED 140. Introduction to Public Education and the Teaching****Profession.****1 Credit.**

This course is open to all freshmen and sophomores who are interested in public education in the United States. The course is required for students who plan to enroll in the five-year Dual-Degree MAT program, as it provides basic knowledge of public education and the teaching profession including current functions, trends and future expectations. The course also addresses issues related to the teaching profession including licensure, interstate certification, dual and cross-endorsements and teacher and pupil demographics across the U.S. Finally, the course provides opportunities for applicants to practice and refine writing skills essential for success in the Dual-Degree MAT program. Course is graded pass/fail.

**Offered:** Every year, Fall and Spring

**ED 220. Introduction to Education Studies.****3 Credits.**

This course, which is designed for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies, explores a multidisciplinary understanding of global and American Education. Students consider the role of education in creating a more equitable society by analyzing the policies and philosophies that have shaped and are shaping schooling in the U.S. and throughout the world. Historical changes in education, critical analyses of policy debates in current education, the effects of legal policies in the classroom, the influences of cultural shifts and contemporary issues are all considered. Students also are introduced to basic concepts and terminology in the educational discipline, and develop a critical lens for evaluating educational resources, texts and data. Students are not allowed to receive credit for more than one of the following courses:

ED 220 and ED 260.

**Prerequisites:** Take ED 140.

**Offered:** Every year, Spring

**ED 250. Diversity, Dispositions and Multiculturalism. 3 Credits.**

This course examines the social, economic and political organization of public education in the United States, with a particular emphasis on the implications for historically marginalized populations. This course is required for all Dual-Degree MAT students. The course explores diversity and multiculturalism on the individual as well as institutional level, with a focus on concepts such as privilege, discrimination, racism and social transformation.

**Prerequisites:** Take EN 101.

**Offered:** Every year, Fall and Spring

**ED 260. Social and Philosophical Foundations of Education. 3 Credits.**

This course introduces students to the social and philosophical principles that underlie the education system in the United States. This course is required for all Dual-Degree MAT students. Education is defined in the broad sense to refer to not only what happens in schools and universities, but also in the family, when people interact with media, with their social groups and so forth. The course examines a wide range of philosophical questions related to education and schooling in the U.S., including: What is the purpose of schooling? What does it mean to be educated? And what role should educational institutions play in our lives? Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

**Prerequisites:** Take EN 101 or EN 103H.

**Offered:** Every year, Fall and Spring

**ED 270. Comparative Education Practicum. 3 Credits.**

This course provides students with a historical perspective of a country to which they plan to travel and study. The emphasis of this study is on the country's past and present education system in order to prepare students for the experiences they can expect while working and studying in the country. The course promotes familiarity of the native language of the country, and facilitates a social and academic support community for students who participate in this study abroad experience. Prerequisite is waived for students enrolled in the MAT program.

**Prerequisites:** Take ED 140 or enrollment in the MAT program.

**Offered:** Every year, Spring

**ED 341. Learning and Teaching the Developing Child. 3 Credits.**

This course provides an introduction to the basic concepts of cognitive, social and emotional development of school-age children (ages 4-18) and how the pedagogy of learning and teaching is designed to enhance and support this development. Major topics of inquiry include brain-based learning research, motivation, engagement of learners, lesson planning and curriculum development. Enrollment in the Dual-Degree MAT program is required.

**Prerequisites:** Take ED 140 ED 250 and ED 260 or ED 220.

**Corequisites:** Take ED 341L.

**Offered:** Every year, Fall

**ED 341L. Learning and Teaching: Pedagogy Field Lab I. 1 Credit.**

The Pedagogy Field Lab is taken in conjunction with ED 341. Teacher candidates complete a minimum of 20 hours of classroom observation and fieldwork that coincides with topics studied in ED 341. Weekly field hours, case study analyses, observation analyses and reflective journals provide opportunities to enhance the translation of theory to practice.

**Corequisites:** Take ED 341.

**Offered:** Every year, Fall

**ED 342. Advanced Learning and Teaching. 3 Credits.**

This course focuses on advanced concepts and skills related to teaching and learning. Topics include elementary-level learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

**Prerequisites:** Take ED 341-341L.

**Corequisites:** Take ED 342L.

**Offered:** Every year, Spring

**ED 342L. Advanced Learning and Teaching: Assessment Field Lab II. 1 Credit.**

The Assessment Field Lab is taken in conjunction with ED 342. It provides practical applications of advanced concepts. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 342. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.

**Prerequisites:** Take ED 341-341L.

**Corequisites:** Take ED 342.

**Offered:** Every year, Spring

**ED 343. Advanced Learning and Teaching in Secondary Classrooms. 3 Credits.**

This course focuses on advanced concepts and skills related to teaching and learning. Topics include adolescent learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

**Prerequisites:** Take ED 341-341L.

**Corequisites:** Take ED 343L.

**Offered:** Every year, Spring

**ED 343L. Advanced Learning and Teaching: Secondary Assessment Field Lab II. 1 Credit.**

The assessment field lab is taken in conjunction with ED 343. It provides practical applications of advanced concepts for secondary educators. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 343. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.

**Prerequisites:** Take ED 341.

**Corequisites:** Take ED 343.

**Offered:** Every year, Spring

**ED 380. Research Methods in Education Studies. 3 Credits.**

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course is an upper-level UG education research course, intended to equip students with an understanding of the primary genres of educational research including action research, theoretical/conceptual research, case studies and ethnography. While quantitative inquiry also is addressed in the course, the focus is on qualitative research methods, given their important role and purpose in education. This course serves as an important preparatory course for ED 550, a graduate-level research course required of candidates who choose to pursue an MAT in Elementary or Secondary Education at Quinnipiac.

**Prerequisites:** Take IDS 200;

**Offered:** Every year, Fall



**ED 409. Reading and Writing Across the Curriculum. 3 Credits.**

This course develops the secondary teacher's understanding of reading and writing as essential skills across the disciplines. Students explore literacy strategies that enhance the comprehension and interpretation of the various disciplines. The focus is on how to integrate literacy skills into content-based curricular instruction.

**Prerequisites:** Take ED 343.

**Corequisites:** Take ED 409L.

**Offered:** Every year, Spring

**ED 409L. English Language Arts Field Lab III. 1 Credit.**

This language arts lab is taken in conjunction with ED 409. It provides opportunities to observe and apply literacy skills to various disciplinary areas. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 409, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.

**Prerequisites:** Take ED 343.

**Corequisites:** Take ED 409.

**Offered:** Every year, Spring

**ED 436. Teaching Literacy in the Primary Grades. 3 Credits.**

This course provides knowledge of diagnosis, assessment and instructional strategies for the development of early literacy in Grades K-3 and knowledge of the Common Core State Standards for early language arts instruction. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.

**Prerequisites:** Take ED 342.

**Offered:** Every year, Spring

**ED 452L. Inclusive Classroom Secondary Field Lab IV. 1 Credit.**

This inclusive classroom field lab is taken in conjunction with SPED 552. It provides opportunities to observe and apply the pedagogy of an inclusive classroom through the secondary candidates' fieldwork. Candidates are required to complete a minimum of 20 hours of fieldwork that coincides with the topics and understandings presented in SPED 552. For dual-degree secondary candidates only.

**Corequisites:** Take SPED 552.

**Offered:** Every year, Spring

**ED 458. Teaching Science in the Primary Grades. 3 Credits.**

This course focuses the methods and materials of teaching elementary-level science. The course covers scientific concepts, scientific inquiry, active investigation methods and a deep understanding of the influence of the Next Generation Science Standards on contemporary science education.

**Prerequisites:** Take ED 342.

**Offered:** Every year, Fall

**ED 462. Facilitating the Arts in the Elementary Classroom. 3 Credits.**

This course focuses on incorporating the arts into the elementary classroom, and the integration of the arts into other content areas. Teacher candidates explore a variety of media, materials and activities to promote an understanding of the relationship of the arts to teaching and learning.

**Prerequisites:** Take ED 341.

**Offered:** Every year, Spring

**ED 466. Teaching Social Studies in the Primary Grades. 2 Credits.**

This course provides elementary teacher candidates with the information, strategies and knowledge of the pedagogy of teaching social studies. The course focuses on the integration of the social studies curriculum with other disciplines to create a multidisciplinary understanding of history, economics, civics and society.

**Prerequisites:** Take ED 342.

**Corequisites:** Take ED 466L.

**Offered:** Every year, Spring

**ED 466L. English Language Arts Integration Field Lab IV. 1 Credit.**

This language arts field lab is taken in conjunction with ED 466 and ED 436. It provides opportunities to observe and apply literacy skills while teaching social studies content. Participants are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 466 and ED 436, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.

**Prerequisites:** Take ED 342.

**Offered:** Every year, Spring

**ED 468. Teaching Mathematics in the Primary Grades. 3 Credits.**

This course introduces teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades and knowledge of the Common Core State Standards for primary-level mathematics instruction. Pre-service teachers learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades.

**Prerequisites:** Take ED 342.

**Corequisites:** Take ED 468L.

**Offered:** Every year, Spring

**ED 468L. Primary Math and Science STEM Field Lab III. 1 Credit.**

This STEM field lab is taken in conjunction with ED 468 and ED 458. It provides opportunities to observe and apply the integrated teaching of STEM (science, technology, engineering and math) into the elementary-level curriculum. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 468/ED 458.

**Prerequisites:** Take ED 342.

**Corequisites:** Take ED 468 ED 458.

**Offered:** Every year, Fall

**ED 477. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.**

This course is designed to introduce the pre-service teacher candidate to knowledge and skills needed to provide effective instruction to E language learners in the mainstream 1-12 classroom. Topics of study include instructional methods across content areas, the influence of language and culture on learning, teaching and assessment, history and legislation related to English as a Second Language and bilingual education in the U.S., and second language acquisition.

**Prerequisites:** Take ED 343.

**Offered:** Every year, Fall

**ED 499. Independent Study. 1-6 Credits.**

**Offered:** As needed



## Engineering (ENR)

### **ENR 110. The World of an Engineer.**

**3 Credits.**

This course introduces students to the study and practice of engineering, including overviews of specific disciplines. Participatory focus involves group design projects, hands-on learning, computer work, team building, and engineering ethics discussions. In an inquiry-based learning framework, students are introduced to the Grand Challenges for Engineering, as defined by the National Academy of Engineering, to consider global issues from a multidisciplinary perspective.

**Offered:** Every year, Fall

### **ENR 210. Engineering Economics and Project Management.**

**3 Credits.**

This course provides an introduction to the concepts of economics/finance/costing and explains how these affect the engineering functioning and contribute to decision making in engineering operations. A portion of the course covers the concepts of project management, team building and leading teams that are used throughout the program and in professional practice.

**Prerequisites:** Take MA 141 or MA 151.

**Offered:** Every year, Spring

### **ENR 395. Professional Development Seminar.**

**1 Credit.**

Through discussions, case studies and guest speakers, students are introduced to topics on engineering professionalism, ethics and licensure as well as relevant innovations in engineering to prepare them to enter the workplace as engineering professionals.

**Prerequisites:** Junior status in the major or permission of adviser.

**Offered:** Every year, Fall

### **ENR 410. School of Engineering Integrative Capstone.**

**3 Credits.**

This course provides students with a culminating and integrative learning experience grounded in their University Curriculum, their major classes, and co-curricular activities. Students explore and evaluate potential solutions to an aspect of one of the 14 Grand Challenges for Engineering, with a focus on the global dimension of the solution. The course may include a service learning or study abroad component. Senior status in the major required.

**Prerequisites:** Take FYS 101 or FYS 150; EN 102; MA 107 or higher and CHE 110 or BIO 101.

**Offered:** Every year, Spring

### **ENR 490. Engineering Professional Experience.**

**1 Credit.**

Students gain experience by employing engineering skills in a professional setting under the guidance of practicing engineers. Students must obtain departmental approval and register prior to starting the experience.

**Prerequisites:** Take ENR 395 or permission of the advisor.

**Offered:** As needed

## English (EN)

### **EN 101. Introduction to Academic Reading and Writing.**

**3 Credits.**

This course introduces students to the ways that writing is grounded in reading and that inquiry is essential to learning. Through close reading of academic texts, students are given authority as learners to undertake serious intellectual projects that emphasize critical and creative thinking. Instructors guide students through sequenced reading and writing assignments, and highlight the revision process of multiple-draft writing that leads to increasingly complex thinking and rhetorical presentation. As a community of learners, students begin to recognize academic writing as a site where knowledge is produced, understood and communicated. Portfolio assessment; grade of C- or better required to pass EN 101. Full-time students are expected to have completed EN 101 and EN 102 by the end of three semesters. Refer to the undergraduate Academic Good Standing Policy for details.

**Offered:** Every year, All

### **EN 101I. Introduction to Academic Reading and Writing**

**Intensive.****3 Credits.**

EN 101I is essentially the same course as EN 101; however it meets five hours per week. This class is intended for students who feel that they may need more support in complex reading and/or essay writing. The additional class time allows for more contact with the professor and more feedback and discussion with peers. Portfolio assessment; grade of C- or better required to pass. Full-time students are expected to have completed EN 101 and EN 102 by the end of three semesters. Refer to undergraduate Academic Good Standing Policy for details.

**Offered:** Every year, All

### **EN 102. Academic Writing and Research.**

**3 Credits.**

Building on the practices of EN 101, this course introduces students to the kind of critical and creative thinking necessary to understand the relationship between academic research and argumentation. Working primarily with literary texts and secondary sources, students undertake projects that focus on a field of inquiry and that lead to increasingly proficient rhetorical presentation. Students develop a practical understanding of the ways in which critical thinking, writing and research all depend upon a shared process of inquiry that can be applied across disciplines and within their chosen majors. Portfolio assessment. Full-time students are expected to have completed EN 101 and EN 102 by the end of three semesters. Refer to the undergraduate Academic Good Standing Policy for details.

**Prerequisites:** Take EN 101 or EN 101I.

**Offered:** Every year, All

### **EN 102H. Honors Academic Writing and Research.**

**3 Credits.**

This EN 102 class is reserved for Honors Program students and exceptional students from Fall EN 101 classes. Portfolio assessment.

**Prerequisites:** Take EN 101.

**Offered:** Every year, Spring

**EN 103H. Advanced Academic Writing and Research. 3 Credits.**

This course satisfies all first-year writing requirements. Through close readings of expository prose and short fiction, students learn to write for academic success. EN 103H integrates the practices of academic reading and writing so that students learn to think critically and creatively as they conduct inquiry in diverse and increasingly rigorous scholarly contexts. With instructor guidance, students undertake self-directed projects and develop rich collaborations among peers, including shared commentary, research and revision, enabling students to identify and transfer best practices to their future performance as readers, writers and thinkers across disciplines, and within their chosen majors. Portfolio assessment. Placement score of 6 required.

**Offered:** Every year, Fall

**EN 150. Writing Lab I: Advanced Argument. 1 Credit.**

What makes a good argument? This five-week course exercises and develops students' abilities to create an effective argument for any discipline in any field, and beyond the classroom in the public sphere. Students go through the process of revising one paper, including initial drafting, intensive revision based on the use of rhetorical devices, and editing with attention to informational flow, topic strings, and other conventions of writing.

**Prerequisites:** Take EN 102 or EN 103H.

**Offered:** Every year, All

**EN 151. Writing Lab II: Grammar. 1 Credit.**

Much maligned and seldom defined, "grammar" is often the bugbear of writers. This need not be the case. The good news is that all you need to know to improve your writing is an understanding of the fashions and conventions of standard academic written English, and fashions and conventions can, with a little effort, be imparted and learned. By the end of our five weeks, you ought to feel more comfortable making good decisions, both mechanic and rhetorical, about the "grammar" of your prose.

**Prerequisites:** Take EN 102 or EN 103H.

**Offered:** Every year, All

**EN 200. Special Topics in Literature. 3 Credits.**

Students are introduced to readings in literature dealing with a single theme or specific problem, e.g., mystery/detective fiction, masterpieces of Jewish literature, comedy, etc. The course may be repeated for credit when topic changes. Specific titles are announced from time to time.

**Offered:** As needed

**EN 201. Creative Writing. 3 Credits.**

This course blends seminar and workshop approaches to the reading and writing of imaginative literature. Students compose and revise original works in multiple genres, maintain a writer's journal, and assemble a comprehensive final portfolio.

**Offered:** Every year, All

**EN 202. Introduction to Creative Nonfiction. 3 Credits.**

Students read a variety of short works with an eye toward understanding the stylistic techniques employed by contemporary writers of creative nonfiction. Students are then asked to employ a number of stylistic techniques in their own short works of creative nonfiction. The class emphasizes reading like a writer, writing as a process, the writing workshop, and careful revision and editing.

**Offered:** Every year, Fall

**EN 203. Practicing Stylistics. 3 Credits.**

Students review and practice the fundamental rules governing language, focusing specifically on grammar and syntax. They analyze and practice their own emerging style through imitation and revision exercises across a variety of poetic, fictional and nonfictional models. Required reading includes "The Art of Styling Sentences," "Exercises in Style" and "Stylish Academic Writing." The class culminates with a deeply revised portfolio of original efforts and a final referenced essay on what style means-and how to achieve it.

**Offered:** Every year, All

**EN 204. Critical Theory and Practice. 3 Credits.**

This course introduces students to how literature is studied in the discipline of English. Elementary concepts of literary and critical theory are discussed with reference to both literature and scholarly criticism. Attention is paid to writing and researching in the discipline in an effort to prepare students for upper-division courses and the Senior Seminar. Course should be taken in sophomore or junior year.

**Prerequisites:** Take EN 101 EN 102 EN 102H or EN 103H.

**Offered:** As needed

**EN 205. Introduction to Fiction Writing. 3 Credits.**

This course introduces students to the process of fiction writing. Writing prompts derive mainly from our reading and discussion of published short stories. Participants also read and discuss a handful of pieces "on writing" by established writers to help guide the process. The course is designed to help students hone their craft by writing habitually, composing numerous beginnings, and then working through a selective process to find and complete those pieces with the greatest potential to succeed. Throughout the semester, students draft, revise, edit and polish a total of four short stories. This a foundational course in fiction writing, which means that we focus mainly on the basics of character development and prose style.

**Offered:** Every year, Fall

**EN 206. Introduction to Writing Poetry. 3 Credits.**

This course gives students a strong foundation in the formal traditions of poetry in English from blank verse to free verse. Students work closely with Robert Pinsky's "The Sounds of Poetry" to get a grasp of the basic, formal principles of the art, the better to hear poems and understand the ways in which they work. Students explore a variety of poetic forms, reading and discussing poems that exemplify these forms and practicing their own poems based on these models. For the final project of the semester, students assemble a portfolio of all their work, introduced by a reflective essay.

**Offered:** Every year, Fall

**EN 208. Greek Tragedy. 3 Credits.**

This comprehensive survey of Greek tragedy pays special attention to tragic theory and to the evolution of classical drama from its birth in the cult of Dionysus to its culmination in fifth-century B.C. Athens. The extant plays of Aeschylus and Sophocles and selected plays by Euripides are examined with special emphasis on form.

**Offered:** As needed

**EN 208H. Honors Greek Tragedy. 3 Credits.**

This comprehensive survey of Greek tragedy pays special attention to tragic theory and to the evolution of classical drama from its birth in the cult of Dionysus to its culmination in fifth-century B.C. Athens. The extant plays of Aeschylus and Sophocles and selected plays by Euripides are examined with special emphasis on form.

**Offered:** As needed

**EN 210. The Art of Poetry.****3 Credits.**

Students undertake close reading and discussion of the genre of poetry not limited by historical period. Attention is paid to technique, formal and stylistic qualities, and repeated themes in an attempt to experience and understand poetry.

**Offered:** Every other year, Spring

**EN 212. The Personal Essay.****3 Credits.**

This course features a historical analysis of the genre's origins across 30 centuries of writing—from the earliest records of writing, to contemporary American writers of the form. Theoretical analysis of the genre draws on Greek conceptions of "persona" to modern psychological ideas of "personhood" and "impersonation," to linguistic considerations of the first-person singular and plural pronouns. The five-paragraph format also is drawn into theoretical discussion and practical critique. Students write several "personal" and "academic" essays.

**Offered:** Every other year, Fall

**EN 213. The Nature Essay.****3 Credits.**

This advanced writing course focuses on the history and evolution of human thinking about nature and our relationship to it. Looking first at Biblical, Greek, Roman and Medieval sources, students concentrate on American writers, beginning with Lewis and Clark and ending with a longer reading by a contemporary naturalist writer (e.g., Annie Dillard, Norman Maclean, Terry Tempest Williams, Barry Lopez). In-class journals and formal writing assignments are used to advance discussion and emphasize persuasion and argumentation.

**Offered:** Every other year, Fall

**EN 214. The History Essay.****3 Credits.**

This genre-based course in writing the historical essay is not a history course. It is a writing course that concentrates on the technique of the essay and introduces the principles of writing historical literature. Students explore history as a problem-solving tool, wherein the lessons from studying the past can be useful in understanding the present. The course examines newer (and more controversial) areas of cultural and social history.

**Offered:** As needed

**EN 214H. Honors The History Essay.****3 Credits.**

This genre-based course in writing the historical essay is not a history course. It is a writing course that concentrates on the technique of the essay and introduces the principles of writing historical literature. Students explore history as a problem-solving tool, wherein the lessons from studying the past can be useful in understanding the present. The course examines newer (and more controversial) areas of cultural and social history.

**Offered:** As needed

**EN 215. The Travel Essay.****3 Credits.**

This genre-based advanced writing course provides a historical overview of nonfiction, travel writing and its emergence as an area of scholarly interest. It explores the ways in which travel writers create narrative personae, construct essays to persuade readers to their perspective, and help to compose the identities of the peoples and cultures about whom they write. Emphasis is on the sustained examination and practice of student writing.

**Offered:** Every other year, Spring

**EN 220. The Short Story as a Genre.****3 Credits.**

This course covers the development of the short story from the 19th century to the present with intensive study of masterpieces of internationally recognized masters: Hawthorne, Poe, Melville, Wharton, James, Tolstoy, Joyce, Lawrence, Hemingway, Faulkner, Erdreich and others.

**Offered:** Every year, Spring

**EN 220H. Honors: The Short Story as a Genre.****3 Credits.**

This course covers the development of the short story from the 19th century to the present with intensive study of masterpieces of internationally recognized masters: Hawthorne, Poe, Melville, Wharton, James, Tolstoy, Joyce, Lawrence, Hemingway, Faulkner, Erdreich and others.

**Offered:** As needed

**EN 222. Comics and Graphic Novels.****3 Credits.**

This course explores comics and graphic novels emphasizing contemporary works. Students consider the (often unnoticed) complexity of the comics form, as well as its historical development and representative genres. Readings are drawn from many different genres; and survey a wide variety of national origins, the better to represent the inevitable human diversity embodied in comics creation and reading. Students have the chance to develop an original portfolio that focuses on any creator, genre or theme of their choosing.

**Offered:** Every other year, Spring

**EN 223. Hippies, Punks and Rude Boys.****3 Credits.**

In the years after World War II, youth culture became a significant part of British life. Year by year, decade by decade, new cultural types emerged: angry young men, mods, hippies, rude boys, punks, skinheads. In this class, students consider how these social types are represented by the literature of the period. Doing so provides us with a vantage point for considering the intersection of social identities (race, class, gender, sexuality) and the relationship between literary culture and wider cultural and historical trends.

**Offered:** Every other year, Spring

**EN 235. Literature by Women (WS 235).****3 Credits.**

With the question of what it means to extract a canon of literature defined by gender as its center, this course enables students to consider the ways in which women have contributed a language and form to the literary tradition. In particular, the course explores the process by which this literature, often written from the margins of experience, has shaped how we read today. Varied female authors are discussed, including Woolf, the Brontës, Emily Dickinson, Zora Neal Hurston, Sylvia Plath, Toni Morrison, Sandra Cisneros, Jamaica Kincaid, Leila Abouzeid, and Maxine Hong Kingston, among others.

**Offered:** Every year, Fall

**EN 240. Survey of English Literature I.****3 Credits.**

Students gain an understanding and appreciation of literature through the study of the cultural background, the literary work itself, and the life of the author. This course explores the literary history of English literature from Anglo-Saxon times through the 18th century.

**Offered:** Every year, Fall

**EN 241. Medieval Romances.****3 Credits.**

This course focuses on the most popular medieval literary genre, the romance. This genre encompasses a hero's quest, including knights, battles, magic and damsels in distress or otherwise. Participants read both French Breton lais and Middle English verse romances (in translation) that flourished in 13th- and 14th-century England, with particular attention to the Arthurian legend as well as social, cultural and historical factors that gave rise to this literature. Some attention is given to the attraction of contemporary audiences to elements that had their genesis in medieval romance.

**Offered:** Every other year, Fall**EN 250. Survey of English Literature II.****3 Credits.**

This course explores the literary history of English literature from the Romanticism to Modernism. Students gain an understanding and appreciation of this literature through the study of the cultural milieu, the literary work itself, and the life of the author.

**Offered:** Every year, Spring**EN 250H. Honors Survey of English Literature II.****3 Credits.**

This course explores the development of English literature as reflected in the works of major authors from the Romantic to the modern age. Students gain an understanding and appreciation of this literature through the study of the cultural milieu, the literary work itself, and the life of the author.

**Offered:** As needed**EN 260. Survey of American Literature I.****3 Credits.**

This course explores the development of American literature as reflected in the works of major authors and works from the Colonial era through the Civil War. Students gain an understanding and appreciation of this literature through study of the cultural background, the literary work itself, and the life of the author. Major authors may include Bradstreet, Emerson, Thoreau, Whitman, Hawthorne, Melville and Davis.

**Offered:** Every year, Fall**EN 265. Survey of African-American Literature.****3 Credits.**

This survey course explores African-American literature from Colonial times to the present, concentrating on 20th-century literature. Emphasis is placed upon close reading of selected texts in light of the changing sociocultural conditions faced by African Americans.

**Offered:** Every year, Spring**EN 270. Survey of American Literature II.****3 Credits.**

This course explores the development of American literature as reflected in the works of major authors from the Civil War to the present. Students gain an understanding and appreciation of literature through study of the cultural background, the literary work itself, and the life of the author. Major authors include Emily Dickinson, Fitzgerald, Hemingway, Faulkner, T.S. Eliot, Philip Roth and Marilyn Robinson.

**Offered:** Every year, Spring**EN 276. Literature of the Global South I: Africa and South Asia.****3 Credits.**

In their centuries of rule, the British substantially reshaped cultures and economies. Indeed, they may be said to have redirected the histories of a large part of the world. After World War II though, the British withdrew. In their wake, they left new nation-states, new classes and new literatures. In this class, students read these new English-language literatures from the former British colonies of Africa and South Asia.

**Offered:** Every year, Fall**EN 277. Lit of the Global South II: The Americas.****3 Credits.**

Focusing on the 20th to 21st centuries, this course examines writers from Canada, Latin America, the Caribbean and the United States who typically emerge from historically underrepresented groups. These literatures engage the lived experiences of indigeneity, enslavement, imperialism, migration, and globalization, to explore the ties that bind the many peoples of the Western hemisphere.

**Offered:** Every year, Spring**EN 280. The European Tradition in Literature I.****3 Credits.**

This survey course presents selected European masterpieces, both written in English and in translation, including representative selections from Homer to 1700. Emphasis is on literary and philosophic values with attention to methods of literary analysis as applicable to works by Virgil, Dante, Cervantes and others. The course presents historical backgrounds and study in the generic traditions of literature.

**Offered:** Every year, Fall**EN 281. The European Tradition in Literature II.****3 Credits.**

This survey course presents selected European masterpieces, both written in English and in translation, including representative works from 1700 to the present. Emphasis is on literary and philosophic values with attention to methods of literary analysis as applicable to the works of Moliere, Voltaire, Rousseau, Goethe, Pushkin, Flaubert, Dostoyevsky, Chekhov, Mann and Kafka. The course combines historical backgrounds and study in the generic traditions of literature.

**Offered:** Every year, Spring**EN 283. The American Dream: Paradise or Failure.****3 Credits.**

The American Dream is examined through literary works. Differing views of the American character are analyzed through significant writers, from the Puritans to the present, with the purpose of gaining a better understanding of the American experience. Major authors include Emerson, Hawthorne, Fitzgerald, Faulkner and others.

**Offered:** As needed**EN 293. Internship.****1 Credit.**

Students are placed in supervised activities in professions connected with the English major (e.g., writing, editing, library work, etc.). A minimum of four hours per week is required in the field placement, and three meetings with the internship instructor in the English department. When arranged for 3 credits, the course does not count within the 36-credit minimum for the English major. Course may be taken three times for 1 credit as an open elective. Please note that field arrangements usually are taken care of by the student well before preregistration.

**Prerequisites:** Take one 200-level English course.**Offered:** As needed, All**EN 299. Independent Study.****1-3 Credits.**

In-depth focus on a specific author, topic or area. Topic must be specified in advance.

**Offered:** As needed**EN 300. Special Topics in Literature.****3 Credits.**

This course explores readings in literature dealing with a single author, theme, or specific problem. The course may be repeated for credit when topic changes. Specific titles are announced from time to time.

**Prerequisites:** Take one 200-level English course.**Offered:** As needed

**EN 301. Advanced Fiction-Writing Workshop.****3 Credits.**

This advanced fiction-writing course uses a workshop approach to help students understand and experience the process of drafting, revising and editing short stories, as well as the importance of reading and critiquing the work of their peers. Students read contemporary short fiction and give formal presentations on print and web-based literary journals and magazines. Each student chooses a public venue (e.g., public reading, website, blog, etc.) and presents selections from his/her work. The final portfolio represents the breadth of the students' work, including multiple drafts of stories, workshop comments, reading responses and a writer's journal.

**Prerequisites:** Take EN 201 EN 202 or EN 205.**Offered:** Every year, Fall**EN 302. Advanced Creative Nonfiction.****3 Credits.**

This advanced writing course focuses on the reading, analyzing and writing of creative nonfiction. Students read essay and book-length works of creative nonfiction with an emphasis on understanding authorial presence, issues of audience, questions of truth and memory and artistic techniques. Students are asked to employ what they learn from studying masterworks of creative nonfiction to their own longer works of creative nonfiction.

**Prerequisites:** Take EN 201 EN 202 or EN 205.**Offered:** Every year, Spring**EN 303. The Art of Audio Narrative (FVI 380 GDD 303).****3 Credits.**

This course is about storytelling. Students learn the basics of multitrack audio recording and mixing. They write and produce fiction and nonfiction audio narratives. Each project is shared in a stimulating and mutually supportive workshop environment. Students read and listen widely to gain a sense of the history and theory of radio art. Participants also spend time identifying target audiences and looking at ways to distribute student work to the larger world of public and independent radio.

**Prerequisites:** Take EN 201 EN 202 or EN 205.**Offered:** Every other year, Fall**EN 304. Junior Seminar in Critical Theory.****3 Credits.**

Junior Seminar introduces students to principles and textual questions that permeate and animate contemporary literary studies. Students gain knowledge of current theoretical terminology, and some of its implications for the ways we read and analyze texts in the discipline of English. A major focus of the class is on how these principles and terms are put into practice in scholarship on literature. The Junior Seminar is a preparation course for advanced work in the English major, particularly the Senior Seminar. This course must be taken in the junior year.

**Prerequisites:** Take one 200-level English course.**Offered:** Every year, Fall**EN 306. Advanced Poetry Writing Workshop.****3 Credits.**

This course assumes a prior foundation in the reading of poetry and the practice of writing in traditional forms and seeks to push students to write original poems in a contemporary idiom. Students write a poem on assignment each week, drawing from readings of contemporary poetry collections as well as additional model poems. Students perform their own work publicly and attend literary events to observe and respond to how other writers perform their work. This practice culminates in a public reading given by the whole class. The final project is to assemble a chapbook of poems.

**Prerequisites:** Take EN 201 or EN 206.**Offered:** Every year, Spring**EN 308. Composing America.****3 Credits.**

This research-based, advanced composition and period course is a hybrid that crosses the divide between the study of literature and the study of rhetoric. Students investigate the intersection between literature and literacy/composition practices in the U.S. between World War II and the Vietnam War (1939-72). Participants consider how the U.S. has been composed through the acts of reading and writing by studying a variety of texts (poetry, drama, novels, travel, anthropology, folktales, music, theory, film and art).

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Spring**EN 320. Studies in the Novel.****3 Credits.**

Students explore the development of the novel from its beginning to the present through discussion of the theories of prose narration. Special attention is given to characteristics of the genre. The course may be repeated for credit when topic changes (e.g., American novel, English novel, Continental novel).

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Spring**EN 321. The Russian Novel.****3 Credits.**

The Russian Novel is framed as a survey course, from the publication of Alexander Pushkin's "Eugene Onegin" in 1823 as a serial novel, to material drawn from the Soviet period, especially from the work of Alexander Solzhenitsyn, Mikhail Sholokov, Abram Tertz (Andrey Sinyavsky), Anna Akhmatova and Maria Tsvetaeva. Major works by Lermontov, Turgenev, Dostoevsky, Tolstoy and Chekhov also are included in the course material.

**Prerequisites:** Take one 200-level English course.**Offered:** As needed**EN 322. Modern British Literature (1900-1945).****3 Credits.**

This course focuses on readings in British literature of the early 20th century. Students study writers such as Conrad, Lawrence, Joyce, Yeats and Eliot against a background of social and political crises from 1900 to 1950.

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Spring**EN 323. Contemporary British Literature (1945-Present).****3 Credits.**

Devastated by Hitler's Blitz, Britain watched its empire crumble and its global power recede. In a nation of social troubles, British writers began again to write for the public. From the Beatles to the Rushdie affair, British culture has thrived in the face of rapid change by producing a literature of social engagement and aesthetic vibrancy. This course includes texts that speak to these wider historical currents and the aesthetic and intellectual life of Britain since 1945.

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Spring**EN 324. The Gothic Novel.****3 Credits.**

This course offers a historical survey of the Gothic genre, from Horace Walpole's 1764 *The Castle of Otranto* leading to its many variations in subsequent centuries: terror narratives, the political gothic, the female gothic, science and crime and the postmodern gothic. The course considers the Gothic genre's deployment in historical, social and cultural contexts, as well as the structural and epistemological changes that have emerged since the late 18th-century.

**Prerequisites:** Take one 200-level English course.**Offered:** Every Third Year, Fall



**EN 325. History of the English Language.****3 Credits.**

This course introduces students to the origins and development of the English language and to its social, cultural and historical contexts. It is required of all English majors in the MAT program.

**Prerequisites:** Take one 200-level English course.

**Offered:** Every year, Spring

**EN 326. Modern Irish Drama.****3 Credits.**

This course surveys the development of modern Irish dramas, from W.B. Yeats and the writers of the Gaelic Revival (1884-1916) to more current dramatists such as Tom Murphy and Brian Friel. The material not only covers the powerful body of work produced by Yeats, Synge and Lady Gregory (along with its influence on European and American drama) but also ranges over the work of G.B. Shaw, Brendan Behan, Sean O'Casey and Martin McDonagh. Students also consider modern works of the Irish stage, especially by women (e.g., Elizabeth Kuti) and other voices.

**Prerequisites:** Take one 200-level English course.

**Offered:** As needed

**EN 338. American Literature by Women of Color (WS 338).****3 Credits.**

This course explores the diverse literary traditions, themes and narrative strategies employed by American women of color, including black, Latina, Asian and Native American female writers. Students examine how race, ethnicity and gender affect form, content, language and style in literature. Writers include: Silko, Erdrich, Morrison, Walker, Angelou, Giovanni, Tan, Kingston, Yamamoto, Cisneros and Viramontes.

**Prerequisites:** Take one 200-level English course.

**Offered:** Every other year, Spring

**EN 340. Immigrant Fictions.****3 Credits.**

This course explores fiction by/about immigrants, examining U.S. history and culture through their stories. Participants focus primarily on 20th- and 21st-century texts by Jewish, Latin American, Caribbean, Asian and African migrants to understand how they represent the race, class and gender barriers (and opportunities) that underlie the American Dream. We also use critical scholarship on racial formation, immigration, citizenship, human rights and diaspora to produce presentations and essays. Students use these concepts to help theorize how the most marginalized "aliens" have made America the complex and contradictory nation it is today.

**Prerequisites:** Take one 200-level English course.

**Offered:** Every other year, Spring

**EN 341. Chaucer and the Medieval Period.****3 Credits.**

This course presents a critical interpretation, in its historical setting, of the chief imaginative work in England of the period, "The Canterbury Tales." Additional works of Chaucer and other representative dramatic and lyric poetry also are included. Attention is given to the cultural and artistic setting.

**Offered:** Every year, Fall

**EN 343. Shakespeare: Histories and Comedies.****3 Credits.**

Extensive structural and thematic analysis of Shakespeare's histories and comedies is the basis of this course, which concentrates on selected problems of scholarship, criticism and performance.

**Prerequisites:** Take one 200-level English course.

**Offered:** Every other year, Fall

**EN 344. Shakespeare: Tragedies and Romances.****3 Credits.**

Extensive structural and thematic analysis of Shakespeare's tragedies and romances is the basis of this course, which concentrates on selected problems of scholarship, criticism and performance.

**Prerequisites:** Take two 200 or 300-level English courses.

**Offered:** Every other year, Fall

**EN 345. English Literature of the Renaissance.****3 Credits.**

This intensive study of the principal genres of 16th-century English literature, including lyric poetry (Sidney) and Romance such as "The Faerie Queen" (Spenser), places special emphasis on the major works of the Elizabethan period. Some attention is given to the medieval background, Renaissance art and music, and continental literature.

**Prerequisites:** Take one 200-level English course.

**Offered:** Every other year, Spring

**EN 348. Milton and the 17th Century.****3 Credits.**

This intensive study of literature within this revolutionary period emphasizes the cultural context for poetry, prose and drama in England from 1603 to about 1665. The course focuses on Milton's "Paradise Lost" and on works of other major writers, such as the metaphysical poets (Donne, Marvell, Herbert), and Ben Jonson, Francis Bacon and Thomas Middleton (drama).

**Prerequisites:** Take one 200-level English course.

**Offered:** Every other year, Spring

**EN 350. 18th-Century British Literature (1660-1800).****3 Credits.**

The idea that literature is changing in form and content as well as in its social function is central to the study of literature in the long 18th century: what's at stake in the change? This course explores this question by reading a variety of texts including Defoe's "Robinson Crusoe," Swift's "Gulliver's Travels," Pope's "Essay on Man," and Eliza Haywood's "Fantomina," among others, works that seem to be rather strange Literature by modern standards. Participants also read about the "rise" of print culture, the many historical changes of the period, such as the rise of the colonial empire, and the change from a poetics of the elite to the aesthetics of feeling.

**Prerequisites:** Take one 200-level English course.

**Offered:** Every other year, Fall

**EN 351. Studies in Rhetoric and Writing.****3 Credits.**

This is an advanced course in the theory and practice of argumentation. Students learn the foundations of Aristotelian rhetoric and then apply an understanding of Logos, Pathos, Ethos and Telos to various topics of historical and contemporary concern—most prominently on the cognitive, social and political changes effected by the 500-year-old Gutenberg Revolution (The Age of the Book) and their rapid disruption and undoing via the Digital Revolution (The Age of the Screen). Weekly papers and some heavy reading requirements.

**Prerequisites:** Take one 200-level English course.

**Offered:** Every other year, Spring

**EN 352. British Romanticism (1785-1832).****3 Credits.**

This period of time is revolutionary: the Industrial Revolution, the agricultural revolution, the political revolutions in France and America, a literary revolution that constructs a broader reading public, and a print revolution that expands the publishing industry. In this course, students question what these revolutions have to do with novels, poetry and essays of the period, and explore how literature of this period help "revolutionize" the individual, nature and society at the same time that it seems to "romanticize" them.

**Prerequisites:** Take one 200-level English course.

**Offered:** Every other year, Spring

**EN 355. Victorian Literature (1832-1901).****3 Credits.**

During the Victorian period, the industrial age in England reached its height as the nation expanded its cultural and economic borders to become the world power that was the British Empire. It was a time when immense wealth was coupled with immense poverty, and "propriety, duty and family" was the slogan of Victorian morality but hidden in the open was the growth of brothels and the drug trade. It was the first age where literacy was widespread, and reading was the primary entertainment for the elite and the masses. Students explore the variety of literature in which the Victorians imagined themselves and the world they lived in.

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Fall**EN 360. Literature and Popular Culture (WS 360).****3 Credits.**

This examination of the major works in a specific genre focuses on a period in, but not restricted to, American culture. Analysis of primary texts reveals themes and patterns that emphasize the relationship between literature and culture. Sample courses include Western Fiction and Film, Detective Fiction, Literature and the Environment, etc. Topics change (as do instructors), so course may be repeated for credit.

**Prerequisites:** Take one 200-level English course.**Offered:** Every Third Year, Spring**EN 361. Origins of U.S. Literature (1492-1865).****3 Credits.**

At the heart of our national literature lies a complex early narrative. It contains darker issues with an unresolved past, conflicting histories, encounters with the "other," our Calvinist relationship with Nature and nature, a mixed psychology as colonials and revolutionaries, and the tension between our aspiration to be the city on the hill and the realities of life on the edge of wilderness. It also contains the exuberance of the "new Adam" (and Eve), where we can start the story over again and again. This course invites students to test and interrogate these ideas by reading authors in the founding traditions of U.S. literature, such as Charles Brockden Brown, Phillis Wheatley, Susanna Rowson, Benjamin Franklin, Ralph Waldo Emerson, Nathaniel Hawthorne and Mary Rowlandson.

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Spring**EN 365. The American Renaissance (1830-1865).****3 Credits.**

This course presents a study of the dichotomy in the literature of the American Renaissance as reflected in such works as "Self-Reliance," "The American Scholar," "Civil Disobedience," "Walden," "Song of Myself," "The Scarlet Letter" and "Moby Dick."

**Prerequisites:** Take one 200-level English course.**Offered:** Every year, Fall**EN 366. Modern U.S. Literature (1900-1945).****3 Credits.**

The early 20th-century movement known as Modernism was an exhilarating time when the Western world's artists and thinkers were exploring how to represent human experience authentically. In the context of U.S. contributions to this era, students investigate questions of aesthetic innovation (especially in poetry), literary subgenres, popular vs. high culture, and national and ethnic identity (including the Harlem Renaissance). Representative authors might include Cather, Frost, Hammett, Hemingway, Hurston, Larsen, Stein, Stevens, Toomer and Yeziarska.

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Fall**EN 367. Contemporary U.S. Literature (1945-Present).****3 Credits.**

After World II, the U.S. experienced profound change, including the Atomic Age and the Cold War (and later wars on drugs and terrorism), unprecedented global travel and migration, Civil and Human Rights movements, and astonishing technological revolution. Engaging these seismic shifts, cultural expressions have changed as well. This course focuses on the late 20th-21st-century writers who reimagined our world, among them Postmodernists such as Nabokov, political writers such as Kerouac, writers of color such as Morrison, and poets and innovators of form such as Plath or Anzaldua.

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Spring**EN 373. Modernist American Poetry.****3 Credits.**

Introduces "Modernism" and "Modernist" poetry to enable close readings of modernist forerunners Walt Whitman and Emily Dickinson and onward through the 1960s. Major poets include Pound, Eliot, Crane, Williams, Hughes, Stevens, Moore, Bishop, Ginsberg, Knight, Sexton and Kinnell. Emphasis is on applying a deepened historical sense of what Modernism was and what it now means through individual poems and across poets and poetic schools. Students write final long essays analyzing American modernist themes, poetic forms and cultural frames.

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Fall**EN 377. Faulkner and Literature Between the Wars.****3 Credits.**

Readings by Langston Hughes, T.S. Eliot, Anderson and Hemingway are followed by extensive structural and thematic analysis of Faulkner's major writings. The course includes close reading of the texts and consideration of problems raised by various critical approaches. "The Unvanquished," "As I Lay Dying," "Light in August," and "Go Down, Moses" are some of the novels that are read and discussed.

**Prerequisites:** Take one 200-level English course.**Offered:** As needed**EN 380. Realism and Naturalism in U.S. Literature (1865-1930). 3 Credits.**

U.S. Realism and Naturalism were late 19th-/early 20th-century aesthetic movements that emerged after Romanticism. The nation's post-Civil War mood produced a literature that reflected forces from industrialism and social migration to Darwinism and the "New Woman." In this course, students examine literature written in relation to those forces and specifically study how the novel matures in the U.S. tradition. Authors may include Rebecca Harding Davis, Mark Twain, Henry James, Kate Chopin, Emily Dickinson, Charles Chesnutt, Frank Norris, Stephen Crane, William Dean Howells, Edith Wharton, Sarah Orne Jewett and Richard Wright.

**Prerequisites:** Take one 200-level English course.**Offered:** Every other year, Fall**EN 399. Independent Study.****1-6 Credits.**

In-depth focus on a specific author, topic, or area. Topic must be specified in advance.

**Prerequisites:** Take EN 101.**Offered:** As needed

**EN 460. Senior Seminar Capstone.****3 Credits.**

Senior Seminar focuses on sustained intellectual inquiry about literature, highlighting your own literary interests. It offers you the opportunity to develop expertise on a text/field/question of your choice, while providing you with a process and a community to rely on for support and feedback. In this course, students conduct independent research on a literary text. Building and contributing to an intellectual community, students write, revise and present a major argumentative essay. Open to senior English majors only.

**Prerequisites:** Take EN 204 or EN 304.**Offered:** Every year, All**EN 470. Senior Thesis.****3 Credits.**

Senior thesis is open to English majors who are candidates for honors in English. Candidates must be recommended by a member of the English faculty, who consents to serve as adviser for the thesis. This adviser and the student select two additional faculty to serve as a reading committee for the student's final thesis presentation.

**Prerequisites:** Take EN 204 or EN 304 and one 300-level English course.**Offered:** Every year, All**EN 499. Independent Study.****3 Credits.**

## Entrepreneurship (ENT)

**ENT 210. Fundamentals of Entrepreneurship.****3 Credits.**

This course introduces students to what it means to be an entrepreneur, and helps them develop an understanding of the philosophy of entrepreneurship and how it can relate to both starting a business and improving an existing business. Students develop their need for achievement and assess themselves as nascent entrepreneurs.

**Offered:** Every year, All**ENT 250. Entrepreneurial Skills.****3 Credits.**

This course builds on the skills introduced in ENT 210. Students learn advanced ways to validate their ideas and get extensive hands-on practice using them. They also see how ideas evolve in light of new information, how to identify when they are pursuing a solid idea, and how to help support their fellow entrepreneurs.

**Prerequisites:** Take ENT 210.**Offered:** Every year, Spring**ENT 290. Digital Businesses.****3 Credits.**

Students form their own teams to develop a digital business idea into a viable business and compete to win money to launch their businesses. Students learn about content creation, business concepts, and presentation skills in preparation for a successful launch.

**Prerequisites:** Take ENT 210.**Offered:** Every year, Fall**ENT 299. Special Topics in Entrepreneurship.****3 Credits.**

Topics vary. Permission of department chair required.

**Prerequisites:** ENT 210.**Offered:** As needed**ENT 310. Entrepreneurial Creativity.****3 Credits.**

This course helps students gain an understanding of entrepreneurial creativity as related to the entrepreneur and the venture. Topics of exploration include the creative process, development of a viable product/service, and how to sell creative ideas. From the enterprise level, students learn to proactively manage and promote creativity throughout the venture, develop the creative potential of others, and protect their intellectual capital.

**Prerequisites:** Take ENT 210.**Offered:** Every year, Fall**ENT 320. Small Business Marketing.****3 Credits.**

This course applies the principles of marketing to the process of developing a marketing plan and strategy for the small business. Students explore how the marketing plan integrates into the overall business plan and how it applies to small business operations and strategy implementation. By reviewing case studies of successful contemporary entrepreneurs, participants develop a further understanding of what personal characteristics and insights the entrepreneur and small business owner must cultivate to be successful in marketing.

**Prerequisites:** Take ENT 210.**Offered:** Every year, Fall**ENT 330. Entrepreneurial Finance.****3 Credits.**

This course addresses the myriad finance problems faced by the entrepreneur and by new and emerging businesses. The sources of capital—bootstrap, debt and equity—each have their merits and caveats for ownership and management of the new company. Other topics include: valuation of the business for liquidation, purchase, sale or harvest; use of financial ratios; and measuring and evaluating financial performance.

**Prerequisites:** Take ENT 210.**Offered:** Every year, Spring**ENT 340. Opportunity Recognition and Negotiation.****3 Credits.**

This course helps students identify which resources they need for their business, how to find and assess the quality of entities that can fulfill those needs, and negotiate for the best deal.

**Prerequisites:** Take ENT 210.**Offered:** Every year, Spring**ENT 350. Ventures in Social Enterprise.****3 Credits.**

Social enterprises use the skills and strategies of business to innovatively and sustainably solve social, environmental and/or economic problems. The ventures created by social entrepreneurs can be nonprofit, for-profit or an innovative hybrid of the two. Drawn from the public service dimension of the university mission, this course provides guidance in the conception, design and execution of experiential service learning projects that fall under the social enterprise domain.

**Offered:** Every year, Spring**ENT 360. Small and Family Business.****3 Credits.**

This course helps students understand how to start and/or successfully operate a small or family business. It covers how to develop a business plan, strategies for the business, how to secure financing, marketing the firm, estate planning and succession planning. The course further covers the unique characteristics that distinguish a family business from other small businesses.

**Prerequisites:** Take ENT 210.**Offered:** Every year, Spring**ENT 371. Business Plan Competition.****3 Credits.**

Students immerse themselves in an intensive entrepreneurial experience where they either delve deep into their own idea or work to develop another's idea. The course functions as a group tutorial in which faculty members coach junior and senior students entering local and national business plan competitions. Permission of instructor and chair required.

**Prerequisites:** Take ENT 210 ENT 250.**Offered:** Every year, Spring**ENT 410. Business Plan Creation.****3 Credits.**

Students learn to create a comprehensive business plan that provides a step-by-step process to actually create a business.

**Prerequisites:** Take ENT 210.**Offered:** Every year, Fall

**ENT 420. Entrepreneurial Implementation I.****3 Credits.**

In this intensive course, students learn and apply the fundamentals of implementing a successful business. Students implement the business idea that they formulated in ENT 410. Any type of business may be implemented and may include technology firms, service businesses, manufacturing businesses, etc. This course is taken concurrently with ENT 430. Enrollment is by permission only.

**Prerequisites:** Take ENT 210 ENT 410.

**Offered:** Every year, Spring

**ENT 430. Entrepreneurial Implementation II.****3 Credits.**

This intensive course is an extension of ENT 420. Students apply the fundamentals of implementing a successful business. This course is taken concurrently with ENT 420. Enrollment is by permission only.

**Prerequisites:** Take ENT 210 ENT 410.

**Offered:** Every year, Spring

**ENT 488. Entrepreneurship Internship.****3 Credits.**

Students gain work experience under the joint supervision of a faculty member and practicing manager or business owner. Students must meet School of Business internship requirements. This course is graded on a pass/fail basis.

**Prerequisites:** Take ENT 210.

**Offered:** Every year, All

**ENT 490. Field Projects.****3 Credits.**

Students work independently or as part of a team on a project or topic of their choice under the supervision of a faculty member. The project may involve researching a special entrepreneurship topic, working on an aspect of a new business startup or working with a business or organization.

**Offered:** As needed

**ENT 499. Independent Research in Entrepreneurship.****1-6 Credits.**

Approval of a sponsoring faculty, the department chair and the dean is required.

**Offered:** As needed

## Film, Television and Media Arts (FTM)

**FTM 102. Understanding Film.****3 Credits.**

This survey of the art, industry and techniques of global cinema introduces students to the significance of film as an international medium. By exposing students to the work of outstanding filmmakers and to the major elements of film language, the course helps students develop their critical faculties and visual literacy. The course includes some weekly 2 1/2-hour screenings of full-length theatrical feature films and other short clip screenings and lecture/discussion sessions.

**Offered:** Every year, All

**FTM 110. Single Camera Production.****3 Credits.**

This course gives students a thorough grounding in the basic techniques of audio and video storytelling. Students learn basic audio production, visual composition, field camera practice, lighting fundamentals and digital video editing. This is a hands-on course that requires students to produce a number of media projects throughout the semester.

**Offered:** Every year, All

**FTM 112. Multicamera Production.****3 Credits.**

This second course introduces students to the techniques of designing and producing creative and effective audiovisual communications primarily in a studio setting. Students learn to develop creative concepts and to take them from script to screen. Lighting, and principles of good composition, structure and program design are emphasized.

**Prerequisites:** Take FTM 110.

**Offered:** Every year, All

**FTM 230. Animation and Mobile Media.****3 Credits.**

This course introduces the concepts and production techniques that prepare students for creative work in mobile media. Students completing this course learn how to produce animated and interactive content for the web and mobile devices or kiosks. Projects may include simple animations, interactive stories, photo and video viewers, web interfaces, green screen, animations for video, and video projects optimized for the web.

**Prerequisites:** Take FTM 110.

**Offered:** Every year, All

**FTM 240. Analysis of the Moving Image.****3 Credits.**

How do we read images? This course explores the techniques used to create moving image media-including film, television and interactive media-from a formal and aesthetic perspective. Students learn to think and write critically about how the techniques of production work to communicate ideas and convey meaning and emotion to viewers. Sophomore status required.

**Offered:** Every year, All

**FTM 245. Intermediate Production.****3 Credits.**

Media messages are created to meet a variety of goals, which are tailored to appeal to defined audiences. Media can be designed to entertain, to inform, to educate, to persuade or to sell. In this course, students are challenged to discern what makes a good story or project idea for each of several different content objectives. Students work through all phases of pre-production and production including scriptwriting, scheduling and budgeting as they complete a series of projects during the semester, with special emphasis on creative conceptualization, message and writing.

**Prerequisites:** Take FTM 110.

**Offered:** Every year, All

**FTM 300. Special Topics.****3 Credits.**

New or experimental courses on a range of topics in film, television and media arts that in the past have ranged from the impact of social media to visual effects.

**Offered:** As needed

**FTM 310. Projects in Animation and Mobile Media.****3 Credits.**

This course focuses on the creation of advanced mobile media projects. Students are challenged to create projects that incorporate multiple forms of media delivered for the web, mobile devices or kiosks. Projects may include advanced animations, webisode stories with video and audio production, product promotions, maps, web interfaces, games, educational materials, mobile apps and other content.

**Prerequisites:** Take FTM 230.

**Offered:** Every year, Spring



**FTM 320. History of Film I (to 1975).****3 Credits.**

This course, the first in a two-semester sequence, provides a foundation in the history and aesthetics of moving image arts. Through individual films, clips, lectures and discussion, students analyze the major international film movements, their genres, directors and themes that have contributed to the development of narrative cinema. Organized thematically, films are chosen to showcase aesthetic, historical, technological and ideological concepts and their impact on the evolution of film from its inception to 1975.

**Offered:** Every year, Fall**FTM 322. History of Film (and Television) II.****3 Credits.**

This second part of a two-semester sequence builds on the history and aesthetics of moving image arts in film and also television from 1975 to the present. Through individual films, excerpts from films and television clips, lectures and discussion, students analyze the evolution of global television and major international film movements, their genres, directors and themes to understand how they have contributed to the development of television entertainment and narrative cinema. Organized thematically, works of film and television are chosen to showcase aesthetic, historical, technological and ideological concepts and their impact on the evolution of film and television. Sophomore status required.

**Offered:** Every year, Spring**FTM 342. Directing Film and Television.****3 Credits.**

This course is an introduction to the history, theory and basic concepts of narrative single camera field and multi-camera studio direction for current and developing distribution platforms. This course emphasizes principles of dramatic structure, script breakdown and analysis, visualization and story boarding, preproduction scheduling and casting, working with actors to effectively shape performances and working with crew. Students prepare and direct a series of short scenes.

**Prerequisites:** Take FTM 110 FTM 112.**Offered:** Every year, Spring**FTM 355. Documentary Production.****3 Credits.**

This course challenges students to master the conceptual and technical skills of visual storytelling to produce more advanced, single-camera field projects on selected, specialized topics that may change from semester to semester. Past course content has included documentary production in South Africa and in Ireland, as well as in the United States. The course emphasizes professional production roles, including writing and directing, scheduling and production management, production, post-production, distribution and marketing.

**Prerequisites:** Take FTM 110 FTM 112.**Offered:** Every year, All**FTM 372. Screenwriting.****3 Credits.**

Students learn to shape stories for the screen. Emphasis is on dramatic structuring, character development, pacing and dialogue. Professional screenplays are analyzed and discussed, and final projects give students the opportunity to develop an original short screenplay.

**Prerequisites:** Take FTM 112 or permission of the department chair.**Offered:** Every year, All**FTM 375. Projects in Single Camera and Lighting.****3 Credits.**

This course covers such topics as the characteristics and qualities of light, lighting control, principles of visual composition and design, color, contrast, the properties of lenses, how film emulsions and image sensors react to light, filters, matte boxes and other image control devices, metering and exposure control, the effective use of various lighting instruments and accessories, electrical safety and the basics of gripping and gaffing on set and on location. Students learn in an active, hands-on workshop environment and produce a major project.

**Prerequisites:** Take FTM 245.**Offered:** Every year, Fall**FTM 380. Projects in Audio Production (EN 303 GDD 303).****3 Credits.**

This course is about storytelling. Students use multitrack audio production to activate not only the human voice in narratives, but also the ambient sounds of the environment, the music in imagination and the more subtle inner-symphonies of moods, attitudes and emotions. Participants read and listen widely to gain a sense of the history and theory of radio art. The class asks questions and listens to answers. Students represent what they see and hear, and invent that which they do not see or hear. They sit and write in isolation, wrestle with not-so-familiar technologies, learn to become ruthless and artful editors, and share the results of their labors in a stimulating and mutually supportive workshop environment. Finally, they spend time identifying target audiences and looking at ways to distribute their work to the larger world of public radio.

**Prerequisites:** Take EN 201 or FTM 110.**Offered:** Every year, All**FTM 390. Projects in Multicamera Production.****3 Credits.**

Attracting and keeping the audience's attention is the first responsibility of the director. This course gives students the opportunity to explore the art and craft of directing in a multicamera, high-definition studio environment. Participants examine the roles and responsibilities of the director, including shot composition, crew motivation, calling a live production and ethics. Students are asked to visually design a television program from concept to completion in a number of genres, including news, sports, sitcoms, dramas and commercials.

**Prerequisites:** Take FTM 110 FTM 112.**Offered:** Every year, All**FTM 392. Post-Production Techniques.****3 Credits.**

In this course, students explore such topics as the expressive capability of the editing process; how editing functions to "create" time, tempo and visual rhythm; the "building" of scenes in editing to achieve various dramatic goals; and telling the story through careful control of sound and image over time. Students gain experience in using the tools and techniques of modern digital post-production technology. Topics may include: post-production planning; continuity editing; digital video effects; compositing; "green screen" techniques; graphics design; 2D and 3D animation; audio mixing and sound design; interactivity; preparing video for broadband distribution and mobile devices; DVD design and authoring.

**Prerequisites:** Take FTM 110 FTM 112.**Offered:** Every year, All**FTM 393. Advanced Animation Techniques.****3 Credits.**

Students learn to create sophisticated 2D and 3D still and animated electronic graphics for video that are aesthetically pleasing, expressive and meaningful. Principles of good design, composition and color are stressed, as well as the ability to produce visual interest in support of communication goals.

**Prerequisites:** Take FTM 110 FTM 112.**Offered:** Every year, All



**FTM 397. Summer Production Project.****4 Credits.**

This advanced production course is for juniors majoring in film, television and media arts. It takes place on campus or on the Nice, France, campus of a major French film and video institute (ESRA, Paris), and involves the writing, shooting and editing of a polished video project that is then presented to a professional jury.

**Prerequisites:** Take FTM 110 FTM 112.

**Offered:** As needed, Summer

**FTM 399. Independent Study.****1-6 Credits.**

**Prerequisites:** Take FTM 110 FTM 112.

**Offered:** As needed

**FTM 450. Senior Seminar in Film and Television.****3 Credits.**

This seminar entails an in-depth examination of issues and research perspectives in film and television. Seminar titles vary each term and may cover subject areas such as film history, reality television, political documentaries, docudrama and contemporary trends in the media industry. Students should consult the School of Communications course bulletin for information about each semester's offerings. Senior status is usually required.

**Offered:** Every year, All

**FTM 493. Senior Project Colloquy: Preproduction.****3 Credits.**

This required 3-credit discussion, development, preproduction and production course must be taken in the semester prior to the student's undertaking of the Senior Project. Meeting collectively and individually, all fourth-year FTM students must be enrolled in this course in order to conceptualize and prepare preproduction materials essential for the successful completion of the Senior Project, and to undertake a new short production project, retrospective of their previous work. Individual class sessions are devoted to each aspect of preproduction and assignments that relate to each aspect are completed during the term. Senior status in FTM is required.

**Offered:** Every year, Fall

**FTM 494. Senior Project Colloquy: Preproduction.****1 Credit.**

This required 1-credit discussion, development, preproduction and production course must be taken in the semester prior to the student's undertaking of the Senior Project. Meeting collectively and individually, all fourth-year FTM students must be enrolled in this course in order to conceptualize and prepare preproduction materials essential for the successful completion of the Senior Project, and to undertake a new short production project, retrospective of their previous work. Individual class sessions are devoted to each aspect of preproduction and assignments that relate to each aspect are completed during the term. Senior status in FTM is required.

**Offered:** Every year, Fall

**FTM 495. Senior Project: Production.****3 Credits.**

In this capstone course, students are asked to create an individual thesis project that reflects the highest level of their abilities. From pitching their individual project ideas through writing, production and post-production, students are pushed to work at the peak of their skills. The creativity, quality and professionalism of the finished projects are judged by outside professionals and faculty and staff from the School of Communications FTM program, and give graduating seniors important portfolio material. Senior status in FTM is required.

**Prerequisites:** Take FTM 494.

**Offered:** Every year, Spring

**FTM 499. Independent Study.****3 Credits.**

## Finance (FIN)

**FIN 201. Fundamentals of Financial Management.****3 Credits.**

This course introduces students to the theory and practice of financial management. Topics include the uses and valuation of securities, the structure and purpose of capital markets, financial risk, interest rates and yield curves, and corporate financial analysis and decision making.

**Prerequisites:** Take EC 111.

**Offered:** Every year, All

**FIN 300. Special Topics.****3 Credits.**

**Prerequisites:** Take FIN 310 FIN 320.

**Offered:** As needed

**FIN 310. Investment Analysis.****3 Credits.**

This course introduces students to the theory and practice of investment analysis. Emphasis is on the uses, characteristic and valuation of fixed income securities, equities and derivatives in the global financial marketplace. Students are exposed to both classical and modern theories of evaluating and quantifying financial risk.

**Prerequisites:** Take FIN 201.

**Offered:** Every year, Fall and Summer

**FIN 315. Financial Planning: A Service Learning Course.****3 Credits.**

Students are introduced to financial planning, which includes budgeting, credit, insurance and risk management, investments, income tax planning and retirement planning as they apply to consumer decision-making. Students also explore the importance of financial education in reducing poverty and create financial awareness in the community through a service learning project. As part of the service learning project, students design and organize basic financial education workshops for local high school students.

**Prerequisites:** Take FIN 201;

**Offered:** Every year, Fall

**FIN 320. Financial Modeling.****3 Credits.**

This course examines standard financial models and data analysis in the areas of capital budgeting, financial statement analysis, asset pricing, portfolio management and performance, hedging and option pricing. Students learn to extract, model and analyze data using computer spreadsheets.

**Prerequisites:** Take FIN 201.

**Offered:** Every year, Fall and Summer

**FIN 325. Financial Analytics.****3 Credits.**

This course focuses on the further development of analytical skills used by investors, analysts and managers. Students learn methods of data acquisition and storage. Subsequently, they apply and analyze relevant statistical tools and methods, analyze and interpret the results to aid appropriate decision making.

**Prerequisites:** Take FIN 320.

**Offered:** Every year, Fall

**FIN 345. Risk Management & Insurance.****3 Credits.**

This course covers risk management principles and the nature of insurance as a risk-transferring device to reduce various loss exposures. Topics include insurance programs, financial aspects of insurance companies and markets, insurance industry structure, managerial aspects of underwriting and pricing, and public policy issues.

**Prerequisites:** Take FIN 201.

**Offered:** Every year, Fall

**FIN 350. Financial Markets and Institutions.****3 Credits.**

This course presents a study of financial markets and intermediaries in a global setting with emphasis on how funds flow from investors in financial assets to investors in real assets. The types and functions of markets and institutions that exist today are discussed along with the differences between them. Topics include the role of monetary policy and the operations of central banks; the regulatory environment in which financial markets and institutions operate; and the financial instruments traded in the markets today.

**Prerequisites:** Take FIN 201.**Offered:** Every year, Spring and Summer**FIN 355. Retirement Planning and Employee Benefits.****3 Credits.**

This course provides students with an understanding of the retirement planning process. The main objectives are to learn the usefulness of retirement plans and employment-based benefits, and to develop recommendations on important retirement and employee benefit decisions. Topics include: Social Security, qualified retirement plans, nonqualified retirement plans, self-employed plans, IRAs, group life insurance, group disability insurance and group health insurance.

**Prerequisites:** Take FIN 201.**Offered:** Every other year, Spring**FIN 356. Real Estate Finance.****3 Credits.**

This course examines the structure of real estate markets. Topics include principles of mortgage lending; property appraisal; the secondary mortgage market; mortgage securitization and valuation; residential and commercial real estate investment; leverage and capital structure for real estate project analysis; and real estate investment in the portfolio context.

**Prerequisites:** Take FIN 201.**Offered:** Every year, Spring**FIN 360. Financial Statement Analysis.****3 Credits.**

This course focuses on the development of analytical skills used by investors and analysts in their evaluation of various financial statements. Topics include the review and analysis of balance sheets, income statements and statements of cash flow; ratio analysis and developing pro forma financial statements to support equity analysis and credit analysis.

**Prerequisites:** Take FIN 201.**Offered:** Every year, Fall and Summer**FIN 370. Commodities.****3 Credits.**

This course introduces students to the fundamental and technical analysis of commodity markets with application to real market problems. Strategy development and risk management are studied with alternative market concepts and unconventional views.

**Prerequisites:** Take FIN 310.**Offered:** Every year, Spring**FIN 380. Intermediate Corporate Finance.****3 Credits.**

Students gain an advanced understanding of corporate finance. The main objectives are to learn to apply financial concepts, construct and implement financial decision models, and relate various financial theories to one another. Topics include capital budgeting, the valuation of firms, capital structure, cost of capital, dividend policy and risk management.

**Prerequisites:** Take FIN 201.**Offered:** Every year, Spring and Summer**FIN 399. Finance - Independent Study.****1-6 Credits.****Offered:** As needed**FIN 420. Bank Management and Loan Underwriting.****3 Credits.**

This course focuses on the theory and techniques used to underwrite bank loans and manage a bank loan portfolio. Other fundamental bank processes such as management of liquidity, investment portfolios, funding costs and capital adequacy also are examined. Emphasis is placed on the application of real-world best practices.

**Prerequisites:** Take FIN 201.**Offered:** Every year, Spring**FIN 430. Portfolio Theory and Practice.****3 Credits.**

This course offers a rigorous examination of the theory and practice of portfolio management. Topics include portfolio construction, valuation and performance measurement. Equity and fixed-income portfolio strategies are considered as well as the use of futures and options in portfolio management.

**Prerequisites:** Take FIN 310 FIN 320.**Offered:** Every year, Fall and Spring**FIN 440. Introduction to Fixed Income Analytics.****3 Credits.**

This course introduces students to the analytical processes associated with fixed income investing. The course bridges the gap between valuing bonds based on a yield to maturity and valuing bonds as a package of zero-coupon instruments. The concepts of theoretical spot rates, par rates of the on-the-run treasury securities, duration and convexity are discussed. A binomial model is explained and used to value bonds that have built-in options.

**Prerequisites:** Take FIN 201.**Offered:** Every year, Fall**FIN 450. Applied Portfolio Management.****3 Credits.**

Students apply investment and portfolio management techniques and strategies in a real-life environment by managing a portion of the Quinipiac University Endowment fund—the Student-Managed Portfolio. Students are responsible for developing investment strategies, constructing, monitoring and rebalancing the portfolio, and reporting on actual portfolio performance. Permission of instructor required.

**Prerequisites:** Take FIN 430.**Offered:** Every year, All**FIN 451. Applied Portfolio Management II.****3 Credits.**

This course is a continuation of FIN 450 for students who have excelled in Applied Portfolio Management I and wish to take a leadership role in the management of the fund. Permission of instructor required.

**Prerequisites:** Take FIN 450.**Offered:** Every year, All**FIN 455. Financial Markets and Monetary Policy.****3 Credits.**

This course focuses on analysis of the immediate level of economic activity and how the tools of monetary policy can be used to affect future economic activity. Data are obtained from original sources to determine the history of key economic variables and their present status. The economic variables are then utilized to develop a class consensus on the current state of the economy. Based on this class consensus, alternative monetary policy action is considered with a consensus again being developed. A team of students from the class presents the consensus reports to the Federal Reserve Bank of Boston as part of the National College Fed Challenge. Permission of department chair required.

**Prerequisites:** Take FIN 350 or EC 341.**Offered:** Every year, Fall**FIN 455L. Markets and Monetary Policy Lab.****0 Credits.**

Lab to accompany FIN 455.

**Offered:** As needed

**FIN 460. Mergers and Acquisitions.****3 Credits.**

This course presents the theory and evidence of corporate acquisitions and restructuring activities. Topics include the foundations of mergers and restructures, the valuation of assets, various means of financing acquisitions, defensive strategies, as well as post-merger, acquisition, and take-over performance.

**Prerequisites:** Take FIN 380.

**Offered:** Every year, Spring

**FIN 465. Working Capital Management.****3 Credits.**

This course examines the theory and practice of cash and liquidity management. Topics include cash management, credit and accounts receivable management, collections and cash concentrations, short-term investments and borrowing, forecasting cash flows, and international cash management.

**Prerequisites:** Take FIN 201.

**Offered:** Every other year, Summer

**FIN 470. Trading Strategies and Practices.****3 Credits.**

This course introduces financial market microstructure and trading strategies to students. The lectures focus on how trading on exchanges is organized and regulated as well as price formation, informational efficiency and liquidity. Various trading strategies are explored using the Financial Trading Systems (FTS) simulation.

**Prerequisites:** Take FIN 370.

**Offered:** Every year, Fall

**FIN 480. Valuation of Privately Held Businesses.****3 Credits.**

This course involves the analysis of company and financial information as well as understanding the impact the economy and industry can have on the value of a private company. Fundamental analysis is examined in detail and applied to private and public corporations. Topics include valuation, forecasting growth and value generation in a firm, assessing the quality of and normalizing earnings, analyzing risk and determining pricing multiples and the cost of capital.

**Prerequisites:** Take FIN 380.

**Offered:** Every other year, Spring

**FIN 485. Derivative Securities.****3 Credits.**

This course introduces students to derivatives and the markets in which they are traded. Emphasis is on the techniques for the valuation of options, futures and related contracts as well as the use of derivative contracts in investments, corporate finance and risk management and engineering of structured products.

**Prerequisites:** Take FIN 310.

**Offered:** Every year, Spring

**FIN 488. Finance Internship.****3 Credits.**

This internship in finance must be approved by the department chair and the dean in accordance with school and departmental regulations. Junior/senior status is required. This course is graded on a pass/fail basis.

**Prerequisites:** Take FIN 201.

**Offered:** Every year, All

**FIN 498. Independent Study.****3 Credits.**

Students may make an individual in-depth study of a topic of current interest in the field of banking or investment management. Objectives and methods must be submitted in writing to supervising instructor prior to time of enrollment.

**Offered:** As needed

**FIN 499. Independent Study in Managerial Finance.****3 Credits.**

Individual in-depth study of a topic of current interest in the field of managerial finance. Objectives and methods submitted in writing to supervising instructor prior to time of enrollment.

**Offered:** As needed

## First-Year Seminar (FYS)

**FYS 101. First-Year Seminar.****3 Credits.**

A Quinnipiac University education formally begins in the very first semester. Each student enrolls in a faculty-designed seminar constructed to help examine a fundamental issue or question from multiple perspectives. This seminar is designed to accomplish three essential goals. First, it introduces students to the concept of inquiry as a process that utilizes multiple approaches and perspectives to systematically investigate questions or problems. Students learn that the process of inquiry includes the collection, analysis and evaluation of various types of evidence. Second, the seminar enables students to understand how the process of inquiry works in practice through an investigation of a particular content area that the instructor selects from their area of expertise. Finally, students begin to develop a guiding question that they wish to explore throughout their undergraduate experience in light of the skills and knowledge that they acquired throughout this course.

**Offered:** Every year, Fall and Spring

**FYS 150. First-Year Seminar Modules.****1 Credit.**

**Offered:** Every year, Fall and Spring

## Fitness, Leisure and Wellness (FLW)

**FLW 102. Yoga Yashtanga/Vinasa.****1 Credit.**

Through yoga, students learn to honor their bodies, quiet their minds and relieve stress and anxiety. Practicing yoga helps participants to bring peace and order into their busy lives.

**Offered:** Every year, Fall and Spring

**FLW 103. Introduction to Meditation.****1 Credit.**

Modern neuroscience shows that what we do and think can change the physical structure of the brain-yet often this change occurs unconsciously, when we habitually react to stress in unhealthy ways. This course incorporates Neurosculpting®, a complete approach for consciously reshaping our brains for greater happiness, health, creativity and compassion. Students have a unique experience of meditation, mindfulness, diet and daily practices to help create positive, lasting changes in the brain-and in daily life.

**Offered:** Every year, Fall

**FLW 106. Fundamentals of Boxing.****1 Credit.**

Basic offensive and defensive boxing skills are taught and practiced. Balance, movement and conditioning are stressed. Timed workouts include rope jumping, punching bags, shadow boxing and sparring. Final class may be held in actual boxing facility.

**Offered:** Every year, Fall and Spring

**FLW 109. Indoor Rock Climbing.****1 Credit.**

This is a basic course in rock climbing, utilizing indoor climbing walls at an off-campus facility. Students are taught proper technique, safety and knots, as well as the purchase, use and maintenance of equipment. Off campus: Prime Club, Wallingford. Students must provide their own transportation.

**Offered:** Every year, Fall and Spring

**FLW 113. Beginning Golf.****1 Credit.**

Students are introduced to the fundamentals of golf, including use of irons, woods and putter, as well as rules of golf and course etiquette. A full set of clubs is provided. Off campus: Sleeping Giant Golf Course, Hamden. Student must provide own transportation.

**Offered:** Every year, Fall and Spring

**FLW 115. Beginners Tennis.****1 Credit.**

Students are introduced to the basic skills of tennis with special emphasis on forehand, backhand, serve and playing strategies. Scoring, rules of tennis, and court etiquette also are presented. Small classes learn in a fun-filled environment. Racquets and balls are provided.

**Offered:** Every year, Fall and Spring

**FLW 117. Beginning Golf for Women.****1 Credit.**

This course is gender-specific for women. It informs a female beginning golfer's understanding and appreciation of the game of golf. Students are introduced to all of the elements of golf as they relate to the rules of the game, the techniques of the various golf swings, and the art of self-management before, during and after a game. Any permanently or temporarily physically challenged individual is welcome to attend this class; special arrangements are made to maximize their golf experience. Full sets of golf clubs are provided.

**Offered:** Every year, Fall and Spring

**FLW 118. Jujitsu.****1 Credit.**

This course focuses on learning and applying the fundamental techniques of Brazilian Jujitsu. Students learn the basic knowledge and skills needed (such as movements, positions and concepts) in a progressive skill building approach. Instruction emphasizes proper technique, mobility, pressure and leverage awareness. The aim is to improve fitness, health and overall wellness. Course is intended for those interested in establishing a foundational knowledge of Brazilian Jujitsu, or for those who would like to learn self-defense.

**Offered:** Every year, Fall and Spring

**FLW 119. Advanced Golf Weekend Workshop.****1 Credit.**

This course is presented as a weekend golf school, with lessons and playing time for intermediate and advanced golfers only. Every aspect of the game is covered in seminars, on the driving range and on the golf course. Students must be available Friday 4-7 p.m., Saturday and Sunday 10 a.m.-4 p.m. Off campus: Laurel View Country Club, Hamden. Student must provide own transportation.

**Offered:** Every year, Fall and Spring

**FLW 120. Aerobic Instructor Training.****1 Credit.**

In this class, which is taught on the York Hill Campus, students learn how to teach group fitness classes and become a certified instructor. Certification details are discussed during the first class; there is an additional fee for certification. The class includes safety, formatting, choreography, music, liability and more. Once certified, students may be selected to teach classes at Quinnipiac or other area gyms and fitness centers. No experience necessary.

**Offered:** As needed

**FLW 122. Advanced Tennis Weekend Workshop.****1 Credit.**

This weekend tennis camp for intermediate and advanced players covers all aspects of the game including stroke production, strategy, conditioning and care of equipment. Students must be available Friday 4-7 p.m., Saturday and Sunday 10 a.m.-4 p.m. Tennis racquets and balls are provided.

**Offered:** As needed

**FLW 123. Yoga Pilates Fusion.****1 Credit.**

Yoga Pilates Fusion is a challenging dynamic class that combines the fundamentals of yoga with mat exercises designed by Joseph Pilates. It is a music-driven class that includes warm-up, sun salutations, warrior poses, balance challenges and intensive core work to strengthen both the front and back body. Deep stretches, hip opening sequences and relaxation complete the workout.

**Offered:** Every year, Fall and Spring

**FLW 124. PiYo.****1 Credit.**

PiYo® is a fun, musically driven, high energy, athletic workout inspired by the mind/body practices of Pilates and yoga. It includes dynamic movement, strength training, balance challenges and flexibility training. PiYo® is equipment free and can be done with or without shoes. It offers modifications as well as exercise progressions to meet every student's needs. Benefits of PiYo® include improved strength, flexibility, balance and stress reduction as well as overall fitness.

**Offered:** Every year, Fall and Spring

**FLW 125. Pilates.****1 Credit.**

Pilates is one of the most challenging and effective means of building core stability, improving body mechanics, balance, coordination, strength and flexibility. Starting with the foundation of mat Pilates, this course presents an in-depth approach to breathing instruction, body alignment and a unique set of challenging exercise sequences. Students learn basic anatomy and physiology as it relates to Pilates.

**Offered:** Every year, Fall and Spring

**FLW 126. Fundamentals of Kickboxing.****1 Credit.**

Patterned after the training routines of international competitive kickboxers, this course teaches basic and intermediate boxing and kicking techniques, footwork, combinations, and if desired, light sparring. It provides an excellent cardiovascular workout and flexibility training, while enhancing muscular endurance.

**Offered:** Every year, Fall and Spring

**FLW 127. Beginning Fencing.****1 Credit.**

This course presents the fundamentals of fencing using the three classes of weapons: foil, sabre and epee. Offensive and defensive movements are studied, as well as the techniques of engage, disengage, parry and lunge. It is the perfect sport for students of all ages, sizes and abilities. All equipment is provided.

**Offered:** Every year, Fall and Spring

**FLW 128. Step and Sculpt.****1 Credit.**

This fundamental course offers a unique blend of simple and easy-to-learn step choreography with intervals of strength training using free weights, resistance bands, medicine balls and more. Students improve their overall fitness, including endurance, strength and agility while learning the proper form to execute all exercises.

**Offered:** Every year, Fall and Spring

**FLW 130. Stress Management.****3 Credits.**

The course provides an opportunity to examine stress and its relationship to one's health. Topics include common sources of stress, lifestyle, coping strategies and relaxation techniques. This is a comprehensive course designed to expose students to a holistic approach to stress management, with regards to both cognitive (coping) skills, and a host of relaxation techniques with the intention to reduce the physical symptoms of stress. This course is composed of both theoretical and experiential learning through a series of class exercises and techniques.

**Offered:** Every year, Fall and Spring



**FLW 131. Introduction to Orienteering.****1 Credit.**

Orienteering is a unique mix of fun, fitness, mental challenge and immersion in nature's beauty. In this course, students learn how to read orienteering maps, use a compass for navigation and incorporate physical fitness in an exciting outdoor sport. Using surrounding state/national parks, students traverse terrain, sometimes difficult, to race from point to point while navigating only with a map and compass. Time is split between classroom and outdoor experiences.

**Offered:** Every year, Fall and Spring

**FLW 135. Rocks and Ropes Camp-Out Weekend.****1 Credit.**

This two-day, two-night class includes group challenges, high and low rope course activities, a night hike, and canoe instruction on the lake. Food and lodging are provided. Students must provide their own sleeping bag. Off campus: Deer Lake, Killingworth. Students must provide own transportation.

**Offered:** Every year, Fall

**FLW 139. Fitness Training and Nutritional Strategy.****1 Credit.**

This fitness program is designed to decrease body fat and increase lean body mass through cardiovascular exercise, circuit training, resistance training, and proper nutrition.

**Offered:** Every year, Fall and Spring

**FLW 143. Recreational Games Weekend.****1 Credit.**

Leisure time games are the agenda for this class. Activities may include volleyball, duckpin bowling, dodgeball, kickball, pickleball and more. Students must be available Friday 4-7 p.m., Saturday and Sunday 10 a.m.-4 p.m.

**Offered:** Every year, Fall and Spring

**FLW 144. Fresh Water Fishing Weekend.****1 Credit.**

Fishing is one of the most popular recreational activities in America. This course provides information about rods and reels; fishing line, hooks, bobbers and lures; fishing knots; types of fish; releasing fish; cleaning and cooking fish. Instruction includes classroom as well as actual fishing time. Students must be available Friday 4-7 p.m., Saturday and Sunday 9 a.m.-2 p.m. Off campus: Hamden ponds. Students must provide own transportation.

**Offered:** Every year, Fall and Spring

**FLW 145. willPower & Grace®.****1 Credit.**

This course is based on willPower & grace®—a dynamic, functional fusion group exercise program. The workout is the ideal cardiovascular solution for mind-body practitioners. It is practiced barefoot, equipment-free and infused with positive and motivating philosophy. The willPower & grace® workout is an easy-to-follow, linear, strong and focused program structured for students of all levels. Goal setting is used to help ensure progression. This workout is a manifestation of strength and elegance. Students learn to link the strength, power and desires of the mind with the demands and potential of the body.

**Offered:** Every year, Fall and Spring

**FLW 148. Spinning.****1 Credit.**

Spinning is an indoor cycling program. Participants set their own level of intensity by adjusting the bike's resistance. Learn proper bike setup and safety, heart rate training guidelines and aerobic base building principles. The riding time begins at 30 minutes and progresses each week with final ride of 1 hour, 15 minutes. Everyone succeeds. Spinning is taught at the York Hill Campus.

**Offered:** Every year, Fall and Spring

**FLW 149. Intramural Officiating-Fall Sports.****1 Credit.**

This class teaches students the rules, mechanics and positioning to officiate intramural flag football, soccer and field hockey contests. Students are provided with information to advance and officiate at the high school level.

**Offered:** As needed

**FLW 150. Dance Salsa Plus!.****1 Credit.**

This high energy, very rhythmic class introduces students to several forms of Latin Dancing Salsa and Merengue. Students learn the fundamental patterns for "the basic step," body movement, and the art of turning while in motion. Students become aware of musical beats and rhythm while dancing. Cardio and muscle toning through Salsa instruction adds to the workout aspect of the sessions.

**Offered:** As needed

**FLW 151. Cardio Conditioning.****1 Credit.**

This class delivers a total body workout, combining non-impact aerobic and progressive training with hand-held weights and resistance rubber bands (no weight room). Class activities provide the most efficient and effective methods to improve cardiovascular performance while strengthening and sculpting muscle groups.

**Offered:** Every year, Fall and Spring

**FLW 152. Cardio Sculpt and Pump.****1 Credit.**

This class features a total body workout and an insightful approach to highly practical, safe, adaptable techniques specifically designed to develop strength, balance and flexibility. The instructor utilizes a specific contingent of conditioning exercises with emphasis on precision (no weight room). Aesthetics aside, this is a great way to develop good posture and a strong, flexible, graceful body.

**Offered:** Every year, Fall and Spring

**FLW 153. Flow Yoga.****1 Credit.**

An innovative series of yoga postures that build and flow with sequential linking challenging your muscular strength, cardiovascular endurance, flexibility, balance, and mental stamina.

**Offered:** Every year, Fall and Spring

**FLW 154. Cardio Kickboxing.****1 Credit.**

This is a high-energy aerobic workout consisting of real kickboxing and self-defense techniques choreographed to the latest techno and trance music. Participants sweat and tone the upper and lower body with jabs, punches, kicks and more.

**Offered:** Every year, Fall and Spring

**FLW 159. Fitness Leisure Wellness Elec.****1-3 Credits.****FLW 161. Ballroom Dancing.****1 Credit.**

Learn to tango, salsa, swing and more. This course covers basic patterns and some variations in three to four dances with an emphasis on basic technique and learning to move comfortably on the dance floor.

**Offered:** Every year, Fall and Spring

**FLW 162. Canoeing Weekend.****1 Credit.**

In this course, participants learn to canoe. Instruction allows students to explore several parts of the Connecticut coastline including lakes, Farm River and the New Haven harbor. No experience is necessary; all equipment is provided. Students must be available Saturday and Sunday from 9 a.m.-5 p.m. Off campus: Hanover Pond, Meriden. Students must provide their own transportation.

**Offered:** Every year, Fall



**FLW 163. Leisure Time Activities for the Aging.****1 Credit.**

Contests, crafts, karaoke, community service. This class offers a wide variety of leisure time and recreational activities for our aging population. Students learn appropriate activities for the elderly and have ample opportunities to practice them. The first class sessions include activities and how to interact appropriately with elderly populations. Later classes include actual supervised sessions with groups of seniors. One-half semester; 15 hours. Students are scheduled for off-campus sessions. Requires permission of the instructor, Linda Wooster.

**Offered:** As needed**FLW 164. Basic Kayaking Skills.****1 Credit.**

Students are taught the basics of kayaking, paddling techniques, using good judgment, safety and rescue. This two-day workshop consists of classroom studies and hands-on training. The second day consists of a kayak trip to practice and perfect the newly learned skills, learn about kayak safety and rescue. Students must be able to swim.

**Offered:** Every year, Fall and Spring**FLW 165. Introduction to Power Lifting.****1 Credit.**

This class covers proper form and technique as it relates to weight lifting for beginner and intermediate students. Topics include: the basics of repetition schemes, the effect of changing reps and weights for maximum muscle hypertrophy and/or growth, and proper nutrition for optimal recovery and results, including nutrient timing and basic supplementation for weight lifting. The class includes lectures as well as workout time in the Fitness Center.

**Offered:** Every year, Fall and Spring**FLW 166. Intermediate Ballroom Dancing.****1 Credit.**

Experienced dancers learn dance steps with an emphasis on technique, style and lead and follow. Dances and techniques taught in this class can be used throughout your lifetime. Skills and dance etiquette learned in this class give you confidence on any dance floor.

**Offered:** As needed**FLW 167. Walking.****1 Credit.**

This course introduces students to the performance of fitness walking as a lifelong activity that maintains and enhances physical health and overall well-being. The course provides the information to prepare students to organize, plan and implement a safe walking program.

**Offered:** Every year, Fall and Spring**FLW 168. Intermediate Golf.****1 Credit.**

This course introduces the concept of course management for intermediate golf players. Shot selection and execution are taught and practiced. Game preparation-both physical and mental-golf course behavior and etiquette, and playing within the written and unwritten rules of the game are incorporated as well.

**Offered:** As needed**FLW 170. Fitness Frenzy.****1 Credit.**

In this dynamic course, students learn about the cardiovascular and muscular endurance components of physical fitness through a variety of physical activities to promote health and well-being. Students learn basic anatomy and physiology as it relates to the movements and exercise formats in each class setting. Class design focuses on a specific modality, incorporates core conditioning and ends with flexible strength for a complete training session.

**Offered:** Every year, Fall and Spring**FLW 171. All Levels Golf Weekend.****1 Credit.**

This class is aimed at improving the playing skills and course management techniques of all participants. This weekend course includes lessons and practice time in a variety of settings. A round of golf is played each day. Golf clubs are provided when necessary. Students must attend ALL sessions: Friday, 4-7 p.m.; Saturday-Sunday, 10 a.m.-4 p.m. Instruction takes place off campus at Laurel View Country Club in Hamden. Students must provide their own transportation.

**Offered:** Every year, Fall and Spring**FLW 172. Introduction to Jazz Technique.****1 Credit.**

This course combines jazz/modern warm-up with an emphasis on stretching. This technique study enhances body placement (alignment) and conditioning. Students learn general health guidelines and nutrition, while mastering choreography pieces.

**Offered:** Every year, Fall and Spring**FLW 173. Rhythm Tap.****1 Credit.**

This course offers a study in rhythmic expression using the feet, the body, and theatrical props. Students have an opportunity to perform individual creative expression developing their own patterns of rhythm through the use of the body and/or theatrical props. Each student makes his or her "own music."

**Offered:** As needed**FLW 174. Ballet to Broadway - Classical Technique Applied to Contemporary Choreography.****1 Credit.**

This course offers a ballet technique study including classical training in barre, center floor and across the floor. Students learn the influences of Russian, French and Italian, including styles of arm carriage (port de bra) and arabesque lines. They learn ballet technique in strength and body placement, and choreography with contemporary styles using American Musical Theatre arrangements.

**Offered:** Every year, Fall and Spring**FLW 175. Yoga Foundation and Fundamentals.****1 Credit.**

Yoga is more than movement. This class explores the theory, rationale and basic components of yoga that go beyond the poses themselves. Students focus on movement, meditation and "yogic sleep" and how they fit into our everyday life. This course provides a strong foundation to what yoga is really about. Taught at York Hill.

**Offered:** Every year, Fall and Spring**FLW 176. Physical Activity and Community Service.****1 Credit.**

This class involves various activities coupled with community service. Activities may include general park maintenance, invasive tree and plant management, and home and neighborhood restoration projects. Course takes place on two consecutive Saturdays; students must be available for both dates. Instruction takes place off campus.

**Offered:** Every year, Fall and Spring**FLW 178. Bowling.****1 Credit.**

Students learn the proper techniques of bowling, including bowling etiquette. Instruction is targeted to various skill levels, from beginner to advanced bowlers. Topics include proper grip, stance, how to keep score, positioning and different methods of throwing the ball. Instruction takes place off campus; students must provide their own transportation.

**Offered:** Every year, Spring

**FLW 180. Self Defense-Krav Maga.****1 Credit.**

This course introduces students to the basic physical and mental skill sets needed to increase the probability of surviving an attack. Students focus on nonweapon close combat methods, including proper fighting stance, movement, striking, choke defense, head lock defense and defense against displacement attacks. Students work closely with the instructor in a structured environment where safety is considered the top priority, followed closely by fun and fitness!

**Offered:** Every year, Fall and Spring

**FLW 181. Cardio Stomp.****1 Credit.**

This class offers a cardio workout with dance influence. The class moves at a high-pace rhythm. Claps, taps and runs get the heart beating to the sound of music. This is a high-speed dance style movement class. Dancers and nondancers, runners and walkers will enjoy this class.

**Offered:** Every year, Fall and Spring

**FLW 182. Taekwondo I.****1 Credit.**

Taekwondo is a form of self-defense, an art form, and a competitive sport.

Classes consist of extensive stretching, the teaching of basic forms of self-defense and sparring techniques including traditional punching, kicking and blocking techniques. Students gain an understanding of the ancient martial arts discipline for self-defense, the principles of self-control, focus, balance, oneness and self-discipline. Taekwondo emphasizes the use of the whole body, enhances flexibility and coordination and increases aerobic capability. Promotional tests are held at the end of each semester.

**Offered:** Every year, Fall and Spring

**FLW 190. Essentials of Fitness and Wellness.****3 Credits.**

The course covers health-related illnesses, leading causes of death and disease prevention through healthy lifestyle choices. Students explore the connections between the dimensions of wellness and the impact on personal health. Topics include the benefits of the five components of physical fitness including cardiovascular, muscle strength, muscle endurance, body composition and flexibility. Students assess their own fitness and wellness through class activities and assignments.

**Offered:** Every year, Spring

**FLW 195. Eco-Fashion.****2 Credits.**

This unconventional sewing course does not require the operation of a sewing machine or use of textiles to design garments. Students learn sewing basics, including reading patterns, layout and cutting, taking body measurements, conducting fittings and hand-stitching seams. Each student designs and constructs one item of clothing and one accessory item using 100 percent sustainable materials. Finished projects are showcased at the Sustainable Fashion Show on Earth Day, which is fully organized and managed by students.

**Offered:** Every year, Spring

**FLW 199. Ind Study.****1 Credit.****FLW 215. Wellness Through Community Action: Best Buddies.****2 Credits.**

Students actively participate in planning, organizing, implementing and evaluating a community event with a service learning approach. Students have meaningful involvement in planning the Best Buddies CT walk hosted by the School of Health Sciences. Essential topics to be covered include dimensions of wellness, event planning, sponsorship, marketing, programming, volunteer management and intellectual and developmental disability awareness. Students must be available for the Best Buddies weekend, Saturday 9 a.m.-noon, Sunday 10 a.m.-3 p.m.

**Offered:** Every year, Fall

**FLW 282. Taekwondo II.****1 Credit.**

This class is designed for the student who wishes to continue studying the art and sport of Taekwondo including punching, kicking and blocking techniques, as well as the disciplines of self-control, focus, balance and oneness. Taekwondo teaches students techniques to defend themselves, provides a great workout and promotes a healthy lifestyle.

**Prerequisites:** Take FLW 180 or FLW 182.

**Offered:** As needed

**FLW 283. Fundamentals of Mixed Martial Arts.****1 Credit.**

This fundamentals course uses mixed martial arts techniques from all over the world to teach students the proper skills of kickboxing, wrestling and Brazilian Jujitsu. Students achieve a high level of strength, speed and coordination while learning about flexibility, muscular strength and endurance during this cardiovascular workout.

**Prerequisites:** Take one course from FLW 106 FLW 126 FLW 180 FLW 182 or consent from the instructor.

**Offered:** As needed

## French (FR)

**FR 101. Elementary French I.****3 Credits.**

This introduction to the French language focuses on oral practice, basic grammar study, and practice in reading and writing. Students who have three or more years of high school French with grades of B or above may not take this course for credit.

**Offered:** Every year, Fall and Spring

**FR 102. Elementary French II.****3 Credits.**

This course is a continuation of FR 101.

**Prerequisites:** Take FR 101 or placement into FR 102.

**Offered:** Every year, Fall and Spring

**FR 189. French Elective.****3 Credits.****FR 200. Special Topics.****3 Credits.**

**Offered:** As needed

**FR 201. Intermediate French I.****3 Credits.**

This course is for students who wish to develop further their ability to read, write and speak French. Reading is drawn from a wide variety of fictional works and forms (short story, plays, poems) on topics of general interest.

**Prerequisites:** Take FR 102 or placement into FR 201.

**Offered:** Every year, Fall

**FR 202. Intermediate French II.****3 Credits.**

This course is a continuation of FR 201.

**Prerequisites:** Take FR 201.

**Offered:** Every year, Spring

**FR 299. Independent Study.****3 Credits.**

By special arrangement with instructor and with approval of department chair.

**Offered:** As needed, All

**FR 300. Special Topics.****3 Credits.**

**Prerequisites:** Take FR 202.

**Offered:** As needed

**FR 301. Advanced French I.****3 Credits.**

Students examine selections from modern French literature, based on shorter prose works. Basic language skills are reinforced and critical skills are introduced.

**Prerequisites:** Take FR 202 or placement into FR 301.

**Offered:** As needed, Fall

**FR 302. Advanced French II.****3 Credits.**

This course is a continuation of FR 301.

**Prerequisites:** Take FR 301.

**Offered:** As needed, Spring

**FR 399. Independent Study.****3 Credits.**

By special arrangement with instructor and with approval of department chair.

**Offered:** As needed

**FR 499. Independent Study.****3 Credits.**

By special arrangement with instructor and with approval of department chair.

**Offered:** As needed, All

## Game Design & Development (GDD)

**GDD 101. Introduction to Game Design.****3 Credits.**

This course introduces students to the practice of game design (board, card, dice, physical games), theories of game design and play, the study of the social effects of games, the role of serious games for teaching and learning and production practices in the games industry.

**Offered:** Every year, All

**GDD 102. Drawing for Animé, Games and Animation.****3 Credits.**

In this course, students learn through observational drawing basics of proportion, anatomy, weight and balance to develop characters for video games, 2D and 3D animation. Topics include approaches to stylization such as animé and graphic novels. Students use both traditional pencil and paper as well as Adobe Photoshop and other software.

**Offered:** Every year, Spring

**GDD 110. Introduction to Visual Design for Games.****3 Credits.**

This foundation course prepares students for upper-level course work by introducing critical, analytical and problem-solving strategies for researching and developing graphics for games. Practical hands-on methods include visual research, design journals, thumbnail sketches, concept art, pixel art, storyboarding, 2D and 3D development tools.

**Offered:** Every year, Fall

**GDD 140. Creativity and Computation.****3 Credits.**

This course teaches software literacy within the visual arts and visual literacy within technology. Students develop basic coding expertise and the confidence necessary to create interactive artwork and games. The course teaches essential 21st-century skills including computational and systems thinking, along with quantitative reasoning coupled to creative problem solving and generative visual aesthetics. No previous experience with programming necessary.

**Offered:** Every year, Fall

**GDD 175. Special Topics in Game Design.****3 Credits.**

Courses of particular interest to game design students offered on an occasional basis. These courses have no prerequisite. See the Special Topics Bulletin on the Registrar's website for specific course descriptions.

**Offered:** As needed

**GDD 200. Introduction to Game Development.****3 Credits.**

This course provides an overview of game development through project work. Students examine different game genres, game mechanics and playability, sound, level and interface design. Through project work, students gain an understanding of the game development life cycle and the roles of design teams.

**Prerequisites:** Take GDD 140 or CSC 110 or equivalent college level programming course.

**Offered:** Every year, Spring

**GDD 201. Game Design I.****3 Credits.**

In this course, students delve deeper into game design principles and how they apply to games. Students critically assess game concepts, objectives, narrative structure and storyline, character, game mechanics, playability and the potential of meaningful or serious "play" for teaching and learning. Students apply the results to a variety of game design projects while learning HTML, CSS and Javascript and building a portfolio website.

**Offered:** Every year, Fall

**GDD 202. Game Art I.****3 Credits.**

This course introduces students to the software tools required to design and build 3D assets for games and animation, gain knowledge of the 3D design pipeline and begin building a portfolio website to display their best artwork.

**Prerequisites:** Take GDD 102 or GDD 110 or permission of the program director.

**Offered:** Every year, Fall

**GDD 210. Game Lab I: Team Projects.****3 Credits.**

This is the first of a two-course sequence focusing on game production, coding, prototyping and playtesting. In Game Lab I, students work individually and in teams to define and develop game concepts, research content, develop game mechanics, create game assets and build working prototypes.

**Prerequisites:** Take GDD 200.

**Offered:** Every year, Fall

**GDD 211. Game Lab II: Team Projects.****3 Credits.**

This course is a continuation of GDD 210. Students continue to work in teams to build working prototypes while learning about the game development process, project management, play testing and usability testing. Prerequisite may be waived with permission of the program director.

**Prerequisites:** Take GDD 210.

**Offered:** Every year, Spring

**GDD 250. Interactive Storytelling and Narrative.****3 Credits.**

Students critically analyze narrative structure and character development based on readings and game play. Students use creative writing, create interactive multimedia projects and create games that explore new emerging forms such as digital storytelling, interactive theater, and virtual worlds.

**Offered:** Every other year, Fall

**GDD 290. Internship.****1-3 Credits.**

Under the supervision of a faculty member and a participating private company, corporation, institution or community organization, students gain real-world experience working in the field of game design or related fields. For majors or minors in game design and development. Requires permission of the program director.

**Offered:** Every year, All

**GDD 299. Independent Study.****3 Credits.**

Under the supervision of a faculty member, students pursue self-directed research and in-depth study in a subject that is not covered by the existing curriculum.

**Offered:** As needed

**GDD 300. Special Topics in Game Design.****3 Credits.**

**Offered:** As needed

**GDD 301. Game Design II.****3 Credits.**

Students continue the critical assessment of game concepts, objectives, narrative structures and storylines, character development, game mechanics, playability and the potential of meaningful or serious "play" for teaching and learning. Students apply this knowledge by designing games for different platforms including browsers, phones, Virtual Reality and evolving technologies.

**Prerequisites:** Take GDD 101 or GDD 201.

**Offered:** Every year, Spring

**GDD 302. Game Art II.****3 Credits.**

Students continue working with software tools required for designing and building 3D assets such as characters, costumes, props, levels, environments and worlds. Students continue adding their best artwork to their portfolio website.

**Prerequisites:** Take GDD 202.

**Offered:** Every year, Spring

**GDD 303. The Art of Audio Narrative (FVI 380 EN 303).****3 Credits.**

This course is about storytelling. Students learn the basics of multi-track audio recording and mixing. They write and produce fiction and nonfiction audio narratives. Each project is shared in a stimulating and mutually supportive workshop environment. Students read and listen widely to gain a sense of the history and theory of radio art. Participants also spend time identifying target audiences and looking at ways to distribute student work to the larger world of public and independent radio. Prerequisite may be waived with permission of program director.

**Prerequisites:** Take GDD 101.

**Offered:** Every other year, Fall

**GDD 310. Game Lab III: Team.****3 Credits.**

Game Labs III and IV form a two-course sequence that builds upon the experience of game design and prototyping gained in Game Labs I and II. Students work in teams to develop and playtest working prototypes. Prerequisite may be waived with permission of the program director.

**Prerequisites:** Take GDD 211.

**Offered:** Every year, Fall

**GDD 311. Game Lab IV: Team Projects.****3 Credits.**

This course is a continuation of Game Lab III. Students work in teams to build working prototypes and manage the life cycle of the game development process including troubleshooting, playtesting, usability testing and revisions. Prerequisite may be waived with permission of the program director.

**Prerequisites:** Take GDD 211 or GDD 310.

**Offered:** Every year, Spring

**GDD 350. Board Game Design.****3 Credits.**

This course provides an introduction to the design of table-top and board games. Board games share many ideas with digital games but utilize different game mechanics. Designing for board games explores the practice of alternate approaches to game design, and the skills learned in this class can be applied to both. Topics include design, history, manufacturing and different genres such as classic board games, deck-building games and card-based strategy games.

**Offered:** Every other year, Spring

**GDD 370. Acting and Directing for Game Design.****3 Credits.**

This course provides an introduction to the craft of directing and acting for game production. Topics include story analysis and interpretation, director's concept, and the history and theories of directing. Students learn the basic principles of acting, including scene analysis, motivation, intention and character work. They perform exercises, monologues and scenes. Additional topics include methods of actor coaching, rehearsal techniques and working with the creative game design team.

**Offered:** Every other year, Fall

**GDD 380. The Business of Games.****3 Credits.**

This course helps students gain an understanding of how to develop and run a successful video game business. Students look at existing businesses and new businesses as models and cautionary tales. Topics include developing financials, how to market a business, building a strong company culture, how to crowdfund and how to incorporate.

**Offered:** Every other year, Fall

**GDD 390. Internship.****1-3 Credits.**

Under the supervision of a faculty member and a participating private company, corporation, institution or community organization, students gain real-world experience working in the field of game design or related fields. For majors or minors in game design and development. Requires permission of the program director.

**Offered:** Every year, All

**GDD 394. History of Video Games.****3 Credits.**

Video games are an interactive medium grounded in step-by-step innovation in console and computer systems combined with parallel development in software capabilities. This course examines the cultural, social and educational aspects of games and considers how they changed over time in response to market pressures, societal concerns about content and technological development. Students play and analyze historical games, learn how to write game reviews and research new phenomenon in game development.

**Prerequisites:** Take GDD 101 or permission of the program director.

**Offered:** Every other year, Spring

**GDD 395. Critical Game Studies Seminar (PL 395).****3 Credits.**

In this course, students address topics in game studies, ludology or play theory to develop critical, conceptual and cultural understandings of narrative, meaning and identity in games. The course also addresses the design and development of serious and meaningful games and the aesthetic, social and technological implications of new emerging forms. Prerequisite may be waived with permission of the program director.

**Prerequisites:** Take GDD 101 or PL 101.

**Offered:** Every year, Fall

**GDD 396. Games, Learning & Society.****3 Credits.**

This course addresses the design and use of serious and meaningful games in the areas of education, health care and medicine. The use of videogames for a variety of pro-social uses is rapidly expanding. In this course, we examine how games can affect learning related to health issues, be used as a tool to collect data, and to motivate desirable behavior changes.

**Offered:** Every year, Spring

**GDD 399. Independent Study.****1-6 Credits.**

Under the supervision of a faculty member, students pursue self-directed research and in-depth study in a subject that is not covered by the existing curriculum.

**Offered:** As needed



**GDD 402. Game Art III.****3 Credits.**

Students continue with more advanced work using software tools required for designing and building 3D assets. Topics include techniques of advanced 3D modeling, texturing, lighting, motion capture and animation, scene planning, virtual camera angles, rendering, editing and compositing. Students continue adding their best artwork to their portfolio website.

**Prerequisites:** Take GDD 302.**Offered:** Every year, Fall**GDD 405. Game Audio Design.****3 Credits.**

This course covers sound design for games while exploring techniques of digital sound synthesis, recording, sampling and editing. Prerequisite may be waived with permission of program director.

**Prerequisites:** Take GDD 200.**Offered:** Every other year, Spring**GDD 410. Game Lab V: Team Projects (FVI 410).****3 Credits.**

Game Lab V and VI forms a two-course sequence that builds upon the knowledge and skills of prior courses. With a focus on the process of iteration this course extends the experience of game production, coding, prototyping and playtesting gained in previous Game Labs. For game design and development majors.

**Prerequisites:** Take GDD 211 and senior status or permission of the program director.**Offered:** Every year, Fall**GDD 411. Game Lab VI: Team Projects.****3 Credits.**

This course is a continuation of Game Lab V. At the end of the semester, teams present a working game and provide documentation of their design and development process. Prerequisite: For game design and development majors.

**Prerequisites:** Take GDD 410 and senior status or permission of the program director.**Offered:** Every year, Spring**GDD 490. Internship.****1-3 Credits.**

Under the supervision of a faculty member and a participating private company, corporation, institution or community organization, students gain real-world experience working in the field of game design or related fields. For majors or minors in game design and development. Requires permission of the program director.

**Offered:** Every year, All**GDD 495. Senior Project and Seminar I.****3 Credits.**

This course is the senior capstone in the major. Students reflect on how their academic experience and extracurricular activity during their undergraduate years have shaped their personal goals and aspirations. By applying this knowledge and using their skills to develop a portfolio, website, resume and other professional materials, reflect their chosen track in game design or game art, students define a pathway forward for their careers after graduation.

**Prerequisites:** Requires senior status and a major or minor in game design and development.**Offered:** Every year, Spring**GDD 499. Independent Study.****1-6 Credits.**

Under the supervision of a faculty member, students pursue self-directed research and in-depth study in a subject that is not covered by the existing curriculum. Prerequisite: Junior or senior standing.

**Prerequisites:** GDD tutorial courses required for graduation are offered as needed.**Offered:** As needed

## Geography (GP)

**GP 101. Introduction to Geography.****3 Credits.**

This course examines the general structure and methodology of geographical study. The physical, biotic and cultural environment and people's activities are covered, as are the world's land masses, their surface features and climates, and their relationships to human, social, economic and political organization.

**Offered:** Every other year, All**GP 299. Independent Study in Geography.****1-3 Credits.**

Readings and projects by arrangement with the instructor for students with special interests and prior study in geography.

**Offered:** As needed, All**GP 323. Human and Economic Geography.****4 Credits.**

The course provides an introduction to human and economic geography through conceptual models and theories, practical application of geographic principles, and the study of the current state of the world. With regard to human geography, the course introduces students to the basic concepts involved in geographic study, including the study of human populations, the connections between human society and the natural world, and the idea of culture as a geographic construct. The course then turns to a consideration of economic aspects of geography, particularly the study of resource industries, manufacturing, and the service sector of the economy.

**Offered:** As needed**GP 399. Independent Study in Geography.****1-3 Credits.**

Readings and projects by arrangement with the instructor for students with special interests and prior study in geography.

**Offered:** As needed, All**GP 499. Independent Study in Geography.****1-3 Credits.**

Readings and projects by arrangement with the instructor for students with special interests and prior study in geography.

**Offered:** As needed, All

## German (GR)

**GR 101. Elementary German I.****3 Credits.**

This introduction to the German language includes oral practice, the study of basic grammar, and practice in reading and writing. Students who have three or more years of high school German with grades of B or above may not take this course for credit.

**Offered:** Every year, Fall**GR 102. Elementary German II.****3 Credits.**

This course is a continuation of GR 101.

**Prerequisites:** Take GR 101 or placement into GR 102.**Offered:** Every year, Spring



**GR 200. German Business Culture. 3 Credits.**

Students are introduced to vocabulary and etiquette in a German-language business context, and learn about differences between American and German business practices. Students develop practical skills, such as writing business letters, resumes, application letters and business emails, as well as communicating effectively in job interviews, common business situations and on the telephone. Students review and expand their knowledge of German grammar. Language and cultural proficiency are enhanced through a variety of homework and in-class assignments such as role-playing and individual and group projects. Particular emphasis is placed on listening and reading comprehension, as well as oral expression in complete, idiomatic sentences.

**Prerequisites:** Take GR 102.

**Offered:** As needed

**GR 201. Intermediate German I. 3 Credits.**

This course is for students who wish to reinforce their ability to read, write and speak German at an intermediate level.

**Prerequisites:** Take GR 102 or placement into GR 201.

**Offered:** As needed, Fall

**GR 202. Intermediate German II. 3 Credits.**

This course is a continuation of GR 201.

**Offered:** As needed, Spring

**GR 299. Independent Study. 3 Credits.**

**Offered:** As needed

**GR 300. German Business Culture. 3 Credits.**

Students are introduced to vocabulary and etiquette in a German-language business context, and learn about differences between American and German business practices. Students develop practical skills, such as writing business letters, resumes, application letters and business emails, as well as communicating effectively in job interviews, common business situations and on the telephone. Students review and expand their knowledge of German grammar. Language and cultural proficiency are enhanced through a variety of homework and in-class assignments such as role-playing and individual and group projects. Particular emphasis is placed on listening and reading comprehension, as well as oral expression in complete, idiomatic sentences.

**Prerequisites:** Take GR 202.

**Offered:** As needed

**GR 399. Independent Study - German. 3 Credits.**

## Gerontology (GT)

**GT 200. Biology of Aging (BMS 200). 3 Credits.**

The aim of the course is to study the specific and primary changes in physiological mechanisms that result in the process of aging. See description for BMS 200.

**Prerequisites:** Take BIO 101-102 or BIO 150-151 or BMS 117 BMS 162.

**Offered:** Every year, All

**GT 205. From College to Career (SO/CJ 205). 1 Credit.**

This course introduces sociology, gerontology and criminal justice majors to the preprofessional skills and knowledge they need to practice prior to obtaining their internship. Students also are introduced to practical skills that will benefit them throughout their professional careers ranging from self-reflection to resume writing and email etiquette. Students meet regularly to discuss the breadth of potential careers in sociology, criminal justice and gerontology through interaction with departmental faculty and practitioners in the field. For gerontology majors only. This course is graded on a pass/fail basis.

**Offered:** Every year, Spring

**GT 234. Adult Developmental Psychology (PS 234). 3 Credits.**

This course considers facts, theory and speculation about adult development and aging. Focus is on physical, cognitive and social development as well as family and career patterns for periods of young, middle and late adulthood.

**Prerequisites:** Take PS 101.

**Offered:** Every other year

**GT 263. Sociology of Aging (SO 263). 3 Credits.**

This introduction to gerontology focuses on the myths and realities of aging explored through historic, demographic and sociological analyses of the conditions of elderly people in our society. Students critically examine the diversity of aging experiences in the U.S. The ways in which social and cultural factors enter into the aging process are also considered.

**Prerequisites:** Take SO 101.

**Offered:** Every year, Fall

**GT 270. Program Planning and Administration (SO 270). 3 Credits.**

Program planning and administration of services to the elderly are considered, as well as models of needs identification, the process of problem analysis, styles of leadership and administrative dilemmas, and elements of grant proposal writing.

**Prerequisites:** Take SO 101.

**Offered:** Every other year

**GT 290. Research Methods (SO 290). 3 Credits.**

This course provides an introduction to social science research methods. Students examine how qualitative and quantitative research methods apply to social science research. The course places particular emphasis on the importance of scientific methods in reaching informed conclusions. Students examine a number of methods commonly used in social science disciplines and learn how to interpret the results of research conducted using these methods. Understanding how social scientists investigate social phenomena allows students to accurately interpret and apply findings from social science research. Students should complete the course by the end of their sophomore year or second year in the major.

**Prerequisites:** Take SO 101.

**Offered:** Every year, All

**GT 305. Death, Grief and Bereavement (SO 305). 3 Credits.**

Death is studied from the perspective of social interaction between the dying person, professional caregivers and family members and loved ones. Attitudes and values about death, cultural components of grief, and the function of bereavement are examined. Particular attention is paid to the social organization of "death work" and dying in bureaucratic settings, such as hospitals and nursing homes, as opposed to the non-bureaucratic structure of hospice care.

**Prerequisites:** Take SO 101.

**Offered:** Every year, All

**GT 311. Introduction to Social Work (SO 311). 3 Credits.**

The objective of this course is to provide an introduction to the field of social work including historical roots, fundamental principles and fields of practice. The course will emphasize an integrated overview of social work methods, skills, values, ethics and the social service delivery system. Key social work concepts and service delivery systems will be illuminated from micro, mezzo and macro perspectives that reflect past and present relevant issues. Students will develop an introductory understanding of how psychological and social theories influence social work practice with individuals, groups and communities.

**Prerequisites:** Take SO 101

**Offered:** Every year, Fall

**GT 315. Case Management (SO 315).****3 Credits.**

Case management is a process used widely throughout health and social services as a means of assessing, planning, coordinating, monitoring and evaluating the services needed to respond to an individual's health and/or service needs to attain the dual goals of quality and cost effective care. Students in gerontology, sociology, psychology, and criminal justice are likely to encounter the various roles or models of case management practice as they pursue careers in human services. This course provides a foundation for case management practice in various social service settings.

**Prerequisites:** Take SO 101.**Offered:** Every year, Spring**GT 365. Aging: Problems and Policies (SO 365).****3 Credits.**

This course considers the social problems associated with aging, particularly in the areas of health, housing, financing and family life and the governmental policies, past, present and future, that deal with these problems.

**Prerequisites:** Take SO 101.**Offered:** As needed**GT 382. Studying Social Issues with Statistics (SO 382).****3 Credits.**

In this course, students learn basic introductory-level statistics and quantitative reasoning skills necessary for careers in gerontology. Through hands-on application, students learn research design, basic statistical data collection and data analysis. For gerontology majors only, junior or above.

**Prerequisites:** Take GT 290.**Offered:** Every year, Spring**GT 385. Senior Seminar (SO 385).****3 Credits.**

This senior seminar is designed as the capstone course for students majoring in sociology and gerontology. Students research a sociological or aging-related topic of their choosing and write a thesis based on their work. All senior theses represent a culmination of majors' academic experiences in the department. For gerontology majors only in the senior year.

**Prerequisites:** Take GT 290.**Offered:** Every year, All**GT 392. Internship in the Community (SO 392).****3 Credits.**

For gerontology majors in their junior or senior year only. Students each complete 120 hours of supervised fieldwork in an agency that serves the elderly, along with one hour per week in a seminar. Course work and seminar content include written and oral reflection focusing on the student's experience. Professional issues, along with academic concepts and theory, are explored in relation to the agency and the community it serves. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to beginning the placement process.

**Prerequisites:** Take SO 101 GT 205 GT 263.**Offered:** Every year, All**GT 394. Advanced Internship in the Community.****3 Credits.**

This is a required second internship for gerontology majors in their junior or senior year only. Students complete 135 hours of supervised fieldwork in a community agency that serves the elderly along with one hour per week in the advanced internship class. Students build upon the knowledge gained from their first internship experience to deepen their understanding of concepts and theory through extended written and oral reflection. Students also assess their interpersonal strengths and weaknesses in preparation for graduate school and/or future employment. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

**Prerequisites:** Take GT 392.**Offered:** Every year, All

## Global Public Health (GPH)

**GPH 201. Introduction to Global Public Health.****3 Credits.**

Health is an essential human right, but much of the world still does not have access to basic public health services. The course explores how health is measured and the conditions that particularly affect the poor. Principles of public health, major global communicable diseases (e.g., HIV/AIDS, malaria and tuberculosis), maternal-child health, and noncommunicable conditions are reviewed. Strategies in control of disease and achieving global health are explored. Essential elements of study design, epidemiology and biostatistics also are taught. Course instruction includes textbooks, medical literature, popular writings, film and group work. This course is the required introductory course for GPH minor students. Non-GPH minor students need prior approval.

**Offered:** Every year, Spring**GPH 301. Capstone in Global Public Health.****3 Credits.**

This capstone course in global public health consists of a senior seminar during which students synthesize and reflect upon their academic, service and international experiences throughout the GPH minor. Through a series of readings, discussions, writings and presentations, students review key aspects of GPH and formulate their own responses and conclusions. During the capstone seminar, students also integrate the work they have done throughout the minor. This could include narrative writings, photographs and research results. The final course requirement is a poster presentation that reports on and displays the student's GPH theme or focus and demonstrates successful completion of the minor's learning objectives. Available only to students who are minoring in global public health.

**Prerequisites:** Take GPH 201.**Offered:** Every year, Spring

## Health Management (HM)

**HM 404. Legal Aspects of Health Care Delivery.****3 Credits.**

Students explore fundamental aspects of the law and the American legal system and their effects on our health care system. The course also examines the legal responsibilities and liabilities of an institution's governing board, administrators and clinical staff; and the legal and ethical rights of patients, including the patient's right to informed consent, confidentiality and commitment.

**Offered:** Every year, All

**HM 498. Independent Study. 3 Credits.**

Independent study offers the opportunity for application of academic learning and study in health service institutions through extended involvement in selected work settings. Advanced students are to make individualized arrangements to spend one, two or three credit hours in supervised investigation of an aspect of health administration typical of the institutions with which they conduct their studies.

**Offered:** As needed, All

## Health Science (HSC)

**HSC 159. Health Science Elective. 3-15 Credits.**

**Offered:** As needed

**HSC 202. Medical Terminology. 2 Credits.**

This course is a study of the principles of word analysis, word construction and word meanings as applied to medical and surgical terms. It includes a review of anatomy to indicate the relevancy of the terms being studied. The course is designed for freshman and sophomore health science students.

**Offered:** Every year, All

**HSC 205. Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 505). 1 Credit.**

This course includes 8-10 hours of community experience, during which the student is able to observe and apply the concepts of wellness and safety education and program implementation in a community-based service setting with various age groups. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners. This course may be taken more than once.

**Offered:** Every year, Summer

**HSC 206. Interprofessional Community-Based Service Learning Seminar: International (HSC 506). 1-3 Credits.**

This seminar course includes 8-10 hours of community experience, during which the student is able to observe and apply the concepts of wellness and safety education and program implementation in a community-based service setting. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners. This community component provides both lecture/discussion and service learning related to the impact working with population health in the community abroad. The classroom/service learning schedules will be determined. This course may be taken more than once.

**Offered:** Every year, January and Summer

**HSC 207. Interprofessional Community-Based Service Learning Seminar: Special Populations (GT 207) (HSC 507). 1 Credit.**

This seminar course includes 8-10 hours of community experience, during which the student is able to observe and apply the concepts of educating an at-risk population. Participants work on improving health and wellness and program implementation in a community-based service setting. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners. The community component contains both lecture/discussion and service learning related to the impact working with population health in the local community. The classroom/service learning schedules will be determined. (Offerings include a MTW 1-credit section during Thanksgiving week.) This course may be taken more than once.

**Offered:** Every year, Fall and Summer

**HSC 210. Introduction to Evidence-Based Health Care. 3 Credits.**

Evidence-based practice in health care is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences. This is an introductory course outlining the processes associated with collecting and utilizing evidence to make clinical decisions.

**Prerequisites:** Take MA 275 or MA 206.

**Offered:** Every year, Fall Online

**HSC 214. Care and Prevention of Athletic Injuries. 3 Credits.**

This course is designed to provide an overview of the athletic training profession with an emphasis on the basic fundamentals utilized by the athletic trainer in prevention, recognition, care, treatment and rehabilitation of athletic injuries. Students may not also receive credit for AT 214.

**Prerequisites:** Take BIO 102-102L or BIO 151-151L.

**Offered:** Every year, Fall and Summer

**HSC 214L. CPR, AED and First Aid. 1 Credit.**

Students learn principles of first aid and complete health provider certification in cardiopulmonary resuscitation and automated external defibrillator. For PT majors only. (2 lab hrs.)

**Prerequisites:** Take BIO 102-102L;

**Offered:** Every year, Fall and Spring

**HSC 215. Complementary Alternative Medicine - a Health Science Perspective. 3 Credits.**

Beneficial for any student who is planning on working in health care, this course explores the history of Complementary Alternative Medicine (CAM), which the National Institutes of Health Center reports is currently being used by 40 percent of Americans. This course familiarizes the student with the more common forms of CAM and the rising trend of integrative medicine departments in hospitals in the U.S. Comparisons are made between conventional medicine and CAM. Specific evidence-based CAM therapies are reviewed.

**Prerequisites:** Take BIO 102-102L or BIO 151.

**Offered:** Every year, Spring Online

**HSC 220. Health Care Essentials: Structure, Policy and Professionalism. 3 Credits.**

This course provides pre-health care professional students with an overview of the structure, systems and policies of health care delivery in the United States and includes discussions of the underlying values and political influences on quality, access and finance. Considerations are made to other nation's health care systems and how these systems address societal need. The goal of this course is to increase students' knowledge and abilities to analyze and address health care issues from the perspective of all stakeholders.

**Prerequisites:** Take BMS 117 or BIO 102-102L or BIO 151 or BMS 162.

**Offered:** Every year, Fall and Spring

**HSC 221. Introduction to Health Care. 2 Credits.**

Designed for health science studies majors only in their first or second year of study, this course broadens the student's understanding of the many careers in health science. It introduces key concepts necessary to work in various health care professions, develops valuable skills to improve their employability and lays a foundation for further advanced studies in the major. For HSC freshmen and sophomores only.

**Offered:** Every year, Fall and Spring

**HSC 225. Writing in the Health Professions.****3 Credits.**

This course reviews effective writing strategies that are employed in various types of published health care-related articles and media. Emphasis is placed on the students' written communication skills such as editing and clarifying of messages, and checking of accuracy of research sources. Students improve their proficiency in written communication to patients and to colleagues.

**Prerequisites:** Take BIO 101-101L or BIO 151; and EN 101 EN 102.

**Offered:** Every other year, Spring Online

**HSC 230. Counseling and Teaching for Health Care Professionals.****3 Credits.**

This course provides a theoretical framework in counseling, education and overall communication for health professionals, including motivational interviewing. Students describe the importance of counseling and teaching for the health professional. The educational component includes teaching and communicating at the individual level and developing skills necessary for individual and group education and counseling.

**Prerequisites:** Take BIO 102-102L or BIO 150.

**Offered:** Every year, Fall and Spring

**HSC 240. Foundations of Pharmacy.****2 Credits.**

This hybrid course, beneficial for students interested in the health care professions, reviews the top 200 drugs, pharmacy math, pharmacy law, and hospital and retail pharmacy settings. Material required for the national PTCB exam (Pharmacy Technician Certification Board) is reviewed. Passing that exam confers the title of CPhT (Certified Pharmacy Technician), which enables students the opportunity to enter the pharmacy field if they choose to pursue that path.

**Prerequisites:** Take BIO 101-101L or BIO 150; Take MA 107 MA 140 MA 141 or MA 275.

**Offered:** Every year, Fall and Spring

**HSC 250. Communication Disorders.****3 Credits.**

This course provides information regarding a variety of communication and swallowing disorders. Information regarding potential causes of disorders as well as intervention methods is presented. The various health care professions that work together on cases of speech, language, hearing and swallowing disorders are discussed.

**Prerequisites:** Take BIO 102-102L or BIO 151.

**Offered:** Every year, Fall

**HSC 259. Health Sciences Elective.****3 Credits.****HSC 261. Scientific Study of Mummies.****3 Credits.**

This distance learning course explores the field of mummy science, placing the study of mummies within a cultural and global context. Students discover what can be learned, how it can be learned and how data should be used to create new knowledge regarding mummified human remains. Course content challenges students to apply experimental design to mummy science questions. Students create hypotheses, design experiments, analyze collected data and determine the significance of the findings. The significance of mummy studies to current populations also is discussed.

**Offered:** Every year, Summer Online

**HSC 262. Nutrition in Health and Illness.****3 Credits.**

This elective course focuses on the fundamentals of human nutrition in relation to disease prevention and treatment. This course applies practical nutrition concepts as vital tools for members of a health care team to achieve optimum patient care. Emphasis is placed on the science of nutrition, nutrition throughout the life cycle and clinical nutrition.

**Prerequisites:** Take BIO 102-102L or BIO 151.

**Offered:** Every year, All

**HSC 270. Pillars of Public Health: Saving the World on a Population Level.****3 Credits.**

This course defines the concept of public health, with a focus on introducing what public health is, its foundations and a brief discussion of the historical context. The course also covers how to potentially apply public health when dealing with infectious diseases, highlighting the classical epidemiology that founded the field. Course content includes basic material related to all six public health foundational areas: Biostatistics, Epidemiology, Environmental Health, Sociomedical Science, Health Policy and Management, and Population and Family Health. Additional topics include the biomedical basis of public health, some historical developments of public health, the relationship between public health and medicine (and other fields such as engineering and politics), the future challenges to public health, and an introduction to special topics in public health including: HIV/TB/malaria, emerging infectious diseases, global health and careers in public health.

**Prerequisites:** Take BIO 102-102L or BIO 151.

**Offered:** Every year, Spring and Summer Online

**HSC 299. Independent Study.****1-6 Credits.****HSC 300. Special Topics in Health Science.****2 Credits.**

This Special Topics course will cover emerging issues or specialized content in the area of Health Science or Health Care. Students will examine multiple perspectives of the current or emerging topic through readings, discussions, and projects. The course will guide student discovery on how the issue has evolved, and examine current advancements, problems and breakthroughs.

**Prerequisites:** Take BIO 102-102L or BIO 151 and HSC 202.

**Offered:** As needed

**HSC 301. Health Care Challenges and Team-Based Solutions.****1 Credit.**

This interactive seminar focuses on common challenges in health care and how those challenges may be more effectively met utilizing a team approach to health care. The common health challenges are different each week, exploring the challenges that students may experience in their own personal, family or college life. The central outcomes of this course are to: 1) Recognize how a health care team can work together; 2) Develop strategies to react responsibly and ethically to health care issues (social intelligence); 3) Develop ideas for community action as a citizen, and 4) Identify the influence of all aspects of diversity on health care delivery.

**Offered:** Every year, Fall and Spring

**HSC 305. Emotional/Social Intelligence for the Health Sciences.****2 Credits.**

This course provides the student with an appreciation and understanding of the role of emotional/social intelligence in everyday living and especially in the health sciences. Topics include how emotional intelligence differs from IQ, anatomy of emotions and the mind-body connection, education for and development of emotional literacy, assessing one's own social intelligence level, applying social intelligence skills to one's personal and professional lives. Personal assessments, small group experiential activities, case studies, journaling and project development are the essential methodology for this course. Prerequisite may be waived with permission of instructor.

**Prerequisites:** Take BIO 102 or BIO 151.

**Offered:** Every year, Fall and Spring



**HSC 315. Bioethical Issues in the 21st Century. 3 Credits.**

Students gain a solid understanding of bioethical principles and examine ethical dilemmas in medicine and the moral arguments that accompany them. Controversial bioethics issues such as assisted-suicide, stem-cell research, medical marijuana, organ donation and designer babies are explored through research, contemporary media and the students' own moral compasses. They study the role of public policy on bioethics and investigate cases that shaped the way modern medicine is practiced today. The course stimulates discussion leading to final group debate projects.

**Prerequisites:** Take EN 102 and BIO 102 or BIO 151.

**Offered:** Every year, Fall and Spring

**HSC 320. The Environment and Human Health. 3 Credits.**

This course examines the connection between our environment and human health and disease. Topics include an overview of toxicology, carcinogenesis, risk assessments, precautionary principle and bioaccumulation. Environmental connections to infectious diseases, emerging viruses, food production practices, loss of biodiversity, and endocrine disruptors also are discussed along with bioethical concerns of these topics. The course touches on health policies and regulations addressing environmental health issues. Students apply critical thinking skills to current environmental situations affecting our health as well as exploring the role individuals and professional health organizations have in accountability.

**Prerequisites:** Take BIO 102 or BIO 151.

**Offered:** Every year, Fall Online

**HSC 322. Health Care Law (LE 322). 3 Credits.**

This course provides an overview of the legal issues faced by health care providers and patients. Students explore various topics arising from the organization and financing of health care, provider liability, bioethics and public health. The course focuses on the way in which law impacts the delivery of health care in the United States.

**Prerequisites:** Take LE 101 HSC 220.

**Offered:** Every other year, Spring

**HSC 326. Therapeutic Exercise. 3 Credits.**

This course provides a systemic approach to therapeutic exercise program development. Students review exercise techniques, indications, contraindications, progression as related to injury, prevention, reconditioning, and return to work/participation guidelines. The course provides the student with a strong foundation in physical rehabilitative medicine and examines various goals concerning the return to functional activity.

**Prerequisites:** Take BIO 211-211L.

**Offered:** Every year, All

**HSC 330. Leadership: Creating Adaptive Cultures. 3 Credits.**

In this course, students explore leadership theory and practice. This is a problem-based learning course that requires students to develop new insights around leadership and leading from the literature and from each other. Students spend the first week defining the term, and the subsequent weeks applying and refining their ideas through case-method vignettes and biographies. The culminating project of the course is to create a simple leadership development workshop, one that might be used by health care professionals.

**Prerequisites:** Take BIO 102-102L.

**Offered:** Every year, Spring and Summer Online

**HSC 334. Clinical Skills Patient Communication. 1 Credit.**

This 1-credit course is dedicated to teaching fundamental clinical skills for patient interviewing. Students learn how to foster patient relationships and gather information during a medical interview using verbal and nonverbal communication skills in a professional and respectful manner. This course is designed for junior or senior students with a premedical designation and prehealth students majoring in health science studies or biomedical sciences.

**Prerequisites:** Take BIO 211-211L BIO 212-212L.

**Offered:** Every year, Fall and Spring

**HSC 350. Language Development. 3 Credits.**

This course explores all areas of typical language development from birth through adulthood. Students examine literacy development and how it is impacted by language development. Students learn how to obtain and analyze language samples.

**Prerequisites:** Take BIO 211-211L.

**Offered:** Every year, Fall and Spring

**HSC 351. Pharmacological Interventions for Common Medical Conditions. 3 Credits.**

This course enables the student to recognize, evaluate and differentiate common systemic diseases, understand appropriate pharmacological interventions, understand the principles of pharmacology and common issues that arise when specific pharmacological agents are employed. Students may not receive credit for AT 351 also.

**Prerequisites:** Take BIO 212-212L.

**Offered:** Every year, Fall and Spring

**HSC 375. Immunology. 3 Credits.**

This immunology course examines topics related to the immune system, particularly the human immune system. The immune system is designed to differentiate self and non-self in order to prevent infection, disease and/or death. Students examine and discuss the current understanding of the immune response and discover why we are not sick all the time and how the body's immune system remembers "enemies" that it has seen in the past. This course covers the innate immune system, plus the two arms of the adaptive immune system—humoral immunity and cellular immunity. Immunodeficiencies, immunopathologies and immunotherapies also are discussed. Students may receive credit for BMS 375 or HSC 375, but not both.

**Prerequisites:** Take BIO 102-102L or BIO 151.

**Offered:** Every year, Spring and Summer Online

**HSC 378. Vaccines and Vaccine -Preventable Diseases. 3 Credits.**

This immunology course involves the investigation of vaccines and vaccine-preventable diseases (VPDs). The purpose of the course is to examine and discuss the current understanding of vaccinations and how they work, as well as the historical and current implication of VPDs. Student gain knowledge about VPDs, the childhood vaccination schedule, why they are still necessary and, most importantly, how to explain why they are safe, and to be able to debunk the current myths and misconceptions regarding vaccines. Students may only take one of the following for credit: BMS 378 or HSC 378.

**Prerequisites:** Take BIO 102 or BIO 151.

**Offered:** Every year, Summer Online



**HSC 380. International Health Care - Field Research. 3 Credits.**

This course provides health science students with an overview of the health care structure, systems and delivery in another country. Field research is conducted during a semester break trip, during which time students interact with the local community members and health professionals. Prior to the trip, students research the factors that influence the quality, access and finance of health care. Common health issues and their social determinants are explored as they relate to the subpopulation of interest. The goal of this course is to increase students' knowledge and abilities to analyze and address health care issues specific to a population while in the field.

**Prerequisites:** Take BIO 101-102 or BIO 150-151 and MA 275 or MA 206.

**Offered:** As needed

**HSC 388. EMT I Training. 2 Credits.**

This course includes both lecture and clinical experience, and provides students with an opportunity to develop the knowledge and skills required for Emergency Medical Technician National Certification. Successful completion of HSC 388-389 (two-semester sequence) and fulfillment of the state-mandated hours of instruction are required to be eligible for certification. This course must be taken in conjunction with HSC 388L.

**Prerequisites:** Take BIO 102-102L or BIO 151.

**Corequisites:** Take HSC 388L.

**Offered:** Every year, Fall

**HSC 388L. EMT I Training Lab. 1 Credit.**

This is the laboratory component of HSC 388. It includes learning the techniques necessary to develop the knowledge and skills required for Emergency Medical Technician National Certification. This course must be taken in conjunction with HSC 388.

**Prerequisites:** Take BIO 102-102L or BIO 151.

**Corequisites:** Take HSC 388.

**Offered:** Every year, Fall

**HSC 389. EMT Training II. 2 Credits.**

This course includes both lecture and clinical experience, and provides students with an opportunity to develop the knowledge and skills required for Emergency Medical Technician National Certification. Successful completion of the HSC 388-389 (two-semester sequence) and fulfillment of the state-mandated hours of instruction are required to be eligible for certification. This course must be taken in conjunction with HSC 389L.

**Prerequisites:** Take HSC 388-388L.

**Corequisites:** Take HSC 389L.

**Offered:** Every year, Spring

**HSC 389L. EMT Training II Lab. 1 Credit.**

This is the laboratory component of HSC 389. It includes learning the techniques necessary to develop the knowledge and skills required for Emergency Medical Technician National Certification. This course must be taken in conjunction with HSC 389.

**Prerequisites:** Take HSC 388 HSC 388L.

**Corequisites:** Take HSC 389.

**Offered:** Every year, Spring

**HSC 397. Pre-Health Professions Clinical Affiliation. 3 Credits.**

This apprenticeship program pairs an undergraduate student who displays maturity, dedication and sensitivity with a health professional in his or her field of interest for a 12-week period. The affiliation is designed to provide the student with the opportunity to observe social, ethical and medical issues in a clinical setting. Professional dress is required. Students may register for the course according to the following criteria: permission of faculty; completion of a minimum of three semesters at Quinnipiac; satisfactory GPA.

**Prerequisites:** Take BIO 211.

**Offered:** Every year, Fall and Spring

**HSC 399. Health & Science Studies Independent Study. 1-6 Credits.****HSC 460. Advanced Nutrition (AT 460). 3 Credits.**

This advanced-level food and nutrition course examines the composition and physiological role of nutrients and their relationships to health and the body. Macronutrient metabolism as well as a detailed examination of the role of vitamin and mineral metabolism are explored. Current nutrition issues of supplement use, weight management, sports nutrition, nutritional ecology and the application of nutrition directly to food and its preparation also are addressed.

**Prerequisites:** Take AT 230 AT 330 or HSC 262.

**Offered:** Every year, Spring

**HSC 498. Independent Study in Health Sciences. 1-4 Credits.**

This course consists of health sciences content not offered by another QU catalog course. It must involve contact hours and scholarly activities equivalent to any regularly offered course. This course often includes a review of the scientific literature in the field of the research project and creating a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students cannot register online; registration is via a paper form only. BMS students may take up to 8 credits of BMS 482, BMS 483, BMS 498, BMS 499, HSC 498, HSC 499.

**Offered:** As needed

**HSC 499. Independent Study in Health Sciences II. 1-4 Credits.**

This course consists of health sciences content not offered by another QU catalog course. It must involve contact hours and scholarly activities equivalent to any regularly offered course. This course often includes a review of the scientific literature in the field of the research project and creating a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students cannot register online; registration is via a paper form only. BMS students may take up to 8 credits of BMS 482, BMS 483, BMS 498, BMS 499, HSC 498, HSC 499.

**Offered:** As needed

## Hebrew (HBR)

**HBR 101. Introduction to Modern Hebrew. 3 Credits.**

This is an introductory course in modern Hebrew. Students begin to achieve basic proficiency in reading, writing, speaking and comprehending modern Hebrew. Students are introduced to the Hebrew alphabet and use Hebrew script. They learn elementary conversational skills and basic Hebrew grammar.

**Offered:** Every other year, Fall

**HBR 102. Introduction to Elementary Modern Hebrew II. 3 Credits.**

This course is a continuation of Hebrew 101. Students review and expand their grammatical study leading to deeper comprehension of style and usage. Students learn the fundamentals of grammar and syntax as well as idioms and special expressions. Emphasis is given to all four communicative skills (speaking, reading, listening and writing). The semester covers the study of the present tense, basics of the past tense, and some of the future tense in most of the conjugation models as well as numbers, colors, daily life situations, etc.

**Prerequisites:** Take HBR 101.

**Offered:** Every other year, Spring

## History (HS)

**HS 111. The Rise of the West. 3 Credits.**

Beginning with the origins of Western civilizations in the ancient Near East, students examine the development of Western culture and society from its beginnings through the 16th century, with emphasis on the nature and values of three successive polities: the classical world of Greece and Rome, the Middle Ages, and the origins of the modern world in the Renaissance/Reformation. Consideration is given to the idea of "the West" and its interaction with and contact with non-Western cultures and peoples.

**Offered:** Every year, All

**HS 111H. Honors The Rise of the West. 3 Credits.**

Beginning with the origins of Western civilizations in the ancient Near East, students examine the development of Western culture and society from its beginnings through the 16th century, with emphasis on the nature and values of three successive polities: the classical world of Greece and Rome, the Middle Ages, and the origins of the modern world in the Renaissance/Reformation. Consideration is given to the idea of "the West" and its interaction with and contact with non-Western cultures and peoples.

**Offered:** As needed

**HS 112. The West in the World. 3 Credits.**

Beginning with the emergence of the modern state in the 16th century, students examine the social, political, economic and cultural developments of Western civilization and its interaction with the rest of the world. Emphasis is on the growth of science and technology in the 17th century, the emergence of the Enlightenment in the 18th century, the age of industrialization, nationalism and imperialism, social upheaval in the 19th century, the domination of the West over the worlds and challenges to that domination during the 20th century.

**Offered:** Every year, All

**HS 112H. Honors The West and The World. 3 Credits.**

Beginning with the emergence of the modern state in the 16th century, students examine the social, political, economic and cultural developments of Western civilization and its interaction with the rest of the world. Emphasis is on the growth of science and technology in the 17th century, the emergence of the Enlightenment in the 18th century, the age of industrialization, nationalism and imperialism, social upheaval in the 19th century, the domination of the West over the worlds and challenges to that domination during the 20th century.

**Offered:** As needed

**HS 122. Modern World History. 3 Credits.**

This course examines key developments in world history beginning in roughly 1300 with the rise of the Turco-Mongol Empires and ending with the nationalist and independence movements of the 20th century. Students examine and analyze major events that occurred in the non-Western world. Special attention is paid to South Asia, East Asia, Africa and the Middle East. Students gain a better understanding of the history and culture of these regions, as well how the non-Western world has impacted the global community, both past and present.

**Offered:** Every year, All

**HS 131. U.S. History to 1877. 3 Credits.**

This course traces the formation and expansion of the American nation from Colonial settlement through Reconstruction using selected episodes. Themes explored include the development of a national identity, models of citizenship, the role of government, and divisions based upon gender, ethnicity, race and class.

**Offered:** Every year, All

**HS 132. U.S. History Since Reconstruction. 3 Credits.**

This course explores the evolution of the American people and their nation through the major political, social and economic changes of the late 19th century to the present. Key themes include changing expectations of governance, the quest to achieve the full promise of the Declaration of Independence and the U.S. ascent to global hegemony.

**Offered:** Every year, All

**HS 200. Special Topics in History. 3 Credits.**

This course includes readings and discussion of historical topics of special interest to students enrolled in the course.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed, All

**HS 200H. Honors Special Topics in History. 3 Credits.**

This course includes readings and discussion of historical topics of special interest to students enrolled in the course.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed, All

**HS 201. Historical Writing. 1 Credit.**

The practice of history is founded on the ability to write clearly. In this intensive writing seminar, students are introduced to the fundamentals of historical writing, including the basics of grammar and sentence structure, the construction of good paragraphs and the crafting of a historical narrative. Since writing and thinking are intimately linked, students also practice the art of historical thinking, including the development of historical arguments, the critical use of historical sources and the appropriate use of historical documentation using the Chicago Manual of Style. Majors only.

**Offered:** As needed

**HS 202. Introduction to Public History. 3 Credits.**

This course provides an introduction to the field of public history. There are a variety of opinions on what constitutes public history, but generally it is considered to be the presentation of history to broad audiences outside the traditional classroom setting. The practice and presentation of history along these lines usually takes the form of museum exhibition, historic preservation, cultural/historic resource management, public programming, documentary film and oral history, but it is hardly limited to these areas. This course aims to introduce students to these exciting possibilities, and to appreciate the ever-widening scope of the public historian in the new media age.

**Offered:** Every year, Fall

**HS 208. Twentieth-Century World History. 3 Credits.**

This course covers the history of the world since the 19th century focusing on the experiences and perspectives of the non-Western world. Students study the rise of nationalism, the disintegration of empires, and the growth of communal and ethnic strife across the globe in the 20th century.

**Prerequisites:** Take FYS 101 or one 100-level history course .

**Offered:** Every year, All

**HS 209. Twentieth-Century Europe. 3 Credits.**

Events in Europe during the 20th century radically transformed the world. The century began, and perhaps ended, in periods of vibrant intellectual, social and cultural development and optimism. In between these eras, however, Europe was at the center of the two bloodiest wars humanity has ever known and the rise of brutal totalitarian states. Students examine the complex cross currents in European society during the period roughly from the 1890s to the present, focusing on the political, social, intellectual and economic developments in European society that helped shape this turbulent century. Students also learn about the impact of non-European peoples, particularly those of Africa and Asia, on internal European developments.

**Prerequisites:** Take FYS 101 or one 100-level history course.

**Offered:** Every year, All

**HS 210. Contemporary America. 3 Credits.**

This survey of American history from 1945 to the present focuses on both social and political matters. Students study topics including the McCarthy era and the nuclear age, the civil and women's rights movements, Nixon and the Watergate crisis, gay liberation, the Reagan revolution and end of the Cold War, and the era of American global dominance and its challenges. Particular attention is given to the impact of the diverse cultures and peoples that have emerged in contemporary American society.

**Prerequisites:** Take FYS 101 or one 100-level history course .

**Offered:** Every year, All

**HS 210H. Honors Contemporary America. 3 Credits.**

This survey of American history from 1945 to the present focuses on both domestic and foreign policy matters including the Cold War, the McCarthy era, the civil rights movement, the "great society," Vietnam, Nixon and the Watergate crisis.

**Offered:** Every year, All

**HS 211. Popular Culture in American History. 3 Credits.**

This course focuses on an interpretation of American history through popular culture. Samples of popular culture materials in various historical periods are examined with special attention to music, film, television, and sports.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every other year, All

**HS 213. The Roman World. 3 Credits.**

This course examines the historical evolution of Rome which, through its laws, language, literature and institutions, has strongly influenced the modern world. How did the Romans win their Empire? What was the character of these people? And what was the essence of the Roman achievement?

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed, All

**HS 215. American Business History. 3 Credits.**

Students examine American business history from the mercantile era to the decline of laissez faire, with particular attention to New England. Topics include America as a developing economy: trade, commerce and the transportation revolution; the Industrial Revolution and the American system of manufacture; the managerial revolution and the growth of labor unrest; Progressivism, the cult of efficiency, and the decline of laissez faire.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed, All

**HS 220. American Environmental History. 3 Credits.**

This course examines American society's interaction with nature since the arrival of Europeans in the 15th century. Students consider the intentions and values that guided the use of America's natural resources and the transformation of its landscape. While this historical legacy is most apparent in America's agricultural, industrial and conservation activities, it has been equally profound in the rise of America's environmental movement, tourism, recreation, ecological research and global environmental awareness. Since we are located in the New England/Mid-Atlantic region, this course occasionally departs from the broad survey of American environmental history and treats issues that are particularly germane to the region.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every other year, Spring

**HS 227. Russian Cultural and Intellectual History. 3 Credits.**

Students are introduced to changing concepts of authority and the role of reason in the ordering of social and cultural values, the cultural mission of Russian Orthodoxy, the growth of a secular cultural elite, and the modern struggle to define individual and community and values in literature. This course includes readings in Russian thought and literature.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed

**HS 228. Twentieth-Century Russia. 3 Credits.**

This course considers Russian politics, society and culture in the 20th century, the Soviets in world affairs, and changing American views of the former Soviet Union.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed

**HS 229. Irish History. 3 Credits.**

This examination of Irish history from the pre-Christian Celtic era to modern times focuses on the changing character of Irish culture reflected in literary, political and religious documents. Special consideration is given to the origins of modern political and sectarian conflicts through a consideration of the history of Anglo-Irish relations, particularly the ramifications of the Tudor conquest, the Great Hunger and the rise of Irish nationalism.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every year, Spring

**HS 230. The Rise of Modern Science. 3 Credits.**

In this course students explore the development of modern science since Copernicus and the impact that science has had on our world in the past four centuries. Students examine the major historical developments in astronomy, physics, chemistry, biology and medicine over the past 400 years. They also explore the complex interaction of science with society especially its contact with issues in religion, politics and gender. No specific background in science is required.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed

**HS 231. The World of Tudor/Stuart Britain.****3 Credits.**

This course explores early modern Britain from the establishment of the Tudor monarchy in 1485 until the end of the Stuart kings with the Glorious Revolution of 1688. Areas of focus include: Henry VIII, the Reformation, Elizabeth I, Shakespeare's London, Scotland's witch trials, and the English Civil War. Through exposure to and examination of primary source documents and historical interpretations, students come to see how the history of early modern Britain holds foundations for the modern world.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every other year, Spring

**HS 232. The Rise and Fall of the British Empire.****3 Credits.**

This course analyzes the expansion, consolidation, workings and eventual disintegration of the British Empire from the 17th century until its collapse in the 20th century. It touches on the colonial experiences of North America, the West Indies, India, China, the Middle East, Australia, Ireland and Africa. Students examine the emergence of nationalism in the colonized regions. Special emphasis is placed on how the major colonies were affected by the international imperial context, as well as the contributions that subject peoples and cultures made to colonial history and the trajectory of the empire.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every other year, Fall

**HS 235. History of Modern China/Asian Studies.****3 Credits.**

Students are introduced to the political and social institutions of China, schools of thought, legal and moral concepts and literary, artistic and intellectual developments, elements of stability and change and international contacts to recent times.

**Prerequisites:** Take one 100-level history course;

**Offered:** Every year, All

**HS 236. History of Modern Japan/Asian Studies.****3 Credits.**

This course considers the historical background of modern Japan; period of seclusion; restoration of a centralized monarchy; economic and political developments, establishment of an empire and World War II and postwar period.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every year, All

**HS 241. African-American Experiences to Reconstruction.****3 Credits.**

This course examines the history of the United States by looking at African-American experiences up to the end of the 19th century. Using a wide array of primary materials from songs to autobiographies to speeches, in print and audiovisual forms, students explore how people of African descent conceptualized and constructed their identities and navigated their struggles against inequalities. A central theme is that people of African descent living in America created themselves under circumstances of inhumanity, exploitation and oppression.

**Offered:** Every Third Year, Fall

**HS 242. African-American Experience Since Reconstruction.****3 Credits.**

Although emancipation and reconstruction amendments ended a particular set of oppression and exploitation, the legal conferral of citizenship for African Americans neither ended institutional racism nor secured the redistribution of resources that had hitherto entrenched inequalities, prejudices and the denial of opportunities to black people. In this course, students examine how African Americans cultivated, expressed and debated the possibilities of, and alternatives to, equal inclusion and participation in American democracy and society in the last three decades of the 19th century and throughout the 20th century.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every Third Year, Spring

**HS 254. Colonial Latin America.****3 Credits.**

This course offers an introduction and examination of the history of Latin America and its people from Pre-Columbian times through independence. The course focuses on both the indigenous and European peoples and the many consequences of their interactions. Some areas of examination include European expansion and conquest, the impact on and reactions of indigenous populations, the formation of a colonial society, issues of race, ethnicity, class, and gender, and the establishment of economic and political structures.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every other year, All

**HS 271. History of Southeast Asia 1.****3 Credits.**

Students are introduced to the cultures and history of the countries and people of Southeast Asia. The course covers pre-European, Colonial, and post-Colonial periods, with emphasis on the developments and problems since World War II. First semester: the islands.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed, All

**HS 272. History of Southeast Asia 2.****3 Credits.**

Students are introduced to the cultures and history of the countries and people of Southeast Asia. The course covers pre-European, Colonial, and post-Colonial periods, with emphasis on the developments and problems since World War II. Second semester: mainland countries.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed, All

**HS 273. African History and Culture.****3 Credits.**

This course presents an introduction to traditional African culture and the different patterns of historical development south of the Sahara. Topics include the role of trade in the rise of Sudanic and East Coast civilizations, diversity of political European presence before and after the partition of Africa, and contemporary trends since independence.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed, All

**HS 274. History of India.****3 Credits.**

This course examines the history of the South Asian subcontinent from the ancient to the modern period. Students examine broad outlines of historical developments in the ancient and medieval periods, and conduct a more in-depth study of the modern period, beginning with the establishment of the Mughal Empire in approximately 1526. The course presents key historiographical debates on the history of the subcontinent, such as early Islamic invasions, reasons for the decline of the Mughal Empire, the foundations of British rule, Hindu-Muslims relations, and the impact of the Raj on social and familial relations.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every other year, Spring

**HS 275. History of the Middle East.****3 Credits.**

This course analyzes the economic, cultural and political developments in the Middle East between 600 CE and 1919 CE by exploring the rise of Islam, the Umayyad and Abbasid Empires, the Ottoman Empire, and the gradual shift from Ottoman to European influence in the 19th century. It examines the rise of nationalism and the effect of World War I on the political map of the region. Emphasis is placed on "critical issues" such as the status of women, terrorism and the place of Islam. Both contemporary viewpoints and historiographical debates surrounding these issues are discussed.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every other year, Fall



**HS 286. Introduction to Medieval Europe. 3 Credits.**

This course provides a general overview of the Middle Ages from late Antiquity to the crises of the 14th century. It explores the period of European history that holds the foundations of much of western society. Topics of particular significance include: the Medieval Church, the rise of the university, relations with the East, the Crusades and the growth of towns and trade.

**Prerequisites:** Take one 100-level history course.

**Offered:** Every other year, All

**HS 294. American Civilization: Prosperity and Depression in the 1920s and 1930s. 3 Credits.**

This course combines literary and historical interpretations of the period between the two world wars. American values and attitudes during the 1920s and 1930s are examined within six major themes: disillusionment, middle class values, conflict of race and class, the depression, rise of fascism at home and abroad, and the prewar dilemma.

**Prerequisites:** Take one 100-level history course.

**Offered:** As needed, All

**HS 299. Independent Study in History. 3 Credits.**

Individual study of special area including internships. By agreement of the student and with prior permission of the department chairperson, the student may undertake directed readings with discussion, examination and reports as arranged by the instructor in an area of the student's interest not normally offered through scheduled courses. Available to history majors or other equally qualified students.

**Offered:** As needed, All

**HS 300. Special Topics in American History. 3 Credits.**

This course focuses on readings and discussion of historical topics of special interest to students enrolled in the course.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 301. Special Topics II - European History. 3 Credits.**

This course focuses on readings and discussion of historical topics of special interest to students enrolled in the course.

**Prerequisites:** Take one 200-level history course.

**HS 302. Colonizing the Body. 3 Credits.**

This course takes an in-depth look at the ways in which empire and imperial policies reshaped and reformulated the body of the colonized subject, setting up social categories of difference that corresponded neatly to European imperial notions of biological difference. Using India as a case study, it examines how Indian bodies were "scientifically" classified, categorized and redefined to underscore and perpetuate European political dominance. The course highlights imperial policies that buttressed certain privileged notions of racial, gendered, economic/occupational and anatomical difference.

**Offered:** Every year, Fall

**HS 303. Historiography and Historical Methods. 3 Credits.**

This advanced seminar is intended for majors and other students interested in deepening their knowledge of the techniques of reading, writing, researching and interpreting history. Students get a broad introduction to the concept of historiography and consider the ways in which thinking about the past has changed over time. Students also learn the foundational skills needed for the researching and writing of history, including an introduction to basic research techniques, compilation and organization of primary and secondary source materials, and the practical and theoretical skills necessary to undertake historical writing.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every year, All

**HS 305. Vietnam (COM 305). 3 Credits.**

This course presents a study of the Vietnam Era and draws conclusions about policy for the future. Media coverage of the war and its effect on both national policy and political change are emphasized.

**Prerequisites:** Take one 200-level history course or MSS 101.

**Offered:** Every year, All

**HS 307. The Holocaust (MSS 307). 3 Credits.**

Through an examination of historical texts, literature and film, this course examines the systematic destruction of 10 million human beings at the hands of the Third Reich.

**Prerequisites:** Take one 200-level history course or MSS 101.

**Offered:** Every year, All

**HS 308. U.S. Women's History (WS 308). 3 Credits.**

This course covers the experience of women in America before 1900.

Women's work in the family and community is stressed. Individual research is required on varied topics, such as women and rural life, women and medicine, women in the professions, women and the charter of institutions, women and human rights, and women and the sea.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed

**HS 309. Women in America 1920-Present (WS 309). 3 Credits.**

This course covers the experience of women in the 20th-century United States. Women's economic and political roles are stressed, and individual research on a specific topic is required. In past years, topics have included American women and their role in the world and women and rural life.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed

**HS 310. The Ancient Near East. 3 Credits.**

Through lectures and readings students are introduced to civilizations of the Near East: Egyptians, Sumerians, Hittites, Kassites, Mitannians, Babylonians, Hebrews and Assyrians. Primary emphasis is on development of chronology, rise and fall of the great empires, and origin of Western religious tradition.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed

**HS 311. The Ancient Hebrews. 3 Credits.**

This course covers the political, social, economic and cultural treatment of the ancient Hebrews from the time of Abraham to the Roman destruction of Jerusalem in 70 A.D.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 312. Ancient Greece. 3 Credits.**

This course examines the political, social and intellectual or cultural history of the ancient Greek world, with special focus on the period from the 8th century renaissance depicted in Homer, through the emergence and growth of city states such as Sparta and Athens, and ending with the 4th century transformation of the Mediterranean world by Alexander the Great. Emphasis is placed on the study of both literary sources, such as Herodotus, Thucydides, and Greek tragedians, and material sources, such as the Parthenon and red and black pottery.

**Prerequisites:** Take one 200-level history course or PL 101.

**Offered:** Every other year, Fall



**HS 313. The Roman World.****3 Credits.**

The historical evolution of Rome which, through its laws, language, literature and institutions, has strongly influenced modern Europe, is examined. How did the Romans win their empire? What was the character of these people? And what was the essence of the Roman achievement?

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 314. Europe in the Early Medieval Period, 325-842.****3 Credits.**

This course presents a study of the Dark Ages, the first five centuries of Europe's medieval period, which have intrigued historians as a period of decline. Factors that brought about the collapse and transformation of the civilization built by the ancients, problems that afflicted men in the barbarian West, and the birth of modern Europe are explored.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 315. Introduction to Medieval Europe: Europe in the High Middle Ages.****3 Credits.**

The Europe known to the 20th century, with all of its diversity of cultures has its origins in the Middle Ages-the thousand-year period that separates Christopher Columbus from Attila the Hun. This course examines those four centuries from the point of view that modern Europe's institutions, modes of behavior, character and problems passed their formative adolescent years in the medieval period.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 316. The European Renaissance.****3 Credits.**

This course provides a topical exploration of the period commonly referred to as the Renaissance. It explores the period known for innovations in art and literature, but also addresses the political and social backdrop of Northern Italy and beyond. Topics of particular importance include changes in literature and education, innovations in art, modes of behavior and the emergence of modern political ideas.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 317. The European Reformation.****3 Credits.**

This course explores Western Christendom from the late Middle Ages through the 17th century during the Age of Reformation. The central focus of the course is religion, but since the Reformation did not occur in isolation, it addresses a variety of themes in the study of early modern Europe. The aim of this course is to understand the major figures, movements and ideas that contributed to the division of Western Christendom into numerous confessional communities.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 318. European History, 1555-1715.****3 Credits.**

Students review European civilization from the Peace of Augsburg to the death of Louis XIV, including the growth of the state, the development of the bureaucracy and diplomacy, the increase in warfare and the political struggle over taxation, the scientific revolution, and the shift toward secular values.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every Third Year, All

**HS 319. European History, 1715-1815.****3 Credits.**

This course presents a survey of "old regime," Enlightenment, French Revolution and Napoleonic eras in European history; movements of thought and culture and their social background; the feudal reaction and middle class protest in France, and national reactions to the French developments elsewhere in Europe.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every Third Year, All

**HS 320. European History, 1815-1914.****3 Credits.**

Political, social and economic developments in Europe from the Congress of Vienna to the outbreak of World War I are examined. Legitimacy and the Concert of Europe; industrialization, liberalism, revolution, nationalism and imperialism also are considered.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every Third Year, All

**HS 321. European History, 1914-1945.****3 Credits.**

This course presents a study of World War I and its economic, social, political and ideological consequences. The collapse of the Versailles settlement and interwar period is considered. World War II is covered, as are diplomatic and military consequences for the Cold War era.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every Third Year, All

**HS 322. History of World War I.****3 Credits.**

The origins of World War I and the problems of mass mobilization, war aims, weaponry and political attitudes are analyzed. The major military encounters, the war as it affected non-Europeans and the diplomacy of neutrality are discussed. Emphasis is on the peace treaties and the repercussions.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 323. World War II.****3 Credits.**

This in-depth study of the diplomatic, political and military aspects of World War II, 1939-1945, presents the background of the war in Europe and East Asia and the course of events in all major theaters of operations. Wartime conferences and long-term outcomes are discussed.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 324. History of England to 1688.****3 Credits.**

This course examines some of the major political, constitutional, religious and social aspects of English history from the period of the Roman occupation to the "glorious revolution." Themes include: the evolution of kingship and government, the common law and the courts, the history of the church and the break with Rome, the development of agriculture and commerce, English overseas expansion, and the emergence of democracy.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 325. History of England: 1688 to the Present.****3 Credits.**

The history of the English people from the "glorious revolution" to the present is explored. Primary focus is on the major political, constitutional, religious, economic and social developments that have contributed to the making of modern Britain. Themes include: the rise of the middle class, the expanding powers of Parliament, the Industrial Revolution and the acquisition and loss of empire.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 326. Witches and Werewolves in the Early Modern World (WS 326).** **3 Credits.**

This course explores the general belief in witchcraft and other supernatural creatures in the larger context of religion and culture in the early modern world. Participants examine how belief in the supernatural led to a widespread fear and persecution of individuals deemed witches or other consorts of the devil. Using the groundbreaking work of historians, and the primary documents of the period, this course examines the origins and processes of the witch trials. Since approximately 75 percent of those in Europe accused of witchcraft were women, the course examines how gender, misogyny and scapegoating shaped the persecution and prosecution of the more vulnerable members of premodern society. More broadly, the class examines how Christianity both affirmed and condemned these beliefs and practices and how people used "superstition" to make sense of the world around them.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, Fall

**HS 327. Islamic Societies and Cultures to 1300.** **3 Credits.**

Students are introduced to the history of the Islamic peoples. The course attempts to impart an understanding of the identity, character and accomplishments of Arabic-speaking world. Particular emphasis is on the life of Muhammad, and on the political, economic, social and cultural achievements of the medieval Islamic empire.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 330. History of Western Medicine.** **3 Credits.**

This course examines the development of the Western medical tradition from its origins in the ancient Near East to modern times. The course emphasizes an understanding of medical theory and practice in relation to larger social, intellectual and scientific developments in the West. Topics include Hippocratic and Galenic medicine, medieval medical theory and practice, the emergence of new medical ideas in the Renaissance, and the development of modern scientific medicine.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 331. The British Empire and Commonwealth.** **3 Credits.**

Students study the expansion, consolidation, workings and eventual disintegration of the modern British Empire. The course begins in 1600, with the creation of the English East India Company. Students learn about the growth of the Empire in detail, touching on the colonial experiences of India, the West Indies, China, the Middle East and the African continent. Finally, students examine the emergence of nationalism in the colonized regions and the subsequent collapse of empire in the 20th century. Special emphasis is placed on how the major colonies were affected by British rule, as well as the contributions that subject peoples and cultures made to the unfolding of colonial history and the trajectory of Empire. Students should expect to attend lecture regularly, participate in weekly class discussions, as well as demonstrate mastery over the material in written assignments.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 332. History of India.** **3 Credits.**

Students examine the history of the South Asian subcontinent between 1500 and 1950, roughly. Beginning with the establishment of the Mughal Empire in approximately 1526, students critically discuss the shift from "native" empire to British rule in the 1800s, as well as look at the various challenges to British rule and the Indian independence movement of the 20th century and its effects. Along the way, students analyze key historiographical debates on the history of the subcontinent, such as the reasons for the decline of the Mughal Empire, the foundations of British rule, Hindu-Muslims relations, and the impact of the Raj on social and familial relations. Students should expect to attend lecture regularly, participate in weekly class discussions, as well as demonstrate mastery over the material in written assignments.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 333. The Middle East, 1300-1919; Critical Issues.** **3 Credits.**

Students analyze the economic, cultural and political developments in the Middle East between 1300 and 1919, beginning with the rise of the Ottoman Empire in roughly 1300 through the gradual shift from Ottoman to European influence in the 19th century. Students also discuss the rise of nationalism and the effect of World War I on the political map of the Middle East, paying close attention to events in Saudi Arabia and modern-day Israel. Emphasis is placed on certain "critical issues" in the study of the Middle East, such as the status of women, terrorism and the place of Islam in Middle Eastern history. Participants take a close look at both contemporary viewpoints and historiographical debates surrounding these issues. Students should expect to attend lecture regularly, participate in weekly class discussions, as well as demonstrate mastery over the material in written assignments.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 340. The Colonial Period to 1763.** **3 Credits.**

Through lectures and discussion of source and secondary readings, the American Colonial period to the pre-Revolutionary era is considered in all its aspects: social, political, religious and literary. Emphasis is on the increasing similarity and the approach toward unity of the several colonies.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every Third Year, All

**HS 341. The American Revolution.** **3 Credits.**

Through lectures and discussions based on source and secondary readings, this course considers American history from 1763 to 1787, the pre-Revolutionary period, military, political and theoretical aspects of the Revolution, the Confederation, and the writing of the Constitution. Emphasis is on the political thought that culminated in the creation of the Constitution.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 342. The Early American Republic.** **3 Credits.**

This course considers American history from 1787 to 1848. Emphasis is on the ratification of the Constitution, the administrations of Washington, Adams, Jefferson and Madison; the growth of political parties; and political action stemming from differing theoretical positions. The course also examines culture and society in "the era of good feeling" and the Jacksonian period, and considers the changing position of the average American citizen.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every Third Year, All

**HS 344. Civil War and Reconstruction.****3 Credits.**

The economic, social and political history of the United States in the mid-19th century is examined with emphasis upon the Civil War. Also explored are long-range and immediate causes for Southern secession, the military, naval and diplomatic conflict; domestic developments North and South, 1861-65; postwar problems and the history of Reconstruction, 1865-77.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 345. The Gilded Age and the Progressive Era.****3 Credits.**

This in-depth study of the major developments that influenced the emergence of modern America includes industrial and naval expansion; social, political and religious movements; and the creation of an American empire. The course also considers the impetus to reform that characterized the first two decades of the 20th century.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every Third Year

**HS 346. The United States from WW I to WW II.****3 Credits.**

American politics, culture and society during the Great War are examined, as are the prosperous '20s, the Great Depression and the Second World War. Increasing American involvement in world affairs is considered. Differing historical interpretations of the period are studied.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 348. The American West to 1900.****3 Credits.**

This course examines the history of European-American occupation and settlement of the Trans-Mississippi West from the first European contact with Native Americans to the establishment of American statehood. The interaction of diverse cultures including Native Americans, Hispanics and Asians is explored.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 349. American Maritime History.****3 Credits.**

This course examines America's historic activities on the world's oceans, and on the bays, rivers and Great Lakes that are within its national boundaries. Students consider the economic, cultural, political and naval uses of these bodies of water from the 16th century to the present. Within this broad framework, this course considers how Americans used marine and freshwater environments to conduct trade, build communities, engage in war and diplomacy, use nature's bounty and participate in recreational activities. These themes illuminate the value Americans placed on maritime affairs, and provide insight into the American mariner's world, the American maritime community alongshore and the rippling effects of maritime activity throughout wider American society.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, All

**HS 351. The New South.****3 Credits.**

This course considers the social, economic and political history of the American South from 1865 to the present. The emergence of a region displaying unique characteristics while simultaneously mirroring attitudes and actions of the nation as a whole is examined. The role and impact of literature, music, religion and sports on Dixie are considered; the civil rights movement and the development of the 'Sun Belt' also are covered. The course includes readings, discussion and a course project utilizing academic technology for historical research and presentation.

**Prerequisites:** Take one 200-level history course.

**Offered:** As needed, All

**HS 361. African History to 1850.****3 Credits.**

This course provides an overview of the history of sub-Saharan Africa during the precolonial period, and entails a close inquiry into the major theoretical issues and conceptual questions involved in the study of African history. Classroom study is organized chronologically but focuses on several major themes: the relationship between Africa's linkages to the world and local historical dynamics on the continent; changing political structures and popular agency within them; slavery and economic transformations; gender and social change; shifting constructions of race, ethnicity, and identity; and the stakes of conceptualizing African history in the present. Particular attention is paid to a number of case studies from across the sub-Saharan African continent. Students draw upon a range of materials including secondary historical literature, primary sources and visual arts.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, Fall

**HS 362. African History Since 1850.****3 Credits.**

Students explore the onset of colonialism in the mid-19th century; the process of colonization and the dynamics of colonialism; the roots of national liberation movements throughout the continent, and the complex and contingent process of decolonization. In considering the early postcolonial period, students investigate the economic, social and cultural landscapes of a variety of newly independent countries. They then trace the trajectories of postcolonial states through the later years of the 20th century. Finally, students conclude by reflecting upon the contemporary relevance of this history.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, Spring

**HS 371. Women in the Caribbean from the Indigenous Era to Emancipation.****3 Credits.**

In this course, students learn that the past and history are different when viewed from women's perspectives and experiences. This course explores the experiences of women in the Caribbean from the indigenous populations to the end of slavery. Women's lives are explored in the context of larger Caribbean historical events and themes, including: the organization of indigenous societies, European conquest and settlement, the Atlantic slave trade, the slave and sugar plantation, black resistance, abolition and emancipation. Participants also explore experiences and perspectives peculiar to women, distinguishing their histories from men's histories. The class traces larger patterns and identifies shared experiences, but also pays close attention to factors that divided and diversified women's lives.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, Fall

**HS 372. Women in the Caribbean since Emancipation.****3 Credits.**

Using discussion and reading, this course explores women "making" Caribbean history as they transitioned from slave to free societies and from colonial to independent states throughout the 18th, 19th and 20th centuries. Through critical analysis of women's memoirs, diaries, oral histories and visual materials, students investigate, speculate, debate and narrate women's experiences, contributions, ideas about and observations of the often tumultuous political, social, economic and cultural transformations across the Caribbean since the ending of slavery.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, Spring

**HS 376. Pirates of the Caribbean.****3 Credits.**

Critically examining films, historical texts and works of fiction, this class explores the political, social and cultural history of piracy in the Atlantic world. Beginning with the rise of Iberian Empires in Africa and the Americas in the 16th and 17th centuries, students examine the role and importance of privateers in empire building and the struggle for global economic power among European nations. Shifting toward the Golden Age of Piracy in the 18th century, when privateers no longer enjoyed legal status as mercenaries, but were seen as outlaws, we explore merchants and their colonial allies' violent campaigns to eradicate piracy. We also investigate the inner, private worlds of piracy and probe the enduring fascination with piracy in popular culture, and the myths generated about pirates and their worlds.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, Fall

**HS 377. Kinship, Culture and Slavery: Creating an African Diaspora in the Americas.****3 Credits.**

Students investigate the transatlantic slave trade as the primary mode by which Africans arrived in the Americas from the 15th to the 19th centuries. This class explores ideas and cultural traditions Africans brought with them to the New World, which provided a framework through which they interpreted, understood and re-created their lives in a new environment. The goal is to uncover how the African past shaped and defined Africans as they were transported across the Atlantic. Using an interdisciplinary approach, participants examine continuities and transformations of African structures and cosmology in the Diaspora.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, Spring

**HS 380. Historic Preservation.****3 Credits.**

This introductory course in the interdisciplinary field of historic preservation aims to equip students with fundamental insight on how to handle and curate architecture, cultural landscapes and other forms of material culture in light of the principal methods, theories and philosophies (historic, social, cultural, technological and economic) that inform historic preservation practice. In sum, the course instructs students in the primary language, issues and research skills of historic preservation.

**Prerequisites:** Take one 200-level history course.

**Offered:** Every other year, Spring

**HS 389. History Elective.****3 Credits.****HS 391. Colonizing the Body.****4 Credits.**

This course takes an in-depth look at the ways in which empire and imperial policies reshaped and reformulated the body of the colonized subject, setting up social categories of difference that corresponded neatly to European imperial notions of biological difference. Using India as a case study, it examines how Indian bodies were "scientifically" classified, categorized and redefined to underscore and perpetuate European political dominance. The course highlights imperial policies that buttressed certain privileged notions of racial, gendered, economic/occupational and anatomical difference.

**Offered:** Every year, Fall

**HS 394. Doctors, Disease, and Death in the Western World.****4 Credits.**

In this course, students learn about the complex and varied history of health, healing, disease and death in the Western world from the time of the ancient Egyptians to modern day. This course is thematic in its focus. Students study various aspects of the history of medicine and through that study come to a better understanding of the biological, social, intellectual, cultural and institutional contexts in which the process of living and dying has been constructed in the Western experience.

**Offered:** Every year, Spring

**HS 399. Independent Study in History.****3 Credits.**

Individual study of special area including internships. By agreement of the student and with prior permission of the department chairperson, the student may undertake directed readings with discussion, examination and reports as arranged by the instructor in an area of the student's interest not normally offered through scheduled courses. Available to history majors or other equally qualified students.

**Offered:** As needed, All

**HS 400. Special Topics in History.****3 Credits.**

This course includes readings and discussion of historical topics of special interest to students enrolled in the course.

**Prerequisites:** Take one 300-level history course.

**Offered:** As needed, All

**HS 408. Seminars in History.****3 Credits.**

Seminars are taught by members of the department in areas of their special competence. Topics are selected in consultation with juniors in the major. Emphasis is on organization and presentation of research. Open to second-semester juniors and seniors in the major and to other qualified upperclassmen by permission of department and instructor.

**Prerequisites:** Take HS 303.

**Offered:** Every year, All

**HS 409. Honors Essay in History.****3 Credits.**

Honors projects are available to second-semester seniors who have taken HS 408 and have been admitted to candidacy for honors in history by the department.

**Prerequisites:** Take HS 408.

**Offered:** As needed, All

**HS 499. Independent Study in History.****3 Credits.**

Individual study of special area including internships. By agreement of the student and with prior permission of the department chairperson, the student may undertake directed readings with discussion, examination and reports as arranged by the instructor in an area of the student's interest not normally offered through scheduled courses. Available to history majors or other equally qualified students.

**Offered:** As needed, All

## Industrial Engineering (IER)

**IER 310. Operations Research I.****3 Credits.**

This course provides a rigorous introduction to the principles of operations research with a focus on linear programming models and simplex method, duality and sensitivity analysis; transportation and assignment problems; network models; integer and nonlinear programming; an introduction to queuing theory and Markov Chains.

**Prerequisites:** Take one of the following: Take MA 152; or MA 151 and MA 229; or MA 141 and MA 229.

**Offered:** Every year, Fall

**IER 311. Operations Research II.****3 Credits.**

This course introduces students to stochastic processes for analysis of industrial engineering problems, emphasizing examples, applications and cases.

**Prerequisites:** Take IER 310.

**Offered:** As needed



**IER 320. Production Systems.****3 Credits.**

This course provides an introduction to production systems, classification, general terminology, technical aspects, economics and analysis of manufacturing systems. Students learn the fundamentals of automation and control technologies as well as manufacturing support systems. Sophomore status required.

**Offered:** Every year, Fall

**IER 330. Lean Systems Engineering.****3 Credits.**

This course provides a comprehensive and hands-on introduction to Lean Systems and its wide applications, with special emphasis on the Toyota Production System.

**Prerequisites:** Take IER 320.

**Offered:** Every year, Fall

**IER 335. Systems Engineering and Management.****3 Credits.**

This course discusses the theory and methods used to design, analyze and manage engineered systems. Students review the principles of system life-cycle management including requirements analysis, system design, functional decomposition, configuration management and systems evaluation. Topics of engineering management emphasizing human relationships, motivational theory and human-systems integration also are addressed.

**Prerequisites:** Take IER 320.

**Offered:** Every year, Spring

**IER 340. Physical Human Factors and the Workplace.****1 Credit.**

This course analyzes the impacts of the physical factors of the human decision makers on workflow and efficiency. Basic concepts of anthropometry, biomechanics, work physiology, stress and workload as well as work measurement are introduced. Special emphasis is placed on the capabilities and limitations of humans, in human-centered design of systems and products.

**Prerequisites:** Take ENR 110.

**Offered:** Every year, Fall

**IER 350. Facilities Layout and Material Handling.****3 Credits.**

The focus of this course is the design of industrial facilities with consideration of work organization and layout. Students study product and process designs as a part of facilities planning, material handling systems, flow systems, departmental planning and layout algorithms, space requirements for facilities, and receiving and shipping principles. The course also covers the engineering techniques used for determining the best location of a brand new facility.

**Prerequisites:** Take IER 320.

**Corequisites:** Take IER 310.

**Offered:** Every year, Fall

**IER 360. Operations Planning and Control.****3 Credits.**

This course focuses on analytical techniques for work scheduling and materials planning in the manufacturing, service and health care industries. The main objective is to develop the ability to use engineering tools for industrial engineering practice in operations and materials management. Topics include forecasting, production and material planning, inventory analysis and scheduling techniques.

**Prerequisites:** Take MA 285.

**Offered:** Every year, Fall

**IER 385. Decision Analysis.****3 Credits.**

The course presents basic techniques of decision making concentrating on both theoretical and modeling aspects. This course integrates the art and science of decision making for single and multiple objective environments to support the decision-making phase of the Systems Decision Process (SDP). The focus of the course is modeling problem structure, uncertainty, risk and preference in the context of decision making.

**Prerequisites:** Take CSC 110-110L.

**Offered:** Every year, Spring

**IER 400. Special Topics in Industrial Engineering.****1-4 Credits.**

**Offered:** As needed

**IER 410. Designing and Managing the Supply Chain.****3 Credits.**

This course provides an introduction to the techniques of supply chain management, focusing on logistics, purchasing and product development processes. The main objective is develop competence in quantitative methods for analyzing and solving supply chain problems in a variety of industries that include manufacturing, services and health care. Topics include supply chain performance, network design, product availability and sustainable supply chain management.

**Prerequisites:** Take IER 360.

**Offered:** As needed

**IER 415. Design of Experiments.****3 Credits.**

This course deals with the design of experiments, the application of variance, regression analysis, and related statistical methods. Students learn how to plan, design and conduct experiments efficiently and effectively and learn how to analyze the resulting data to obtain objective conclusions. Experimental design and analysis are investigated.

**Prerequisites:** Take MA 285.

**Offered:** As needed

**IER 420. Industrial Control Systems.****3 Credits.**

Students explore classical control systems through modern control methods based on state variable models, feedback models, controllers and full-state observers. Students gain experience in computer-aided design and analysis using Matlab.

**Prerequisites:** Take IER 320.

**Offered:** As needed

**IER 430. Statistical Process Control.****3 Credits.**

The main focus in this course is to understand and implement the Define-Measure-Analyze-Improve-Control (DMAIC) approach in Six Sigma. Therefore, defining a problem for improvement of a process and using data-driven measuring, analysis, improvement and controlling techniques to solve the defined problem are the essentials of this course. Topics include quality improvement philosophies, modeling process quality, statistical process control, control charts for variables and attributes, single- and multivariable regression analysis of data sets, sampling strategies, economic design of charts, use of statistical distributions for data analysis and process capability.

**Prerequisites:** Take MA 285.

**Offered:** Every year, Fall

**IER 440. Simulation.****3 Credits.**

This course includes a simulation of complex systems with applications in industrial engineering. Topics include modeling and developing custom solutions in one or more high-level computer packages; input distribution modeling; emphasizing examples, applications and cases.

**Prerequisites:** Take MA 285.

**Offered:** Every year, Spring



**IER 450. Health Care Systems Engineering. 3 Credits.**

This course introduces students to health care organizations, including hospitals, clinics, multihospital systems and other facilities as an integrated delivery system. By emphasizing practical application of diverse operations involved in such a system, various quantitative modeling and optimization techniques are discussed and applied to solve problems.

**Prerequisites:** Take IER 335.

**Offered:** Every year, Spring

**IER 465. Cognitive Human Factors and the Workplace. 2 Credits.**

This course analyzes the impacts of the cognitive factors of the human decision makers on workflow and efficiency. Basic concepts of cognition, as well as sensory systems, such as visual and auditory, are introduced, leading to the analysis of design topics, including displays, controls, shiftwork and work-rest schedules. Special emphasis is placed on the capabilities and limitations of humans, in human-centered design of systems and products. Sophomore status required.

**Offered:** Every year, Fall

**IER 475. Human Reliability. 1 Credit.**

This course focuses on the principles, methods and tools for the analysis, design and evaluation of human decision making within human-centered systems. The impacts of human perceptual and cognitive factors are analyzed, leading to design principles for error-prevention. This course is complementary to IER 465, Cognitive Human Factors and the Workplace. Sophomore status required.

**Offered:** Every year, Fall

**IER 485. System Reliability. 2 Credits.**

This course provides an introduction to failure rates, failure risk analysis and system configurations, such as series, parallel and redundant systems. It also discusses design for reliability and optimal maintenance and replacement policies.

**Prerequisites:** Take MA 285 MA 142 or MA 152.

**Offered:** Every year, Fall

**IER 489. Advanced Independent Study in IE. 1-6 Credits.**

This is a tutorial course or an individual project in which the student pursues advanced study in systems engineering or engineering management. The scope of the course is tailored to the desires of the student in consultation with a faculty adviser. Communication skills are developed with both written reports and oral presentations. Requires approval of faculty member.

**Offered:** Every year, Fall and Spring

**IER 490. Engineering Professional Experience. 1 Credit.**

Students gain at least 240 hours of experience by employing industrial engineering skills in a professional setting. Students must obtain departmental approval and register prior to starting the experience. Prerequisite may be waived with permission of adviser.

**Prerequisites:** Take ENR 395.

**Offered:** Every year, All

**IER 491. Capstone Project I. 3 Credits.**

This is the first part of a two-semester capstone design experience for senior industrial engineering students. Students apply knowledge gained throughout the curriculum to a significant project. Furthermore, this course aims to strengthen the students' oral and written communication skills as well as teamwork and conflict resolution. Students work in teams to formulate issues and collect data at an external organization before beginning to perform analysis and propose solutions in the subsequent course—IER 498.

**Corequisites:** Take IER 330 IER 335 IER 340 IER 430 IER 465.

**Offered:** Every year, Fall

**IER 498. Capstone Project II. 3 Credits.**

This is the second part of a two-semester capstone design experience for industrial engineering students. The purpose of a capstone project is to give senior students the opportunity to apply knowledge gained throughout the curriculum to a significant project. After formulating the problem and commencing data collection in IER 491, the student teams continue their project in IER 498 by completing data collection, performing analysis and modeling, and finally recommending solutions to help address the client issue(s).

**Prerequisites:** Take IER 310 IER 491.

**Offered:** Every year, Spring

## International Business (IB)

**IB 105. International Business Environment. 3 Credits.**

This course provides an introduction to the worldwide business environment in which we live and work. The course reviews the cultural, social, political, geographical and economic factors that shape economic institutions and activities in the U.S. and other countries. Global business interactions also are studied. This course is geared primarily toward non-business majors.

**Offered:** Every year, Fall and Spring

**IB 201. Globalization and International Business. 3 Credits.**

This course introduces students to issues concerning globalization and international business. Students examine the critical role of international trade and investment as well as the impact of multinational corporations on the globalization process. The challenges and opportunities of international business are covered in detail. Global issues such as poverty, economic development and education, and the formulation of sustainable, environmentally-friendly development strategies are addressed. Insights are drawn from social sciences disciplines such as economics, political science, sociology and cultural geography.

**Prerequisites:** Take QU 101 or FYS 101.

**Offered:** Every year, All

**IB 201H. Honors International Business. 3 Credits.**

This course advances students' understanding of international business interactions and the global marketplace. Topics include: theories of international trade; theories of foreign direct investment and multinational corporations; globalization and the nature of international business; international organizations, international monetary systems and global financial market; foreign business environments; and management of international business opportunities and operations. The insights are drawn from economics, political science, psychology and other sources.

**IB 300. Special Topics in International Business. 3 Credits.**

**Prerequisites:** Take IB 201.

**Offered:** As needed

**IB 311. International Marketing. 3 Credits.**

The course discusses various environmental components of international marketing that affect business. Students also learn about the four P's of marketing (product, price, place and promotion) in a global context. Additional topics include regional integration and emerging markets. The course is intended to provide students with an understanding of global marketing strategies and research methods that are crucial for success in today's globalized world.

**Prerequisites:** Take IB 201.

**Offered:** Every year, Spring

**IB 313. International Marketing Research. 3 Credits.**

Students learn to understand and satisfy marketing managers' information needs: demand potential, competition, regulations and accepted procedures in relevant business/geographic areas. Research design, quantitative and qualitative data collection, questionnaire design, data analysis, implications of results and written/oral reports are included. This methodological course assumes basic understanding of marketing in a global environment. MA 107 prerequisite waived with Math Placement score of 4.0 or higher.

**Prerequisites:** Take IB 201; and EC 271 or MA 206 or MA 275.

**Offered:** Every year, Fall

**IB 320. Introduction to Global Entrepreneurship. 3 Credits.**

This course introduces students to the major topics in global entrepreneurship, including: 1) the critical roles of national governments, multilateral institutions and international agreements in shaping the rules and conditions that shaped global opportunities and challenges; 2) the role of international entrepreneurship in this complex global environment; and 3) issues concerning how to identify opportunities, build a start-up, manage its growth and resources in a global environment. The course introduces some important skills, such as country risk analysis, business model building and valuation of an international business opportunity. The course is taught by lecture, case analysis and experiential projects.

**Prerequisites:** Take IB 201.

**Offered:** Every year, Spring

**IB 324. Negotiating Internationally. 3 Credits.**

The course focuses on analyzing the international context of different dimensions of negotiations and related topics, such as communication, conflict, conflict resolution, group, power, influence, persuasion and mediation. Special emphasis is placed on understanding how culture influences the processes as well as styles of negotiation behavior of different nationalities.

**Prerequisites:** Take IB 201 or LE 225 or LE 370.

**Offered:** Every year, Fall

**IB 335. International Finance. 3 Credits.**

This course focuses on the financial management of multinational corporations. It includes topics of the global financial market, foreign exchange risk management, financing decisions, investment decisions and funds remittance/transfer decisions when firms operate in a competitive global economy and face currency risks, political and regulatory risks.

**Prerequisites:** Take IB 201 FIN 201.

**Offered:** Every year, Fall and Spring

**IB 345. Global Supply Chain. 3 Credits.**

This course covers issues related to the global procurement decision-making process from multiple perspectives, including strategy, tactical and operational. Topics may include, but are not limited to: order processing, quality control, value analysis, warehousing, inventory control, reverse logistics, green supply chain, offshoring and outsourcing, and international transportation, financing, risk, customs and incoterms.

**Prerequisites:** Take IB 201.

**Offered:** Every year, Spring

**IB 352. International Management. 3 Credits.**

This course addresses the theory and practice of strategic management and organizational behavior in a global environment with a specific emphasis on international human resource management. The understanding of cultural differences is a major emphasis of this course. The course also addresses cross-cultural communication, selection and management of expatriates, and global leadership skills. In addition, this course introduces the students to the reading and interpreting of international management research articles and highlights some of the special challenges related to conducting and interpreting cross-cultural research.

**Prerequisites:** Take IB 105 or IB 201.

**Offered:** Every year, Fall

**IB 355. Advanced Topics in International Financial Management. 3 Credits.**

This course focuses on country risk analysis and management, multinational capital budgeting, multinational capital restructuring (such as acquisition and disinvestment), multinational cost of capital, capital structure, long-term financing, short-term asset/liability/cash management, tax planning and the impacts of foreign direct investment on the host country's economic development. The course is taught using cases and experiential projects.

**Prerequisites:** Take IB 335 or FIN 335.

**Offered:** As needed

**IB 362. Cross-Cultural Business Research Part 1. 3 Credits.**

This is the first of a two-part sequence (the second being IB 363). This course can be taken online as a part of a study abroad semester program or as a traditional on-campus course. The objective of the IB 362-IB 363 series is to produce an academic research paper addressing a cross-cultural/international business issue. Due to the high intensity of interaction with the instructor, these courses allow limited enrollment and require an instructor interview and permission to register. IB 352 is recommended as a prerequisite.

**Prerequisites:** Take IB 201.

**Offered:** As needed

**IB 363. Cross-Cultural Business Research Part 2. 3 Credits.**

This course is the second of a two-part sequence. Building directly on IB 362, this course aims to complete an academic research paper that could be submitted to an international academic research conference if the student decides to do so. Working closely with the instructor, the students complete appropriate statistical analyses of the data collected and write the results section of the paper as well as a discussion section interpreting these results.

**Prerequisites:** Take IB 362.

**Offered:** As needed

**IB 399. International Business Independent Study. 1-6 Credits.**

**Offered:** As needed

**IB 401. International Strategy and Business Plan. 3 Credits.**

This course allows students to integrate the knowledge they acquired in the IB core courses into a comprehensive country market-entry project. This includes country assessment, marketing, finance and management dimensions, and sensitivity analysis of the impact of a current event on the recommendations. Participants also discuss how the firm's global strategy affects its operations. This course compels students to think beyond the confines of the home country and to consider the ramifications of offering their product/service in a host country.

**Prerequisites:** Take IB 313 IB 335 IB 352.

**Offered:** Every year, Spring

**IB 488. International Business Internship.****3 Credits.**

This internship in international business must be approved by the department chair and the dean in accordance with school regulations. This course is graded on a pass/fail basis.

**Prerequisites:** Take IB 201.**Offered:** Every year, All

## Irish Studies (IRST)

**IRST 101. Introduction to Irish Studies.****3 Credits.**

This course provides an introduction to Irish history and culture from the pre-Celt period to the present day. While the core approach is historical, students are introduced to Irish language, literature, filmography, landscape, music, politics, sports, poetry, theater, law and more. Students also look at the various methodological approaches for understanding Ireland, past and present. The course is led by Professor Christine Kinealy, but includes sessions with other lecturers involved in teaching Irish Studies at Quinnipiac University and partner institutions. Requires sophomore standing.

**Prerequisites:** Take FYS 101 or QU 101.**Offered:** Every year, Fall**IRST 300. Special Topics in Irish History.****3 Credits.****Offered:** As needed**IRST 301. Irish Studies Capstone.****3 Credits.**

This research capstone is undertaken in the final year of study. It is intended to bring reflection and focus to the Irish Studies minor by allowing the student to undertake a major piece of independent research based on the skills, experiences and knowledge acquired during their course of study. The student identifies a research topic and creates a research question that is appropriate to the area being studied. With the guidance of her/his supervisor and the appropriate librarian, the student creates a reading list and a time-table for completion. Students are encouraged to utilize the rich body of Irish resources available at Quinnipiac University. The semester-long project culminates in a 5,000- to 7,000-word essay (or with prior agreement, presentation, performance or other appropriate product) that demonstrates evidence of original research and critical thinking.

**Prerequisites:** Take IRST 101.**Offered:** As needed

## Italian (IT)

**IT 101. Elementary Italian I.****3 Credits.**

This course is designed for students who have no previous knowledge of Italian. The course includes instruction and practice in all four language skills: speaking, reading, writing and listening comprehension, with emphasis on communication and oral proficiency. In addition, students explore aspects of Italian life and culture. Students who have three or more years of high school Italian with grades of B or above may not take this course for credit.

**Offered:** Every year, Fall and Spring**IT 102. Elementary Italian II.****3 Credits.**

This course is a continuation of IT 101.

**Prerequisites:** Take IT 101 or placement into IT 102.**Offered:** Every year, Fall and Spring**IT 200. Italian: Special Topics.****3 Credits.**

Taught in English.

**Prerequisites:** Take EN 101.**Offered:** As needed**IT 201. Intermediate Italian I.****3 Credits.**

This third-semester course includes instruction and practice in all four language skills: speaking, reading, writing and listening comprehension, with emphasis on communication and oral proficiency. In addition, students explore aspects of Italian life and culture through analysis of selected authentic readings and films.

**Prerequisites:** Take IT 102 or placement into IT 201.**Offered:** Every year, Fall**IT 202. Intermediate Italian II.****3 Credits.**

This course is a continuation of Italian 201.

**Prerequisites:** Take IT 201 or placement into IT 202.**Offered:** Every year, Spring**IT 210. Italy: a Journey Through its Food, History and Culture (in Eng.).****3 Credits.**

The study of Italian food-examined from a literary, historical, socio-economic, political and environmental perspective-guides students' exploration of Italian culture. Starting with ancient Rome, students study how the production, preparation and consumption of food have given shape to Italian identity, drawing from representative literary, artistic and historical works, as well as scholarly sources. Finally, Italian food culture is considered in relation to contemporary issues such as globalization and sustainability. Taught in English.

**Prerequisites:** Take EN 101.**Offered:** Every other year, Spring**IT 211. Italian Cinema (in Eng.).****3 Credits.**

The study of Italian cinema and its main movements and periods guides students' exploration of Italian culture. From the postwar era to the hyper-contemporary, students study the most representative films of Italian cinema in order to analyze the ways in which cultural and national identity have been portrayed and typified by filmmakers representing a variety of cinematic and historical periods and genres. Taught in English.

**Prerequisites:** Take EN 101.**Offered:** Every year, Fall**IT 212. Florence and the Making of Modernity (in Eng.).****3 Credits.**

This course explores a time-the Renaissance-and a place-Florence-in which many defining features of modernity first took shape and became object of critical thinking. Students examine major authors and genres, from short fiction and poetry to political and scientific treaties, and contextualize them within the artistic, political and social framework of their time. Topics include critical perspectives on notions of the individual and community, as well as their interplay with questions of social status, gender and sexuality; Florence as proto-capitalist society and the emergence of modern banking; education and artistic expression as forms of empowerment and vehicles for social change. Taught in English.

**Prerequisites:** Take EN 101.**Offered:** Every other year, Spring**IT 299. Independent Study.****3 Credits.****Offered:** As needed**IT 301. Advanced Italian I.****3 Credits.**

This course develops oral and written language skills to a high degree of proficiency, while exploring major social and cultural trends in contemporary Italy. Topics such as politics, popular culture, history and gastronomy are examined through authentic texts and a variety of media.

**Prerequisites:** Take IT 202 or permission of the instructor.**Offered:** Every other year, Fall

**IT 302. Advanced Italian II.****3 Credits.**

This course is a continuation of IT 301.

**Prerequisites:** Take IT 301 or permission of instructor.

**Offered:** Every other year, Spring

**IT 316. Introduction to Italian Literature and Culture.****3 Credits.**

This course explores the evolution of Italian literature from its origins to modern day, placing representative texts within an interdisciplinary perspective. Through response papers and presentations in the target language, students further perfect written and oral skills, and develop the necessary foundation for more advanced study in the target language.

**Prerequisites:** Take IT 302 or permission of the instructor.

**Offered:** Every other year, Fall

**IT 320. Italy's Cities.****3 Credits.**

This course explores the history, literature and visual art of Italy's cities and their unique contribution to Western civilization, while continuing to refine oral and written skills in the target language. Topic city rotates from year to year.

**Prerequisites:** Take IT 302 or permission of instructor.

**Offered:** As needed

**IT 399. Independent Study.****3 Credits.**

**Offered:** As needed

## Japanese (JP)

**JP 101. Elementary Japanese I.****3 Credits.**

This introduction to Japanese as a spoken and written language includes intensive drills in the basic structures of the language. Elementary reading materials are used for vocabulary building, analytical exercises and discussion. Students learn about Japanese culture, customs and business practices. Basic Japanese scripts are introduced concurrently with other skills.

**Offered:** Every year, Fall

**JP 102. Elementary Japanese II.****3 Credits.**

This course is a continuation of JP 101.

**Prerequisites:** Take JP 101.

**Offered:** Every year, Spring

**JP 199. Independent Study.****3 Credits.**

**Offered:** As needed, All

**JP 200. Introduction to Japanese Culture.****3 Credits.**

This course provides students with an overview of the Japanese culture, including the history, arts, tradition, beliefs, customs, behaviors, society, food and other topics. Upon successful completion of the course, students possess a better understanding of Japan's culture and its people. Students expand their horizons with their new knowledge to understand a different culture and viewpoints. The course is conducted in English and does not require prior knowledge of Japanese.

**Prerequisites:** Take EN 101;

**Offered:** As needed

**JP 299. Independent Study.****3 Credits.**

**Offered:** As needed, All

**JP 399. Independent Study.****3 Credits.**

**Offered:** As needed, All

**JP 499. Independent Study.****3 Credits.**

**Offered:** As needed, All

## Journalism (JRN)

**JRN 106. Multimedia Production Techniques (SPS 106).****3 Credits.**

Students learn the fundamentals of multimedia production, including the use of digital cameras and related equipment, to tell simple stories and the use of editing software to prepare them for distribution. Students learn the rudiments of video-camera use, composition and lighting, capturing audio, continuity, interviewing, voiceovers, music beds, graphics, and shooting and editing action. Students produce b-roll, features, interviews, location pieces and story packages pertaining to their concentrations or areas of interest.

**Offered:** Every year, All

**JRN 199. Journalism Independent Study.****1-6 Credits.****JRN 260. News Writing.****3 Credits.**

This course teaches the principles and practices of news writing for digital platforms and print. Journalists must acquire skills to identify a news story and its essential elements, gather information efficiently, place it in a meaningful context, and write concise and compelling accounts. The readings, discussions, exercises and assignments for this course are designed to help students acquire such skills and understand how to utilize them wisely.

**Prerequisites:** Take JRN 160 or COM 140.

**Offered:** Every year, All

**JRN 263. Broadcast News Writing.****3 Credits.**

Students are introduced to the fundamentals of writing for the broadcast media in a professional environment. Topics include writing for radio and television, as well as integrating sound and video into news stories. The course also provides a basic understanding of primary journalistic values such as accuracy and fairness as they apply to broadcast news.

**Prerequisites:** Take JRN 160 or COM 140.

**Offered:** Every year, All

**JRN 275. News Reporting.****3 Credits.**

This course is focused on news reporting, and is designed to teach students how to gather, analyze and use information for journalistic stories. Students learn to identify and use digital databases and resources, conduct thought-provoking interviews and search and locate public documents in ethical and legal manners.

**Prerequisites:** Take JRN 160 or COM 140; and JRN 260 or JRN 263.

**Offered:** Every year, All

**JRN 280. The Art of the Podcast (SPS 280).****3 Credits.**

This hands-on course explores creative audio storytelling via the podcast. Students learn how to research, write, record, edit and self-publish creative nonfiction and fictional stories that are both original, and emulate some of the most popular podcasts on the market. Special emphasis is placed on audio gathering techniques, storytelling techniques and interviewing for live and recorded shows.

**Prerequisites:** Take JRN 160 or COM 140.

**Offered:** As needed, Spring

**JRN 285. Mobile Journalism: the Future of News.****3 Credits.**

News consumption on Smartphones and tablets has surpassed that of desktops and newspapers, making mobile devices key to the future of news. Students examine the impact of this trend on the future of journalism, learn about the technologies necessary to produce news on these devices, critique the user experience provided by various apps and mobile websites, and produce a news app of their own. They also learn how to cover news events using mobile technology, how to produce mobile news stories and how to work in a mobile newsroom.

**Prerequisites:** Take JRN 160 or COM 140.

**Offered:** As needed, Spring



**JRN 291. Reporting for Television I.****3 Credits.**

Students learn the principles of producing television news packages, which they shoot and edit using HD non-linear equipment. All students cover news and sports primarily off campus. The focus is on writing, news judgment, content, interviewing, use of voice and doing stand-ups. Stories can air on the TV newscast that is broadcast live weekly.

**Prerequisites:** Take JRN 105 or JRN 106 or SPS 105 or SPS 106; and JRN 260.

**Offered:** Every year, All

**JRN 299. Independent Study Journalism.****1-6 Credits.****JRN 300. Special Topics in Journalism.****3 Credits.**

Students engage in a detailed examination of current issues in journalism in a format that may incorporate academic research, journalistic writing and multi-media presentations. Students should consult the School of Communications course bulletin for information about each semester's offerings.

**Prerequisites:** Take JRN 260 or JRN 263.

**Offered:** As needed, All

**JRN 301. Special Topics.****4 Credits.**

**Offered:** As needed

**JRN 311. Reporting for Television II.****3 Credits.**

In this course, students produce in-depth television stories. Pieces are longer to allow the student to explore issues in greater detail. Stories can air on the TV newscast that is broadcast live weekly.

**Prerequisites:** Take JRN 291.

**Offered:** As needed

**JRN 315. The Art of Journalistic Interviewing.****3 Credits.**

Compelling stories don't just happen. They come from strong interviewing skills that tell stories people care about. Students learn how to ask questions that elicit pithy responses, emotion and expertise, using in-class and out-of-class exercises. Students also analyze and critique the interviewing styles used by professional journalists, as well as the work of their classmates.

**Prerequisites:** Take JRN 105 or JRN 106 or SPS 105 or SPS 106; and JRN 160 or COM 140.

**Offered:** As needed

**JRN 325. Telling Global Stories.****3 Credits.**

Using multimedia to gather and present facts lets journalists expand the scope of their storytelling. Students in this course examine current international journalism trends and socioeconomic and political issues specific to a developing country, learn fact-gathering techniques, and travel to that country during spring break to put into practice what they have learned. After spring break, students work on an interdisciplinary multimedia project.

**Offered:** As needed, Spring

**JRN 341. Sporting Culture Through Nonfiction.****3 Credits.**

It has often been said that sport is a microcosm of society, but many rhetoric scholars have begun to suggest that sport plays a role in constituting society and is "defined by a range of political practices, including allocations of resources, representations of identity, projections of nationalism and globalization, activism and change." This directed readings course examines American culture, as well as comparative values, through nonfictional accounts of sport.

**Offered:** As needed, Summer Online

**JRN 343. Literary Journalism in the '60s.****3 Credits.**

The 1960s stand out as an era of change and turbulence in 20th-century America. Throughout the 1960s and 1970s, these nonfiction writers and journalists wrote in a personal style that became known as "Literary Journalism," or "The New Journalism." This directed reading course requires students to analyze the historical and contemporary views of major literary journalists.

**Offered:** As needed, Summer Online

**JRN 360. Watchdog Reporting.****3 Credits.**

In this course, students learn and practice watchdog journalism, helping to inform our communities and keeping public figures and institutions in check. Students cover in-depth news off campus, on topics such as crime, public health, politics, education and the environment. In conversations with working journalists, students learn both innovative and proven strategies for reporting. Students also work individually and in teams to publish stories and multimedia projects based on public data, documents and interviews.

**Prerequisites:** Take JRN 260 or JRN 263 or JRN 275.

**Offered:** As needed, Spring

**JRN 361. Sports Reporting (SPS 361).****3 Credits.**

This course introduces students to coverage of sports for the news media and includes writing game stories and sports profiles.

**Prerequisites:** Take JRN 260 or JRN 263.

**Offered:** Every year, All

**JRN 362. The Story of Football (SPS 362).****3 Credits.**

This course traces the historical trajectory of American football and the coaches, players and media portrayals that transformed the game from a 19th-century collegiate test of manliness to what it is today: a spectator sport of immense appeal whose popularity endures despite more than a century of concerns over the game's debilitating and sometimes lethal violence.

**Offered:** Every year, Fall

**JRN 365. Effective Editing.****3 Credits.**

Students learn the basics of editing online text, magazines and newspapers, with an emphasis on copyediting, headline writing, composition and story packaging.

**Prerequisites:** Take JRN 260 JRN 275.

**Offered:** As needed

**JRN 372. Entrepreneurial Media (The MIC Project).****3 Credits.**

This course addresses the fiscal and distribution challenges faced by journalists and media professionals and empowers student teams to construct sustainable business models. Students experiment with the latest technology, exchange ideas with some of the industry's most prominent thinkers and developers, and create content or products for viable media business ventures. Open to all School of Communications students.

**Prerequisites:** Take COM 140 or JRN 160.

**Offered:** Every year, Fall

**JRN 380. Fundamentals of Digital Journalism.****3 Credits.**

This course covers the principles and practices associated with researching and producing stories for digital media. Students are required to produce stories that include textual, audio, video and interactive elements.

**Prerequisites:** Take JRN 105 or JRN 106 or SPS 105 or SPS 106; and JRN 260 or JRN 263 or JRN 275.

**Offered:** Every year, All



**JRN 395. Broadcast Performance.****3 Credits.**

This course explores the variety of skills required to communicate effectively through broadcasting. Students learn and practice on-air presentation techniques for effective delivery and interpretation. The course focuses on voice, voice control and the phrasing interpretation of copy and body language. Study focuses on performance techniques, creativity, writing and analytical skills needed to communicate effectively. Open to broadcast and print students.

**Prerequisites:** Take JRN 105 or JRN 106 or SPS 105 or SPS 106; and JRN 263.

**Offered:** As needed

**JRN 399. Journalism Independent Study.****3 Credits.****JRN 400. Special Topics in Journalism.****3 Credits.**

Students should consult the School of Communications course bulletin for information regarding each semester's offerings.

**Offered:** As needed

**JRN 450. Senior Seminar.****3 Credits.**

This seminar entails an in-depth examination of issues and research perspectives in journalism. Seminar titles vary each term and may include topics such as ethics in journalism, diversity in the newsroom, and international journalism practices. Students should consult the School of Communications course bulletin for information about each semester's offerings.

**Offered:** Every year, All

**JRN 470. Narrative Journalism.****3 Credits.**

Students in this class learn to report and write long-form articles suitable for publication in online and print magazines. Over a series of major writing assignments, students apply their research and interviewing skills to produce exhaustively reported and elegantly written articles. Topics in the course include: lead writing, article structure, interviewing, the use of statistics and the application of narrative techniques to journalistic writing.

**Prerequisites:** Take JRN 260 and JRN 275; or JRN 160 and JRN 263; or JRN 275.

**Offered:** As needed

**JRN 480. Advanced Digital Journalism.****3 Credits.**

Many newsrooms now combine multiple types of media to immerse readers and make complex stories more digestible. This course covers the reporting and production skills needed to build many of these new forms, including interactive graphics and maps, and advanced audio and video projects. Students also study past and present interactive journalism projects and meet with some of the professionals who designed them.

**Prerequisites:** JRN 305 or JRN 380.

**Offered:** As needed

**JRN 495. Advanced Reporting.****3 Credits.**

This course stresses individual enterprise reporting, in which students plan, report, write and produce stories suitable for print or multimedia that demonstrate their command of skills acquired during the course of study. Emphasis is placed on the role of the professional journalist as an ethical practitioner who represents and reflects the wider public in its economic, ethnic and racial diversity.

**Prerequisites:** Take JRN 305 or JRN 380.

**Offered:** As needed

**JRN 496. The QNN Newscast.****3 Credits.**

In this course students act as producers, news and sports reporters, writers, editors and anchors as they put on a live weekly newscast. Newscasts are recorded and critiqued for student portfolios.

**Prerequisites:** Take JRN 291.

**Offered:** Every year, All

**JRN 498. Journalism Capstone.****4 Credits.**

In this capstone course for the journalism major, students work on long, in-depth pieces of journalism across platforms. The stories include numerical or statistical information, multiple interviews from a variety of diverse sources, and show the students' command of the techniques used to produce and present news in print, broadcast and digital environments. Senior status required.

**Offered:** Every year, All

**JRN 499. Independent Study.****1-6 Credits.**

## Legal Studies (LE)

**LE 100. Special Topics.****1 Credit.**

**Offered:** As needed

**LE 101. Introduction to the American Legal System.****3 Credits.**

Students are introduced to the American system of law and legal structure, and gain an overview of several areas of law. Topics include basic legal concepts, the structure of the American court system, as well as legal theory and procedure.

**Offered:** Every year, All

**LE 101H. Honors Introduction to the American Legal System.****3 Credits.**

Students are introduced to the American system of law and legal structure, and gain an overview of several areas of law. Topics include basic legal concepts, the structure of the American court system, as well as legal theory and procedure.

**Offered:** As needed

**LE 115. Criminal Law.****3 Credits.**

This overview of the American system of criminal justice includes study of its various institutions, such as the criminal courts, police, prosecutors and defense attorneys, and jails and prisons. The Fourth Amendment (Search and Seizure) and the Fifth Amendment (Privilege Against Self-Incrimination) are studied. Also explored are schools of thought underlying criminal prosecution and correctional philosophy.

**Offered:** Every year, Fall and Spring

**LE 150. Introduction to Mock Trial.****1 Credit.**

This experiential learning course introduces students to the legal skills associated with bringing a case to trial. Students develop skills in trial advocacy through a progressive development of techniques related to the trial of a case using an established fact pattern throughout the semester. Skills in trial procedure, legal analysis, evidentiary argument, and oral advocacy are developed throughout the course, which culminates in the presentation of a trial based upon the established fact pattern.

**Offered:** Every year, Spring

**LE 159. Legal Studies Elective.****3 Credits.**

**Offered:** As needed

**LE 160. Competitive Mock Trial.****1 Credit.**

This course is designed for students who intend to compete in mock trial competitions throughout the fall semester. Students develop and enhance skills related to trial procedure, legal analysis and oral advocacy through preparation for competition at mock trial tournaments during the fall semester through the preparation of direct and cross examinations, opening and closing arguments and the portrayal of witness roles. They attend one or more mock trial tournaments during the fall semester in preparation for the American Mock Trial Association Regional Tournament in February. Students are permitted to repeat this course, for 3 credits total.

**Offered:** Every year, Fall**LE 175. Special Topics.****3 Credits.****Offered:** As needed**LE 199. Independent Study.****1-3 Credits.****LE 200. Special Topics.****3 Credits.****Prerequisites:** Take LE 101.**Offered:** As needed**LE 211. Legal Reasoning, Research and Writing I.****3 Credits.**

This course introduces students to legal research, both in print and online sources, and provides a foundation in legal reasoning, writing and citation in the context of objective, predictive legal documents. Students learn how to move from a fact pattern, through researching and analyzing the controlling law, to presenting the student's legal analysis in the form of formal legal memoranda.

**Prerequisites:** Take LE 101 EN 102.**Offered:** Every year, Fall and Spring**LE 212. Legal Reasoning, Research and Writing II.****3 Credits.**

Building on the skills learned in LE 211, students in this course refine and further develop their analytical, research and writing skills and learn to present their findings in a wider variety of legal documents. Students also are introduced to persuasive legal writing and advocacy.

**Prerequisites:** Take LE 211.**Offered:** Every year, Fall and Spring**LE 224. Sports Law (SPS 224).****3 Credits.**

Students explore the legal concepts surrounding sports, including contracts, torts, crimes and Title IX. Legal issues involve all sports and level of athletics, include professional, amateur, student and fans.

**Prerequisites:** Take LE 101.**Offered:** Every year, Spring**LE 225. Alternative Dispute Resolution.****3 Credits.**

Students explore the various methods of dispute resolution that are available in the private sector, as alternatives to traditional litigation. Students learn to distinguish the various forms of dispute resolution, determine who participates in each form, how they participate and the advantages and disadvantages of each. Students role play in the various methods to more fully understand the mechanisms of alternative dispute resolution.

**Prerequisites:** Take LE 101.**Offered:** Every year, Fall**LE 250. Gender and the Law (WS 250).****3 Credits.**

This course focuses on legal issues regarding gender, including the differential treatment of women, men and transgender in the legal system, and contemporary responses to gender issues in society.

**Prerequisites:** Take LE 101 or WS 101.**Offered:** Every Third Year, Fall**LE 259. Legal Studies Elective.****3 Credits.****Offered:** As needed**LE 260. Trial Techniques.****3 Credits.**

This course provides an overview of all aspects of a criminal and civil trial, and prepares students for advanced oral advocacy.

**Prerequisites:** Take LE 101 EN 102.**Offered:** As needed**LE 300. Special Topics.****3 Credits.****Prerequisites:** Take 6 credits from legal studies courses.**Offered:** As needed**LE 305. Civil Procedures.****3 Credits.**

This course provides students with a basic understanding of the procedure of civil litigation from the beginning of a conflict to its final resolution, from both a theoretical and practical approach. The course covers the beginning of the litigation process, from when a client first contacts an attorney, through motions and pleadings, by following a torts case. Jurisdiction, torts, client interviewing, fact investigation, pleadings, motion practice, discovery and settlement are covered. The role of the attorneys, paralegals and other non-lawyer professionals, is discussed.

**Prerequisites:** Take LE 212 and junior status.**Offered:** Every year, Fall and Spring**LE 309. Advanced Legal Writing and Advocacy.****3 Credits.**

This course reviews and develops the writing, research and analytical skills introduced in LE 211 and 212. Students continue to analyze legal problems and prepare both objective and persuasive documents written in a form that adheres to the conventions of the legal profession. Students improve their ability to write clear prose, edit their own and others' work, and are introduced to persuasive legal writing and appellate advocacy.

**Prerequisites:** Take LE 212.**Offered:** Every Third Year, Spring**LE 311. Administrative Agencies.****3 Credits.**

The workings of, and procedures involved in dealing with, government agencies are introduced. Skills involved in being an advocate are covered.

**Prerequisites:** Take 6 credits from legal studies courses.**Offered:** Every Third Year, Fall**LE 312. Family Law.****3 Credits.**

This course presents a study of how law relates to the family as a functioning entity, examination of family law practice, current issues in family law and equal protection, and preparation of documents for dissolution of marriage.

**Prerequisites:** Take 6 credits from legal studies courses.**Offered:** Every other year, Spring**LE 315. Wills, Probate and Estate Administration.****3 Credits.**

Legal concepts and statutes pertaining to wills and probate are examined, with special emphasis on preparation of forms necessary in administration of an estate.

**Prerequisites:** Take 6 credits from legal studies courses.**Offered:** Every other year, Spring**LE 317. International Law (PO 317).****3 Credits.**

Students are introduced to the nature and development of international law as part of the global political system. They explore sources of international law from treaties, custom, general principles, judicial decision and scholarly writing. Other topics include the connection between international and national law, dispute resolution using arbitration and national and international court cases, use of law to manage international conflict, negotiation, and legal issues concerning shared resources.

**Prerequisites:** Take 6 credits from legal studies courses.**Offered:** Every other year, Fall

**LE 318. Human Rights Law and Global Justice.****3 Credits.**

What is a human right? How do particular political and historical contexts influence our understanding of rights and the construction of legal rules? This course focuses on the legal statutes and cases that constitute human rights jurisprudence, and also on the human interest stories that inform and shape those rights from a cross-cultural context. Students work with a local organization to gain a better understanding of what an abstract notion of "human rights" means to individuals.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every other year, Fall

**LE 319. International Law and the Individual.****3 Credits.**

This course considers the complex legal issues surrounding private interactions between individuals from different nations. Students explore the sources of law that may apply when a citizen of one country lives and works in another country or simply has dealings on a business or personal level with persons from other countries. Topics include immigration, customs, taxation, banking, family law, traveling, health care, voting and criminal justice.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every other year, Fall

**LE 320. Land Transfer and Closing Procedures.****3 Credits.**

This course presents background for the sources of real estate law; land and its elements, the nature of property, the concept of ownership, and land titles and interest in land; procedures for conveying interest in land recording statutes; and searching titles. Emphasis is given to the preparation, coordination and completion of real estate closings.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every other year, Fall

**LE 322. Health Care Law (HSC 322).****3 Credits.**

This course provides an overview of the legal issues faced by health care providers and patients. Students explore various topics arising from the organization and financing of health care, provider liability, bioethics and public health. The course focuses on the way in which law impacts the delivery of health care in the United States.

**Prerequisites:** Take 6 credits from legal studies or Take LE 101, and HSC 220 or HSC 310.

**Offered:** Every other year, Spring

**LE 328. Employment Law.****3 Credits.**

This course provides an overview of the legal relationship between employer and employee and a basic understanding of employment-related law and its impact on the employer/employee relationship. Students study both federal and state laws applicable to the employer/employee relationship. Areas covered include the basis for the employer/employee relationship, pre-employment concerns, diversity and discrimination issues, discrimination actions, termination of the employer-employee relationship, ethical issues in employment law, and current issues.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every other year, Fall

**LE 329. European Union Law (PO 329 IB 329).****3 Credits.**

This course focuses on the European Union and its relationship with the United States. It covers the origin and development of the European Union, the institutions of the EU and the law-making process in the EU. Certain specific legal regimes in the EU, including "the four freedoms," EU business and anti-trust law, and the EU's common security and foreign policy are discussed. The course includes a travel abroad option, spending spring break in Brussels, the primary seat of the EU regional "government." Day trips to the medieval city of Bruges, Belgium and to Aachen, Germany round out the experience.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every Third Year, Spring

**LE 330. Law of Business Entities.****3 Credits.**

In this study of the different types of business entities, including corporations, partnerships and limited liability companies/partnerships, emphasis is given to researching and drafting documents involved in the formation, maintenance and dissolution of business entities.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every other year, Fall

**LE 340. American Constitutional Law (PO353).****3 Credits.**

The United States Constitution and how it has been interpreted by the Supreme Court are studied in this course. The class examines Supreme Court decisions with a focus on analysis and legal reasoning.

**Prerequisites:** Take PO 131 or 6 credits from subject LE.

**Offered:** Every other year, Spring

**LE 342. Comparative Constitutional Law (PO 342).****3 Credits.**

Students compare the legal structures and fundamental principles typically found in constitutions by studying the constitutions of several different countries. The course explores the structure of government; the distinction between legislative, executive and judicial authority; the incorporation of fundamental human rights; the relationship between church and state; free speech and the press, and social welfare rights. Participants analyze the distinction between constitutional law and domestic law and assess the role of various constitutional frameworks in a global society.

**Prerequisites:** Take 6 credits from legal studies courses or take PO 131 or PO 101.

**Offered:** Every other year, Spring

**LE 345. Intellectual Property.****3 Credits.**

This course introduces students to the different areas of intellectual property law, including patents, trademarks, trade secrets and copyright law. Intellectual property protects products created by writers, artists and inventors. Preparation of necessary documents is covered.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every other year, Spring

**LE 350. Federal Indian Law and Policy.****3 Credits.**

The relationship between the federal government and Native Americans and tribes is considered from a historical and practical perspective, along with current topics in Indian law. Practice applications before the two Connecticut tribal courts are covered as well.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every Third Year, Spring

**LE 360. Mediation.****3 Credits.**

This course approaches mediation from the mediator's perspective. Students develop a sophisticated understanding of the legal and ethical aspects of mediation and learn to mediate disputes between parties in the context of civil, criminal and family disputes. Students also learn how to use mediation techniques to resolve disputes in non-legal settings. The course employs mediation exercises, role plays, simulations, self-critique and group discussions to demonstrate and evaluate effective communication skills, bargaining strategies, mediation styles and intervention techniques.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every year, Spring

**LE 370. Negotiation.****3 Credits.**

This course provides students with a thorough understanding of the theory, strategy and practice of negotiation, both transactional and as a dispute resolution method. Students learn to negotiate to resolve problems and communicate effectively, within an ethical framework. The course uses negotiation strategy, exercises, role plays, group discussions and reflective writing to demonstrate and evaluate negotiation techniques and styles.

**Prerequisites:** Take 6 credits from legal studies courses.

**Offered:** Every year, Fall

**LE 399. Independent Study.****1-15 Credits.****LE 480. Legal Internship Seminar I.****4 Credits.**

Students are placed in a supervised legal internship in a law office, agency or other legal setting for 10 hours a week. During the weekly seminar, students discuss legal ethics and professional responsibility. They also complete a complex legal research and writing assignment incorporating principles from the core legal studies classes. Students discuss issues faced in a legal work environment. For majors only.

**Prerequisites:** Take LE 302.

**Offered:** Every year, Fall

**LE 481. Legal Internship Seminar II.****4 Credits.**

Students continue in a supervised legal internship in a law office, agency or other legal setting for 10 hours a week. During the weekly seminar, students edit and revise their legal research and writing assignment. They discuss the issues faced in a legal work environment, focusing on their transition to a legal career. For majors only.

**Prerequisites:** Take LE 480.

**Offered:** Every year, Spring

**LE 485. Legal Internship Seminar.****3 Credits.**

Students are placed in a supervised legal internship in a law office, government office, nonprofit organization or other legal setting for 10 hours per week. During the weekly seminar, students discuss legal ethics, professional responsibility, and career development. They also complete a legal memo on a complex topic incorporating principles from the core legal studies courses, as well as participate in a mock appellate oral argument. Students also produce a journal focused on their guiding question in completion of the Capstone requirement. For majors and students completing the Minor/Certificate in Legal Studies only.

**Prerequisites:** Take LE 305.

**Offered:** Every year, Fall and Spring

**LE 490. Senior Seminar in Law in Society.****3 Credits.**

In this seminar, students must research a legal issue of their choosing; critically examine how our legal system addresses, or fails to address, the issue; and recommend a change in our approach, suggest an alternative interpretation, or highlight a particularly effective response to the issue. Students ultimately produce legal scholarship with a focused thesis developed through substantial research and analysis. The course culminates in each student completing a publishable quality thesis and presenting that work to the class orally. For majors only.

**Prerequisites:** Take LE 305 and senior status required.

**Offered:** Every year, Fall and Spring

**LE 499. Independent Study in Legal Studies.****1-4 Credits.**

## Management (MG)

**MG 105. Organizational Management.****3 Credits.**

This course provides an introduction to the principles of management, covering concepts such as organizations, leadership, and supply chain management. This course prepares students to better understand the management and operations of organizations by integrating management concepts with the student's professional and academic interests. Students may not receive credit for both MG 210 and MG 105.

**Offered:** Every year, Spring

**MG 210. Essentials of Management and Organizational Behavior.****3 Credits.**

This course provides an introduction to the functions and processes of management. It provides a foundation for managerial and entrepreneurial thinking. Emphasis is on the foundations of managing large organizations.

**Offered:** Every year, All

**MG 211. Operations Management.****3 Credits.**

The nature of competition is not between companies but rather between supply chains. This course focuses on the operations in a supply chain framework. Students develop a sophisticated understanding of supply chain perspectives and learn to analyze operational decisions using quantitative models. Topics may include, but are not limited to: purchasing, forecasting, inventory, capacity-planning and information technology.

**Prerequisites:** Take EC 271 EC 272 MA 206 MA 275 MA 285 or PS 206.

**Offered:** Every year, All

**MG 211H. Honors Operations Management.****3 Credits.**

This course provides an introduction to the concepts and processes underlying operations management. The course emphasizes how quantitative models and methods can be used to enhance the decision-making process. Operations managers transform human, physical and technical resources into goods and services. Topics include operations systems design, capacity planning, job scheduling, inventory control, project planning, facilities location and layout, total quality management, and forecasting.

**Prerequisites:** Take EC 271 or EC 272.

**Offered:** As needed

**MG 240. Software Applications for Business.****3 Credits.**

The course instructs students in business applications of various widely used software packages including Word, Excel and dBase III+, along with the preparation of instructional materials detailing procedures for use of each type of software for everyday business needs.

**Prerequisites:** Take MG 210.

**Offered:** Every year, All



- MG 260. Power and Politics of Leadership. 3 Credits.**  
The central theories and strategies of leadership within an organizational context are reviewed. Individual expectations and values are considered in terms of their impact upon leading other organizational members. Recent leadership research, practice and experience are examined as a challenge for leaders of the 21st-century business organization.  
**Prerequisites:** Take MG 210.  
**Offered:** As needed
- MG 300. Special Topics. 3 Credits.**  
**Prerequisites:** Take MG 210.  
**Offered:** As needed
- MG 301. Group and Virtual Team Processes. 3 Credits.**  
Students gain advanced knowledge of best practices related to effective group processes. This course provides a hands-on, experiential approach to the development of personal and interpersonal competencies that prepare students to excel at working in cross-functional as well as multicultural teams. Contemporary issues related to groups such as virtual teaming also are explored.  
**Prerequisites:** Take MG 210.  
**Offered:** Every year, Fall and Spring
- MG 302. Human Resource Management. 3 Credits.**  
This course introduces students to the principles, policies and practices related to human resource management. Students examine various HRM topics such as employee development, engagement, employment relations and law, compensation, recruitment and staffing, which they will likely deal with as future HRM managers and leaders.  
**Prerequisites:** Take MG 210.  
**Offered:** Every year, Fall and Spring
- MG 306. Staffing: Recruitment, Selection and Placement. 3 Credits.**  
In this course, students learn how to design and carry out various staffing activities effectively within labor market and legal constraints. Staffing activities include recruitment (whom to recruit, where and when to recruit, and how to recruit); selection (whom to hire and why); and placement (in which jobs, at what time, and in what career progressions).  
**Prerequisites:** Take MG 302.  
**Offered:** Every year, Fall
- MG 311. Advancing Employment Relations. 3 Credits.**  
The objective of this course is to enable students to evaluate HR policies against principles of employment law and labor relations. Students learn about laws and policies designed to protect equal employment opportunities (e.g., civil rights, disabilities and family leave) and compensate employees for occupational injuries and illnesses. The impact of management on labor relations and the development of managerial approaches to achieve labor-management cooperation are discussed using an ethics and social responsibility lens.  
**Prerequisites:** Take MG 302.  
**Offered:** Every year, Spring
- MG 312. Sports Management (SPS 312). 3 Credits.**  
This course offers an opportunity for students to gain information and understanding of the various practices and procedures associated with sport administration and management. Organizational structure, management decisions and challenges, as well as career opportunities at the professional, intercollegiate, interscholastic, youth and community sport levels are explored. The areas of sports tourism, sport management agencies and sport facility and event management are analyzed in terms of their impact on the management and business of sports.  
**Prerequisites:** Take MG 210.  
**Offered:** Every year, Spring and Summer
- MG 315. Self Management. 3 Credits.**  
This course presents an intensive assessment of an individual's personal, psychological makeup so as to increase the ability to manage personal and interpersonal experiences. The premise for the course rests on the assumption that effective management of others begins with management of oneself.  
**Prerequisites:** Take MG 210.  
**Offered:** Every year, Spring
- MG 320. Emotional Intelligence in the Workplace. 3 Credits.**  
This course provides the student with an understanding and appreciation of the role of emotional intelligence in everyday living and in particular, in the development of the leadership phenomenon. Topics include: 1) Why study emotional intelligence; 2) anatomy of emotions; 3) emotional intelligence and self-management; 4) the role of emotional intelligence in business and in leadership development; 5) education for emotional literacy; and 6) assessing one's own levels of emotional intelligence. Lectures, case studies, personal assessments and small group activities are the essential methodology for this course.  
**Prerequisites:** Take MG 210.  
**Offered:** Every year, Fall
- MG 321. Decision Making for Managers. 3 Credits.**  
This course focuses on improving managerial decision making and problem-solving skills through the development and use of qualitative and quantitative methods. Extensive use of Excel is emphasized.  
**Prerequisites:** Take MG 210 MG 211.  
**Offered:** Every year, Fall and Spring
- MG 335. Project Management. 3 Credits.**  
This course introduces students to the initiation, planning and execution of projects with exposure to critical behavioral issues involving intragroup and intergroup collaboration. Special emphasis is on the use of current project management software.  
**Prerequisites:** Take MG 210 MG 211.  
**Offered:** Every year, Fall and Spring
- MG 340. Supply Chain Logistics and Technology. 3 Credits.**  
Delivering goods and services in the most efficient and effective way is through supply chain management. This course provides a detailed view of supply chain management with a focus on logistics. Students develop a deeper skills set needed for decision making in supply chain management. Topics may include: supplier management, logistics, supply chain inventory, risk management, sustainability, supply chain technology (ERP) systems and customer relationships.  
**Prerequisites:** Take MG 211 or IER 360.  
**Offered:** Every year, Spring
- MG 341. Service Operations Management. 3 Credits.**  
This course examines the management of services, focusing on both the strategic and operational aspects of designing new services, assessing and improving service quality, improving the efficiency and effectiveness of service processes, and how new technologies can be integrated into service operations to help achieve these objectives.  
**Prerequisites:** Take MG 211 or IER 360.  
**Offered:** Every year, Fall
- MG 342. Supply Chain Analytics. 3 Credits.**  
This course focuses on several key supply chain functions and provides hands-on learning to help students understand and analyze data that may be available for the supply chain. The design aspect of supply chain is emphasized. Modeling and deriving insights are facilitated through the extensive use of an Excel-based approach.  
**Prerequisites:** Take MG 211 or IER 360.  
**Offered:** Every year, Fall



**MG 345. Training and Development.****3 Credits.**

Today's ever-changing global marketplace is marked by continual advancements in technologies and associated management processes. In response, HR professionals must create learning environments to expand the knowledge-based capacities of organizations. In this course, students learn how to conduct needs assessments, how to design effective training and development programs to meet those needs and how to evaluate the returns to investments in training and development against organizational goals.

**Prerequisites:** Take MG 302.**Offered:** Every year, Fall**MG 355. Compensation and Benefits.****3 Credits.**

This course provides students with an understanding of compensation and salary administration in both private and public settings. Additional topics include performance management, pay for performance, employee benefits and overall employee satisfaction. This course provides students with the introduction to compensation analysis skills along with an understanding of best practices in implementing an effective total compensation program in an organization.

**Prerequisites:** Take MG 302.**Offered:** Every year, Spring**MG 399. Independent Study In Management.****3 Credits.**

Study designed jointly by student and sponsoring faculty. Permission of adviser and chair required.

**Offered:** As needed, All**MG 402. Management Senior Seminar.****3 Credits.**

This seminar is the capstone course for all management majors culminating in a senior thesis. The course develops students as whole managers and leaders capable of integrating and excelling in both behavioral and technical skills.

**Prerequisites:** Take MG 301 MG 302 MG 321 MG 335.**Offered:** Every year, Spring**MG 488. Management Internship.****3 Credits.**

This student-in-residence program includes work experience under the joint supervision of a sponsoring faculty and practicing manager or business owner. Approval of a sponsoring faculty member, the department chair and the assistant dean is required. For juniors and seniors. This course is graded on a pass/fail basis.

**Prerequisites:** Take MG 301 MG 321.**Offered:** Every year, All**MG 490. Field Projects.****3 Credits.**

Students work individually or in teams under the supervision of a faculty member on a field-based problem or project for a for-profit or nonprofit business. For juniors and seniors; faculty adviser and permission of chair required.

**Prerequisites:** Take MG 301 MG 321.**Offered:** Every year, Spring**MG 499. Independent Research (formerly GM 490).****1-6 Credits.**

Second semester juniors and seniors who wish to pursue a subject in greater depth than is possible in a regular class or to study a subject not covered in the management program may pursue up to six hours of independent study. Approval of a sponsoring faculty, the department chair and the dean is required.

**Offered:** As needed

## Marketing (MK)

**MK 201. Marketing Principles.****3 Credits.**

This course surveys marketing from the decision-making point of view, with emphasis on the conceptual and analytical components of the subject, and a synthesis of new marketing concepts with economics, behavioral sciences and mathematics.

**Prerequisites:** Take EC 111.**Offered:** Every year, All**MK 201H. Honors Marketing Principles.****3 Credits.**

This course surveys marketing from the decision-making point of view, with emphasis on the conceptual and analytical components of the subject, and a synthesis of new marketing concepts with economics, behavioral sciences and mathematics.

**Prerequisites:** Take EC 111.**Offered:** As needed**MK 210. Consumer Behavior.****3 Credits.**

The central role of the consumer in initiating or determining the fate of the firm's marketing effort is emphasized. The course draws on theories from psychology, sociology, anthropology and economics to help understand and anticipate consumer behavior as individuals or groups. Current models of consumer behavior are surveyed.

**Prerequisites:** Take MK 201.**Offered:** Every year, All**MK 301. Internet Marketing.****3 Credits.**

This course explores the rapidly evolving world of Internet marketing and examines the strategies and tactics that firms can use to utilize the Internet as an effective marketing tool. Students discuss search engine marketing, social media tools, web site design and Internet advertising. The course also examines the role of the Internet as a channel of distribution

**Prerequisites:** Take MK 201.**Offered:** Every year, Spring**MK 312. Advertising.****3 Credits.**

Current practices in advertising including strategy and planning, copy and layout, media selection and scheduling, and budgeting are examined. Advertising is considered from the inception of researched ideas and concepts through the completed presentation. Students gain experience in creating advertisements for the major media.

**Prerequisites:** Take MK 201.**Offered:** Every year, All**MK 315. Media Planning.****3 Credits.**

This course considers strategic media planning and its role in advertising and marketing. Emphasis is on the strategic and creative selection, scheduling and evaluation of traditional and non-traditional media vehicles to effectively and efficiently deliver advertising messages to target audiences. Students examine the relative strengths of various media and scheduling options for advertising both goods and services, and learn tools and techniques used to analyze media opportunities (e.g., computerized allocation software and/or other modeling techniques). Students gain hands-on experience through development of a media plan.

**Prerequisites:** Take MK 201.**Offered:** Every year, Spring

**MK 319. Marketing Analytics.****3 Credits.**

Topics covered in this course include market segmentation, marketing mix analysis, product bundle optimization and social network analysis. Students are introduced to the basics of effective visual presentation of quantitative information. Weekly assignments with real business data allow students to explore a variety of analytic techniques and answer actual problems. Students leave with a knowledge of a variety of advanced techniques, in-demand analytic reasoning skills and an understanding of methodological debates, trade-offs and resource allocation for data projects.

**Prerequisites:** Take MK 320.**Offered:** As needed**MK 320. Marketing Research.****3 Credits.**

Students learn to understand and satisfy marketing managers' information needs: demand potential, competition, regulations and accepted procedures in relevant business/geographic areas. The course covers research design, quantitative and qualitative data collection, data analysis and implications of results. Written/oral reports are expected. This methodological course assumes a basic understanding of marketing in a global environment.

**Prerequisites:** Take MK 201 and; EC 271 or MA 275 or MA 206.**Offered:** Every year, Fall and Spring**MK 324. Business-To-Business Marketing.****3 Credits.**

This course examines the development of marketing strategies of firms that market to other firms or organizations. Integrating characteristics that distinguish business markets from consumer markets throughout the semester, topics include unique aspects of selecting target markets and elements of the marketing mix. Cases, projects, articles and exercises stress the problems facing actual business marketing firms today.

**Prerequisites:** Take MK 201.**Offered:** As needed**MK 332. Integrated Marketing Communications.****3 Credits.**

This course focuses on theory, application and practice associated with the management of marketing communications activities. Students consider strategic implications of integrated communication, and examine promotional tools, such as advertising, special promotions, Internet/mobile, direct marketing, personal selling, public relations, publicity and display.

**Prerequisites:** Take MK 201.**Offered:** Every year, All**MK 333. Marketing Channels and Distribution.****3 Credits.**

Students are introduced to design, evaluation and management of distribution channels. Topics include channel member roles and behavior; channel performance evaluation; and logistics (e.g., transportation, inventory, materials handling and information management).

**Prerequisites:** Take MK 201.**Offered:** Every year, Fall**MK 334. Product and Pricing Strategy.****3 Credits.**

Strategic product planning and new product development within the context of marketing management for marketing new and mature products are examined. Students learn to integrate economic, financial, legal and marketing principles to analyze pricing decisions, and consider the behavioral implications of pricing, and review relationships among the components for the marketing mix.

**Prerequisites:** Take MK 201.**Offered:** Every year, All**MK 340. Database Marketing.****3 Credits.**

This course is designed to explore the marketing applications of database information, with particular emphasis on the firm's overall marketing strategy. Students examine the tools and theories that permit useful information to be derived from the growing number of information databases. Major types of databases to be examined include: scanner databases, direct marketing databases, geographic information databases, and Internet databases.

**Prerequisites:** Take MK 201.**Offered:** As needed**MK 352. Retail Management.****3 Credits.**

The major elements of retail management and merchandising are introduced. Topics covered are inventory planning, acquisition and control; pricing, sales volume and profit; promotional activities; and store management, including operations, as well as retail mathematics: markup, markdown, turnover, etc.

**Prerequisites:** Take MK 201.**Offered:** As needed**MK 355. Services Marketing.****3 Credits.**

This course examines how marketing principles are applied to the management of service business, including health organizations. Topics include: definition of services, services as products, managing the service encounter, buyer behavior and customer relations, service quality, marketing and human resources management, service accessibility, pricing of services, promotion of services, and international marketing of services.

**Prerequisites:** Take MK 201.**Offered:** As needed**MK 370. Marketing Research.****3 Credits.**

Students learn to understand and satisfy marketing managers' information needs: demand potential, competition, regulations and accepted procedures in relevant business/geographic areas. The course covers research design, quantitative and qualitative data collection, data analysis and implications of results. Written/oral reports are expected. This methodological course assumes a basic understanding of marketing in a global environment. MA 107 prerequisite is waived with a Math Placement score of 4.0 or higher.

**Prerequisites:** Take MK 201 and EC 271 or MA 275 or MA 206; Take MA 107 MA 118 MA 140 or MA 141.**Offered:** Every year, Fall and Spring**MK 383. Professional Selling and Sales Management.****3 Credits.**

The study and application of skills required to sell products, services or ideas. Emphasis is on the development of an effective sales presentation focusing on the needs of the consumer or organization. The course stresses the importance of knowing the company and its products as well as the selling environment and customer. In addition, the issues involved in managing a sales force are addressed. These include sales planning and forecasting, selection, recruitment, training and compensation of salespeople and integration with other elements of the marketing mix.

**Prerequisites:** Take MK 201.**Offered:** As needed**MK 399. Marketing Independent Study.****1-6 Credits.**

**MK 401. Seminar in Marketing Strategy. 3 Credits.**

This capstone course for seniors is given from the point of view of top marketing executives, who are responsible for integrating marketing activities. Instructional methods such as case analyses, "live cases," group projects and simulations may be used. Senior status required.

**Prerequisites:** Take MK 201.

**Offered:** Every year, Fall and Spring

**MK 405. Seminar in Biomedical Marketing Strategy. 3 Credits.**

This course explores the unique aspects of marketing strategy in the biomedical industry from the perspective of biomedical firms, hospitals and government agencies. Topics include the purchase decision process, marketing research, product development and pricing strategy. Students gain current biomedical industry knowledge through articles, cases and completion of a marketing plan project in partnership with a biomedical firm.

**Corequisites:** Take MK 334.

**Offered:** Every other year, Spring

**MK 450. Marketing History. 3 Credits.**

This seminar examines the development of modern marketing in America from the mid-19th century through the 20th century. The course focuses on how pioneering entrepreneurs such as Kellogg, Sears, Heinz, Hershey and others created brands that became household names and in the process revolutionized marketing practice. Students discuss assigned readings, films and field trips. Research assignments and a term paper also need to be completed.

**Prerequisites:** Take MK 201.

**Offered:** As needed

**MK 488. Marketing Internship. 3 Credits.**

This internship in marketing must be approved by the department chair and the dean in accordance with school regulations. Junior/senior status is required. This course is graded on a pass/fail basis.

**Prerequisites:** Take MK 201.

**Offered:** Every year, All

**MK 495. Biomedical Marketing Internship. 3 Credits.**

This internship is required of biomedical marketing majors and must be done with a company or institution that is related to biomedical products or services.

**Prerequisites:** Take MK 201.

**Offered:** Every year, All

**MK 498. Tutorial Topics in Marketing. 3 Credits.**

Special topics courses involve advanced study of one or more areas within marketing. Subject matter varies from year to year depending upon the interest of students and faculty.

**Offered:** As needed

**MK 499. Independent Study in Marketing. 3-15 Credits.**

Special topics courses involve advanced study of one or more areas within marketing. Subject matter will vary from year to year depending upon the interest of students and faculty. Fall, Spring, Summer

**Offered:** As needed

## Mathematics (MA)

**MA 100. Basic Algebra. 3 Credits.**

This course reviews basic arithmetic and algebraic skills and introduces mathematical methods to the entering student with little or no mathematics background, with the goal of providing sufficient skill to take course work requiring two years of college preparatory mathematics. Students are expected to participate in four hours of course work per week. MA 100 is for institutional credit and does not apply to graduation requirements. Note: Students may not withdraw from MA 100. Students who fail MA 100 the first time receive a grade of Unsatisfactory. If the student does not pass the second time, then a failure is recorded on the student's record.

**Offered:** Every year, Fall and Spring

**MA 107. College Algebra. 3 Credits.**

This course reviews the fundamentals of algebra. Students learn about the following topics: the real number system, factoring and expanding polynomials, properties of logarithms and exponentials, linear equations and inequalities, quadratic equations and inequalities, absolute value equations and inequalities, systems of equations and inequalities, functions and their graphs, and algebra of functions, including composition, and inverse functions. This course is designed for students who need to improve their algebraic skills to prepare for future mathematics courses such as Applied Calculus, Pre-Calculus, or Statistics. MA 107 does not fulfill the Quantitative Literacy requirement. Prerequisite: A math placement level of 2 or above, or successful completion of MA 100.

**Offered:** Every year, All

**MA 110. Contemporary Mathematics. 3 Credits.**

This course introduces students to the study of mathematics as a discipline and also presents topics that are applicable to students' everyday lives. Topics include logic, probability and statistics and financial mathematics. The course also covers two topics from the following list: geometry, set theory, number theory, measurement, problem solving, mathematical systems, scientific applications, history of mathematics. Topics are chosen by the instructor. Students should check the mathematics requirements for their major before selecting their first course in mathematics. MA 110 is not designed to be a prerequisite for any calculus course. Prerequisite: A math placement level of 2 or above, or successful completion of MA 100.

**Offered:** Every year, All

**MA 110H. Honors Contemporary Mathematics. 3 Credits.**

This course introduces students to the study of mathematics as a discipline and also presents topics that are applicable to students' everyday lives. Topics include logic, probability and statistics and financial mathematics. The course also covers two topics from the following list: geometry, set theory, number theory, measurement, problem solving, mathematical systems, scientific applications, history of mathematics. Topics are chosen by the instructor. Students should check the mathematics requirements for their major before selecting their first course in mathematics. MA 110 is not designed to be a prerequisite for any calculus course.

**Offered:** As needed

**MA 140. Pre-Calculus.****3 Credits.**

This course concentrates on topics that students need to understand profoundly to succeed in calculus. Students learn about the following topics: functions and their graphs, exponents and logarithms and trigonometry. There is a focus on basic concepts and visualization of problems. The material has many real-life applications. Use of a TI-83 or TI-84 calculator is required. Primary emphasis is on developing the following New Synthesis proficiencies: quantitative reasoning and critical thinking and reasoning.

**Prerequisites:** Take MA 107; Minimum grade C- or placement level of 3.

**Offered:** Every year, All

**MA 141. Calculus of a Single Variable.****3 Credits.**

This course covers functions, graphs, limits, continuity, derivatives, applications of derivatives, antiderivatives and definite integrals, as well as the Fundamental Theorem of Calculus. This course significantly advances the following Essential Learning Outcomes: quantitative reasoning, critical thinking and reasoning. Many sections require a TI-83/84 calculator (or the equivalent); check with the instructor. Students cannot receive credit for both MA 141 and MA 151.

**Prerequisites:** Take MA 140; Minimum grade C; or placement level of 5.

**Offered:** Every year, All

**MA 141H. Honors Calculus of a Single Variable.****3 Credits.**

This course covers functions, graphs, limits, continuity, derivatives, applications of derivatives, antiderivatives and definite integrals, as well as the Fundamental Theorem of Calculus. This course significantly advances the following Essential Learning Outcomes: quantitative reasoning, critical thinking and reasoning. Many sections require a TI-83/84 calculator (or the equivalent); check with the instructor. Students cannot receive credit for both MA 141 and MA 151.

**Prerequisites:** Take MA 140; Minimum grade C; or placement level of 5.

**Offered:** As needed

**MA 150. Integral Calculus With Applications.****1 Credit.**

This course provides a bridge from MA 141 to MA 152. Students review basic integration rules, integration by substitution, Fundamental Theorem of Calculus, numerical integration and applications of integration, including area between curves, volumes, arc length and applications from physics. A graphing calculator is required; the TI-83 or TI-84 is recommended.

**Prerequisites:** Take MA 141 or MA 141H; Minimum grade C-.

**Offered:** Every year, Fall and Spring

**MA 151. Calculus I.****4 Credits.**

This course covers functions and graphs, limits and continuity, derivatives, applications of derivatives, antiderivatives and definite integrals, the Fundamental Theorem of Calculus, numerical integration and applications of definite integrals. A graphing calculator is required; the TI-83 or TI-84 is recommended. Students cannot receive credit for both MA 151 and MA 141.

**Prerequisites:** Take MA 140; Minimum grade C; or placement level of 5.

**Offered:** Every year, Fall and Spring

**MA 152. Calculus II.****4 Credits.**

This course covers techniques of integration, improper integrals, differential equations, infinite series, parametric equations, polar coordinates, vectors, operations on vectors, and three-dimensional coordinate systems.

**Prerequisites:** Take MA 151 or MA 141; Minimum grade C-.

**Corequisites:** Take MA 150.

**Offered:** As needed

**MA 153. Calculus II: Part A.****2 Credits.**

Students in this course study techniques of integration and infinite sequences and series. Techniques studied include u-substitution, integrals involving logarithms and inverse trigonometric functions, trigonometric integrals, trigonometric substitution, integration by parts, and partial fractions. For infinite series, the course includes a study of convergence, tests of convergence, power series, and Taylor and Maclaurin series. Additional topics include indeterminate forms, L'Hopital's Rule, and improper integrals. Offered the first half of each semester.

**Prerequisites:** Take MA 141 or MA 151. Minimum Grade C-.

**Offered:** Every year, Fall and Spring

**MA 154. Calculus II: Part B.****2 Credits.**

In this course students study differential equations, conic sections, parametric equations, polar coordinates, vectors, operations on vectors, lines and planes in space, three-dimensional coordinate systems (cylindrical and spherical coordinates) and quadric surfaces. Offered the second half of each semester.

**Prerequisites:** MA 150 or MA 151.

**Corequisites:** Take MA 153.

**Offered:** Every year, Fall and Spring

**MA 170. Probability and Data Analysis.****3 Credits.**

This course teaches students the fundamentals of probability and solves real-life probability problems. Students learn to use graphical techniques and descriptive statistics to analyze data. Topics include: ratios, proportions, percentages, empirical and theoretical probability calculations, conditional probability and independence, Bayes' Theorem, expected value, discrete probability distributions, continuous probability distributions, descriptive statistics for central tendency and variability, graphical techniques including histograms and scatter diagrams, and analyzing data sets. The course also includes an introduction to Excel and prepares students for future courses in statistics and analytics.

**Prerequisites:** Take MA 100; Minimum grade C-; or placement level of 2.

**Offered:** Every year, Fall and Spring

**MA 190. Mathematics Freshman Seminar.****1 Credit.**

This course presents excursions into a variety of areas in advanced mathematics, as well as its applications, history and philosophy. Students also explore career options related to the study of mathematics.

**Prerequisites:** Take MA 140 MA 141 MA 141H or MA 151; Grade of C- or better.

**Offered:** Every year, Spring

**MA 205. Introduction to Discrete Mathematics (CSC 205).****3 Credits.**

This course introduces students to basic concepts and structures of discrete mathematics. Topics can include propositional and predicate logic, sets and set operations, functions, proof techniques, counting problems, probability and basic number theory. Applications include computer science, biology, social sciences, law and the physical sciences.

**Prerequisites:** Take CSC 110 or MA 110 or higher; Grade of C- or better.

**Offered:** Every year, Spring

**MA 206. Statistics for the Behavioral Sciences.****3 Credits.**

This course presents a study of statistical procedures pertinent to the work of the social and behavioral scientist. Students are introduced to descriptive procedures, confidence intervals, hypothesis testing, regression and correlation, analysis of variance and non-parametric techniques. Students are not allowed to receive credit for more than one of the following courses: MA 206, MA 275 and MA 285.

**Prerequisites:** Take MA 107 or MA 170; Minimum grade C-; or placement level of 3.

**Offered:** Every year, All



**MA 226. Baseball and Statistics (SPS 226).****3 Credits.**

This course covers SABRmetrics: the study of standard statistical topics using data derived from baseball records, which, for many students, is more easily understood and more interesting than data from the business or science world. The course looks at both descriptive and inferential statistics along with probability. Descriptive statistics covers measures of central tendency, tables and graphs, the normal and binomial distributions. Inferential statistics explores sampling, confidence intervals, hypothesis testing, chi-square testing, and regression and correlation analysis. Students must possess a basic knowledge of baseball.

**Prerequisites:** Take MA 100; or placement level of 2.

**Offered:** Every year, Fall and Spring

**MA 229. Linear Algebra.****3 Credits.**

This course covers the basic concepts of linear algebra, along with an introduction to the language and techniques of formal mathematics. Topics include systems of linear equations, vector spaces, linear transformations, matrices, determinants and eigenvalues.

**Offered:** Every year, Spring

**MA 251. Calculus III.****4 Credits.**

This course covers vector functions, derivatives and integrals of vector functions, arc length and curvature, motion in space, functions of several variables, limits and continuity, partial derivatives, tangent planes and linear approximations, directional derivatives and the gradient vector, maximum and minimum values, Lagrange multipliers, multiple integration in Cartesian, cylindrical and spherical coordinates, surface area, vector fields, line integrals, Green's theorem, curl and divergence, surface integrals, Stoke's theorem and divergence theorem.

**Prerequisites:** Take MA 152 or MA 154; Minimum grade C-.

**Offered:** Every year, Fall

**MA 265. Linear Algebra and Differential Equations.****4 Credits.**

This course covers the basic concepts of both linear algebra and ordinary differential equations with an emphasis on applications in science and engineering. Linear algebra topics include systems of linear equations, vector spaces and subspaces, linear transformations, matrix algebra, determinants and eigenvalues. Differential equation topics include solutions to first, second and higher order homogeneous and nonhomogeneous differential equations. Solution methods include use of eigenvalues and eigenvectors, Laplace transforms, infinite series and numerical approximations. Special differential equations including Legendre, Bessel, Hermite and Chebyshev equations also are discussed as well as transformations for autonomous equations. A graphing calculator is recommended (TI-83 or TI-84) as well as knowledge of Excel.

**Prerequisites:** Take MA 152 or MA 241; Minimum grade C-.

**Offered:** Every year, Spring

**MA 275. Biostatistics.****3 Credits.**

Students are introduced to the application of statistical techniques to the biological and health sciences with emphasis on probability laws, sampling and parameter estimation, central limit theorem, test of hypothesis, correlation, regression and analysis of variance. Students are not allowed to receive credit for more than one of the following courses: MA 206, MA 275 and MA 285.

**Prerequisites:** Take MA 107 or MA 170 or MA 140; Minimum grade C- or placement level of 4.

**Offered:** Every year, All

**MA 275H. Honors Biostatistics.****3 Credits.**

Students are introduced to the application of statistical techniques to the biological and health sciences with emphasis on probability laws, sampling and parameter estimation, central limit theorem, test of hypothesis, correlation, regression and analysis of variance.

**Prerequisites:** Take MA 107; Minimum grade C- or placement level of 4.

**Offered:** As needed

**MA 285. Applied Statistics.****3 Credits.**

This introductory statistics course is intended primarily for students majoring in engineering, mathematics or the sciences. Emphasis is on using statistics to answer questions in the physical and social sciences. Topics include descriptive statistics, probability, point and interval estimation, hypothesis testing, correlation and regression, analysis of variance, chi-square tests and nonparametric methods. Students are required to analyze real data sets using Excel, SAS, SPSS or similar computer programs. Students are not allowed to receive credit for more than one of the following courses: MA 206, MA 275 and MA 285.

**Prerequisites:** Take MA 141 MA 141H or MA 151; Minimum grade C-.

**Offered:** Every year, Spring

**MA 299. Independent Study in Mathematics.****1-6 Credits.**

This individual study in a specialized area is open to juniors and seniors by special arrangement with the department chairman. This is a structured program of reading, problem solving and experiments established through conferences with a member of the mathematics faculty. Graded by examination or term project.

**Offered:** Every year, All

**MA 300. Special Topics.****3 Credits.**

**Offered:** As needed, All

**MA 301. Foundations of Advanced Mathematics.****3 Credits.**

This course is an exploration of the language and nature of mathematics. Emphasis is placed on developing the students' ability to construct and write mathematical proofs and helping students read and understand mathematical reasoning. Various techniques of proof are discussed, including direct, contrapositive, induction, contradiction and counterexample. Mathematical content includes elementary logic, quantifiers, set theory, relations, functions and number systems. Other topics are at the instructor's discretion, and may include number theory, graph theory, point-set topology or counting problems.

**Prerequisites:** Take MA 229; Minimum grade C-.

**Offered:** Every year, Fall

**MA 305. Discrete Mathematics.****3 Credits.**

Students study various topics in discrete mathematics, such as proof by induction, recurrence relations, cardinality of a set, the pigeonhole principle, counting techniques, probability and graph theory.

**Prerequisites:** Take MA 301 or CSC 205; Minimum grade C-;

**Offered:** Every other year, Spring

**MA 315. Theory of Computation (CSC 315).****3 Credits.**

This course provides an introduction to the classical theory of computer science with the aim of developing a mathematical understanding of the nature of computing by trying to answer one overarching question: "What are the fundamental capabilities and limitations of computers?" Specific topics include finite automata and formal languages (How do we define a model of computation?), computability (What can be computed? and How do we prove something cannot be computed?) and complexity (What makes some problems so much harder than others to solve? and What is the P versus NP question and why is it important?).

**Prerequisites:** Take MA 301 or CSC 215; Minimum grade C-.

**Offered:** Every other year, Fall



**MA 318. Cryptography (CSC 318).****3 Credits.**

Students study methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. Participants also discuss various possible attacks on these communications.

Students learn about classical private-key systems, the Data Encryption Standard (DES), the RSA public-key algorithm, discrete logarithms, hash functions and digital signatures. Additional topics may include the Advanced Encryption Standard (AES), digital cash, games, zero-knowledge techniques and information theory, as well as topics chosen by the students together with the instructor for presentations.

**Prerequisites:** Take MA 229 or CSC 215 or ISM 301; Minimum grade C-.

**Offered:** Every other year, Spring

**MA 321. Abstract Algebra.****3 Credits.**

This course presents a study of topics selected from groups, normal groups, rings, ideals, integral domains, fields, polynomial rings and isomorphism theorems.

**Prerequisites:** Take MA 229 MA 301; Minimum grade C-.

**Offered:** Every year, Spring

**MA 341. Advanced Calculus.****3 Credits.**

The concepts of limit, continuity, differentiation and Riemann integration are studied in depth. Also considered are sequences and series, improper integrals, and Riemann-Stieltjes Integral.

**Prerequisites:** Take MA 142 or MA 152 and MA 301; Minimum grade C-.

**Offered:** Every year, Fall

**MA 351. Real Analysis.****3 Credits.**

This course examines the theoretic foundations of continuity, differentiation and integration at a more abstract level than MA 341. The class reinforces and further expands on proof techniques covered in MA 301. Topics include: convergence of sequences and series, construction of the real number system, metric spaces, dense sets, continuity, compactness, connectedness, differentiation, Riemann-Stieltjes Integral and sequences of functions. Students who wish to pursue graduate studies in mathematics are strongly encouraged to take this class. It is recommended that students take MA 341 before attempting this class.

**Prerequisites:** Take MA 142 or MA 152 and MA 301; Minimum grade C-.

**Offered:** Every other year, Spring

**MA 361. Numerical Analysis (CSC 361).****3 Credits.**

This course covers selected techniques for obtaining numerical values of functions, solving linear and nonlinear equations, interpolation, numerical differentiation and integration, error analysis and numerical stability.

**Prerequisites:** Take MA 142 or MA 152 and MA 229; Minimum grade C-.

**Offered:** As needed

**MA 365. Ordinary Differential Equations.****3 Credits.**

Students are introduced to standard methods for solving ordinary differential equations, including Laplace transforms as well as singular solutions, series solutions and the system of linear differential equations. Existence and uniqueness theorems also are introduced, as are geometrical interpretation and applications.

**Prerequisites:** Take MA 142 or MA 152; Minimum grade C-.

**Offered:** Every other year, Fall

**MA 370. Number Theory.****3 Credits.**

Topics include representation of integers, primes, the Fundamental Theorem of Arithmetic, divisibility, modular arithmetic, Fermat's Little Theorem and Euler's Theorem, perfect numbers, and Diophantine equations. Additional topics may include quadratic residues, sums of squares, and Fermat's Last Theorem.

**Prerequisites:** take 1 course; from subject MA; from level 300; Minimum grade C-.

**Offered:** Every other year, Spring

**MA 371. Mathematical Statistics and Probability I.****3 Credits.**

This course covers foundations of probability, random variables and select probability distributions with applications. Topics include sample spaces and events; conditional probability; independence; expected value, variance and other moments; joint densities; and probability distributions including the normal, Poisson, Binomial and other distributions.

**Prerequisites:** Take MA 242 or MA 251 and MA 301; Minimum grade C-.

**Offered:** Every other year, Fall

**MA 372. Mathematical Statistics and Probability II.****3 Credits.**

Students are introduced to general principles of estimation and testing hypotheses; small sample distributions; regression and correlation; design of experiments and analysis of variance; nonparametric techniques; and other methods.

**Prerequisites:** Take MA 371; Minimum grade C-.

**Offered:** Every other year, Spring

**MA 378. Mathematical Modeling.****3 Credits.**

Students develop mathematical models for problems in biology, environment, health sciences and politics.

**Prerequisites:** Take MA 141 MA 141H or MA 151 and MA 229; Minimum grade C-.

**Offered:** Every other year, Fall

**MA 380. Data Mining.****3 Credits.**

This course introduces students to data mining concepts and techniques, and data mining software. Topics include data preprocessing and cleaning, concept hierarchy generation, attribute relevance analysis, association rule mining and decision tree induction.

**Corequisites:** Take EC 365.

**Offered:** Every year, Fall

**MA 385. Machine Learning.****3 Credits.**

This course introduces students to the theory of machine learning and practical applications. Topics include supervised learning, unsupervised learning, learning theory, regularization models, validation and models.

**Prerequisites:** Take MA 380.

**Offered:** Every year, Spring

**MA 399. Independent Study in Mathematics.****1-6 Credits.**

This individual study in a specialized area is open to juniors and seniors by special arrangement with the department chairman. This is a structured program of reading, problem solving and experiments established through conferences with a member of the mathematics faculty. Graded by examination or term project.

**Offered:** As needed, Spring

**MA 400. Special Topics in Math.****3 Credits.**

Special topics are selected from the areas of differential equations, complex variables, and topology and application of the theory to scientific and business problems is explored.

**Offered:** As needed, Spring

**MA 421. Advanced Algebra.****3 Credits.**

Advanced topics in algebra include Sylow theorems (groups), field extensions, and Galois theory. If time permits, Jordan form of matrices, modules, and introduction to category theory are included.

**Prerequisites:** Take MA 321; Minimum grade C-.

**Offered:** As needed, Spring

**MA 441. Complex Variables.****3 Credits.**

This course extends the concepts of calculus to deal with functions whose variables and values are complex numbers. Topics include the geometry of complex numbers, differentiation and integration, representation of functions by integrals and power series, and the calculus of residues.

**Prerequisites:** Take MA 242 or MA 251 and MA 301; Minimum grade C-.

**Offered:** As needed

**MA 451. Elements of Point-Set Topology.****3 Credits.**

Open sets, closed sets, and topological spaces are considered. Also covered are connectedness and compactness, functions, limit points, and continuity. Metric spaces are introduced as well as completeness and the Heine-Borel property. Construction of real numbers is introduced.

**Prerequisites:** Take MA 341; Minimum grade C-.

**Offered:** As needed

**MA 480. ASDS Capstone.****3 Credits.**

This course serves as a culminating experience for the ASDS minor. Students will work on an independent project that will allow them to integrate knowledge from their previous courses in the minor. Students will learn best practices of data visualization and use appropriate visualization software to help craft a narrative about their project.

**Prerequisites:** Take MA 385;

**Offered:** Every year, Fall

**MA 490. Mathematics Senior Seminar.****3 Credits.**

Students work on a senior-level project, culminating in a written and oral report. For senior mathematics majors.

**Offered:** Every year, Spring

**MA 499. Independent Study in Mathematics.****3 Credits.**

This individual study in a specialized area is open to juniors and seniors by special arrangement with the department chairman. This is a structured program of reading, problem solving and experiments established through conferences with a member of the mathematics faculty. Graded by examination or term project.

**Offered:** As needed, Spring

## Mechanical Engineering (MER)

**MER 210. Fundamentals of Engineering Mechanics and Design.****3 Credits.**

This course provides a foundation in the principles of statics and mechanics of materials while introducing the engineering design process to prepare students for further engineering studies. Equilibrium principles are used to analyze forces on statically determinate rigid bodies and structures. Concepts of stress and strain are introduced under axial loading.

**Corequisites:** Take MA 241 or MA 152 and PHY 121.

**Offered:** Every year, Spring

**MER 210L. Fundamentals of Engineering Mechanics and Design Lab.****1 Credit.**

Students learn and practice hands-on techniques relevant to statics, such as equilibrium, friction, truss analysis and tension/compression. All experimental results obtained in the lab are analyzed in the context of the theoretical framework presented in the course.

**Corequisites:** Take MER 210.

**Offered:** Every year, Spring

**MER 220. Mechanics of Materials.****3 Credits.**

Students study the behavior of materials under normal, shear, torsional, bending and combined loads. Stress, strain, creep, corrosion, fatigue and material properties are explored. Relationships between the microscopic structure and macroscopic properties of engineering materials are examined. Loading, geometry, functional environment and material properties of machine or structural parts are used to relate the forces applied to a body to resulting internal forces and deformations in order to evaluate performance. Practical applications involving the design of mechanical and structural elements under various loading and environmental conditions are emphasized.

**Prerequisites:** Take MER 210.

**Offered:** Every year, Fall

**MER 220L. Mechanics of Materials Lab.****1 Credit.**

Students learn and practice hands-on techniques relevant to mechanics of materials, such as tension, torsion, and bending. All experimental results obtained in the lab are analyzed in the context of the theoretical framework presented in the course.

**Corequisites:** Take MER 220.

**Offered:** Every year, Fall

**MER 221. Dynamics.****3 Credits.**

Dynamics examines the motion of particles, systems of particles and rigid bodies under the influence of forces. It focuses on the use of Newton's Second Law, the Work-Energy Principle and the Impulse-Momentum Principle. The course progresses from rectilinear and curvilinear motion of single particles, through vector motion of systems of particles, to general motion of rigid bodies.

**Prerequisites:** Take MER 210.

**Offered:** Every year, Fall

**MER 230. Engineering Materials.****3 Credits.**

This course explores the relationship between the microscopic structure and macroscopic properties of materials used in engineering applications. The origin of mechanical and physical properties is studied. Emphasis is placed on an understanding of the fundamental aspects of atomic and microstructural concepts for proper materials selection and enhancement of engineering properties. Materials studied are metals, ceramics, polymers and composites.

**Prerequisites:** Take MER 220 CHE 110.

**Offered:** Every year, Fall

**MER 230L. Engineering Materials Lab.****1 Credit.**

Students learn and practice hands-on techniques relevant to engineering materials, such as measuring mechanical and physical properties and strengthening mechanisms. All experimental results obtained in the lab are analyzed in the context of the theoretical framework presented in the course.

**Corequisites:** Take MER 230.

**Offered:** Every year, Fall

**MER 250. Computer Aided Design.****3 Credits.**

Students explore the use of computer methods as an aid to solving engineering problems. Topics include 3D solid modeling, graphical presentation of information, engineering analysis and engineering computer programming. Students learn to apply a variety of engineering-related programs or routines. Students write, document, and use programs of their own in design scenarios. Considerable emphasis is placed on use of the computer as a tool in the engineering design process.

**Prerequisites:** Take MA142 or MA 152.

**Corequisites:** Take MA 229 or CSC 110.

**Offered:** Every year, Fall

**MER 310. Fluid Mechanics.****3 Credits.**

This course focuses on fluid mechanics while introducing and integrating corresponding topics of thermodynamics. Properties of fluids and hydrostatics as well as conservation principles for mass, energy and linear momentum are covered. Principles are applied to incompressible flow in pipes, external flows, Bernoulli's equation, dimensional analysis, Navier-Stokes, boundary layer development, lift and drag. Laboratory exercises are incorporated into classroom work.

**Prerequisites:** Take MA 242 or MA 251; and PHY 121 MER 210.

**Corequisites:** Take MA 365 or MA 265.

**Offered:** Every year, Fall

**MER 320. Thermodynamics.****3 Credits.**

This course focuses on thermodynamics, while incorporating and building upon fluid mechanics topics covered in MER 310. It applies conservation principles for mass, energy and linear momentum as well as the second law of thermodynamics. Principles are applied to power generation systems, refrigeration cycles and total air conditioning. Thermodynamic principles also are applied to the automotive system to examine engine performance (Otto and Diesel cycles) and to high performance aircraft to examine the Brayton cycle. Laboratory exercises are incorporated into classroom work. This class includes completion of a comprehensive, out-of-class design and analysis project.

**Prerequisites:** Take CHE 110 MER 310.

**Offered:** Every year, Spring

**MER 330. Introduction to Circuits.****3 Credits.**

Students are introduced to DC circuit analysis, DC circuit design and AC circuit analysis. The course also includes electrical engineering topics required to prepare students for the Fundamentals of Engineering examination as a part of professional licensure. Students learn the language, tools and problem-solving techniques used in basic electrical circuit analysis.

**Prerequisites:** Take MA 241 or MA 251.

**Corequisites:** Take PHY 122.

**Offered:** Every year, Spring

**MER 330L. Introduction to Circuits Lab.****1 Credit.**

Students learn and practice hands-on techniques relevant to circuit analysis, such as bread board prototyping, voltage and current measurements, soldering, and basic data acquisition. All experimental results obtained in the lab are analyzed in the context of the theoretical framework presented in the course.

**Corequisites:** Take MER 330.

**Offered:** Every year, Spring

**MER 340. Manufacturing/Machine Component Design.****3 Credits.**

This course introduces machine component design and manufacturing, relating fundamental engineering science to machine components. It covers load, stress and strain analyses, and fatigue. The course progresses to the study of machine component design, including mechanical components such as linkages, fasteners, springs, bearings, gears and shafts.

**Prerequisites:** Take MER 220 MER 221.

**Offered:** Every year, Spring

**MER 340L. Manufacturing/Machine Component Design Lab.****1 Credit.**

Working primarily in the machine shop, this laboratory provides experiential learning in the context of manufacturing. Students learn techniques, use tools and operate machines used in a manufacturing environment under appropriate supervision. A series of measurement and fabrication exercises culminate in the team-oriented design and manufacture of a mechanical engineering product.

**Corequisites:** Take MER 340.

**Offered:** Every year, Spring

**MER 350. Mechanical Engineering Design.****3 Credits.**

This course introduces mechanical engineering design as an interactive decision-making process. An engineering design problem reinforces the design process instruction and culminates in a student competition. Students begin their major design experience project, applying the mechanical engineering design process to a real-world engineering problem addressing social, political, economic and technical issues. Students continue their project with MER 498.

**Prerequisites:** Take MER 250 MER 340 MER 340L.

**Offered:** Every year, Fall

**MER 360. Heat Transfer.****3 Credits.**

The three modes of heat transfer—conduction, convection and radiation—are studied in detail, and these concepts are applied to analyze various engineering systems. The principles of conduction and convection are applied to the analysis and design of heat exchangers, and all three modes of heat transfer are applied together to study scenarios of multi-mode heat transfer.

**Prerequisites:** Take MER 320.

**Offered:** Every year, Fall

**MER 387. Introduction to Applied Aerodynamics.****3 Credits.**

The fundamental laws of fluid mechanics are used to develop the characteristic forces and moments generated by the flow about aerodynamic bodies. Lift, drag and aerodynamic moments are studied for airfoils (2D) and finite wings (3D) in the subsonic flow regime. Aircraft performance and design parameters are developed in both the classroom and laboratory sessions. The laboratory sessions include low-speed wind tunnel testing.

**Prerequisites:** Take MER 221 MER 310.

**Corequisites:** Take MER 320.

**Offered:** Every year, Spring

**MER 388. Helicopter Aeronautics.****3 Credits.**

This course examines the aerodynamics of helicopter flight in relation to hover, translating and partial power flight. Theory and experimental results are used to predict aircraft performance. The course analyzes the dynamic response of the rotor system and the performance aspects of the vehicle as a whole. This is followed by a design workshop, during which students complete the initial sizing of a helicopter to meet specific mission requirements. The course includes a laboratory examining rotor power and thrust utilizing a whirl stand apparatus, and one field trip to a commercial helicopter company.

**Prerequisites:** Take MER 210 MER 250 MER 310.

**Offered:** Every year, Spring

**MER 400. Mechanical Measurement and Data Acquisition. 3 Credits.**

In this course, students learn how to perform computer-based measurements of various mechanical phenomena such as displacement, temperature, force, strain, torque, pressure, flow, vibration and acceleration. This is a hands-on course that starts with the basics of sensors and transducers, and walks the students through signal conditioning electronics, instrumentation, data acquisition and signal analysis. A significant portion of this course focuses on LabView, an industry-standard graphical programming language that is widely used for data acquisition and analysis.

**Prerequisites:** Take MER 330 CSC 110 CSC 110L.

**Offered:** As needed

**MER 450. Environmentally Conscious Design and Manufacturing. 3 Credits.**

Students learn to identify, quantify and reduce environmental impacts caused by products. Impact reduction methods form the course's core subject matter. Such methods include: design for recycling, design for remanufacture, life cycle assessment, biomimetics and others. The course also provides an overview of motivational legislation from North America and Europe. Through lecture, discussion, assignments, case studies, and a semester project, students achieve a critical understanding of the role environmental issues play in mechanical engineering.

**Prerequisites:** Take MER 340.

**Offered:** Every year, Fall

**MER 460. Mechanical Measurement and Data Acquisition. 3 Credits.**

In this course, students learn how to perform computer-based measurements of various mechanical phenomena such as displacement, temperature, force, strain, torque, pressure, flow, vibration and acceleration. This is a hands-on course that starts with the basics of sensors and transducers, and walks the students through signal conditioning electronics, instrumentation, data acquisition and signal analysis. A significant portion of this course focuses on LabVIEW, an industry-standard graphical programming language that is widely used for data acquisition and analysis.

**Prerequisites:** Take CSC 110 CSC 110L MER 330 MER 330L.

**Offered:** Every year, Fall

**MER 470. Dynamic Modeling and Control. 3 Credits.**

This course covers dynamic modeling and control of linear systems. It includes an overview of classical control theory as the foundation for control applications in mechanical, electrical and aeronautical systems. Mathematical models are developed for various physical systems, and represented in time-domain, Laplace domain, and State-Space. Control system analysis and design techniques are studied within the context of transient and steady-state response.

**Prerequisites:** Take MER 221 MER 330 MER 330L MA 365.

**Offered:** Every year, Spring

**MER 470L. Dynamic Modeling and Controls Lab. 1 Credit.**

Laboratory exercises include electronic instrumentation of sensors and actuators and microcontroller-based control-system implementations (open-loop and closed-loop). In addition, students learn to simulate dynamic models and controllers using MATLAB and Simulink and perform experimental validation of simulated models.

**Prerequisites:** Take MER 330L.

**Corequisites:** Take MER 470.

**Offered:** Every year, Spring

**MER 472. Energy Conversion Systems. 3 Credits.**

This course provides an overview and examines the historical evolution of both classical and state-of-the-art energy conversion technology. It includes advanced analysis of energy conversion hardware, air conditioning and refrigeration as well as fossil fuel combustion processes using concepts of energy. Major methods of direct energy conversion are covered, including thermoelectricity, photovoltaics, thermionics, magnetohydrodynamics, and fuel cells. The current state of national and world energy is presented, and alternatives including renewable energy and a hydrogen economy are explored with reference to economic, political, environmental and technological factors.

**Prerequisites:** Take MER 330.

**Offered:** Every year, Spring

**MER 475. Mechatronics. 3 Credits.**

This course presents a comprehensive introduction to the field of mechatronics. Mechatronics is the crossroads in engineering where mechanical engineering, electrical engineering, computer science and controls engineering meet to create new and exciting real-world systems. Knowledge of mechanical and electrical components, controls theory and design are integrated to solve actual physical design applications.

**Prerequisites:** Take MER 470.

**Offered:** Every year, Fall

**MER 475L. Mechatronics Lab. 1 Credit.**

Lab to accompany MER 475.

**Offered:** Every year, Fall

**MER 481. Aircraft Performance/Static Stability. 3 Credits.**

The course applies the principles developed in applied aerodynamics to develop the equations of motion for a rigid aircraft in steady state level flight, maneuvering flight, and during takeoff and landing. These equations are analyzed to determine such performance characteristics as maximum range, endurance, turning rate, climb rate, etc. Piston-prop, turbo-prop and jet aircraft are considered. The equations of motion are then analyzed to develop static stability criteria and investigate steady state control characteristics.

**Prerequisites:** Take MER 330 MER 387.

**Offered:** Every year, Fall

**MER 486. Vibration Engineering. 3 Credits.**

In this course, students develop a foundation in the analysis and design of free and forced single and multidegree-of-freedom systems. Applications include modeling, damping, resonance, force transmissibility, vibration absorbers, matrix formulation and modal analysis. Emphasis is placed on vibrations examples from several engineering fields. Out-of-class design problems provide students with the opportunity to apply principles taught in the classroom to realistic problems encountered by practicing engineers. In-class demonstrations supplement the theory development.

**Prerequisites:** Take MER 221.

**Offered:** Every year, Spring

**MER 489. Advanced Study in Mechanical Engineering. 3 Credits.**

The student pursues advanced study of a topic in mechanical engineering on an individual or small-group basis, independent of a formal classroom setting. Similar to graduate level research, the scope of the selected project is tailored to the interests of the student, based on resources and in consultation with a faculty adviser. To develop research skills, the student is integral in all phases of project completion by defining objectives, studying fundamentals and background material, outlining the approach, conducting analysis and communicating results. Requires permission of the instructor.

**Offered:** Every year, Fall and Spring



**MER 490. Engineering Professional Experience.****1 Credit.**

Students gain experience by employing engineering skills in a professional setting under the guidance of practicing engineers. Students must obtain departmental approval and register prior to starting the experience.

**Prerequisites:** Take ENR 395 or permission of instructor.

**Offered:** Every year, All

**MER 491. Biomedical Engineering.****3 Credits.**

In this introductory course to biomedical engineering, students analyze biomedical implantable and prosthetic devices and explore topics such as biocompatibility, biomechanical properties of biological tissue, device design, as well as factors that go into medical device development and testing. Hands on labs are incorporated into the course to provide a more in-depth immersion into specific course topics. This course focuses on developing lifelong learning skills and service learning. As part of this focus area, students develop a STEM activity to teach a biomedical engineering topic to elementary students.

**Prerequisites:** Take MER 220.

**Offered:** Every year, Spring

**MER 492. Power Trains and Vehicle Dynamics.****3 Credits.**

This course provides an introduction in ground vehicle theory with emphasis on analysis, testing and evaluation of automotive power trains and dynamic systems to understand the underlying principles affecting vehicle design. Clutches, transmissions (manual and automatic), differentials, wheels and tires, as well as braking, steering and suspension systems are studied in detail to include their effect on vehicular or other system performance. High-speed, tracked vehicle application of the above systems also is covered. Theory is verified with hands-on experience in the laboratory. Component design problems are interspersed throughout the course.

**Prerequisites:** Take MER 221 MER 320.

**Offered:** Every year, Fall

**MER 498. ME Major Design Experience.****3 Credits.**

This course integrates math, science and engineering principles using a comprehensive engineering design project. Open-ended, client-based design problems emphasize a multidisciplinary approach to total system design. Design teams develop product specifications, generate alternatives, make practical engineering approximations, perform appropriate analysis to support technical feasibility, and make decisions leading to designs that meet stated requirements. System integration, computer-aided design, maintainability and fabrication techniques are addressed.

**Prerequisites:** Take MER 350.

**Offered:** Every year, Spring

**MER 499. Senior Design Project II.****3 Credits.**

A two-semester, six credit capstone design experience for mechanical engineering students involving analysis and synthesis of unstructured problems in practical settings. Students work in teams to formulate issues, propose solutions, and communicate results in formal written and oral presentations.

**Prerequisites:** Take MER 340.

**Offered:** Every year, Spring

## Media Studies (MSS)

**MSS 119. Sign Language Workshop.****1 Credit.**

The course presents an introduction to basic sign language, its basic vocabulary, sentence structure and grammar. Students gain practice in reading and execution of signs.

**Offered:** Every year, Spring

**MSS 200. Special Topics.****3 Credits.**

The subject considered varies each semester depending on faculty and student interests.

**Offered:** As needed

**MSS 220. Media, History and Memory.****3 Credits.**

This course examines the relationship between media, history and memory, focusing on the role various media play in shaping both individual and collective memories of historical figures, events and eras. Students are introduced to historical research methods and evaluate a variety of archival media texts, including photographs, newspaper and magazine articles, newsreels, movies, TV shows and audio recordings. These media texts are viewed as historical artifacts that reflect the particular historical, cultural and political context in which they were developed while also possessing the ability to influence both contemporary and future audiences.

**Prerequisites:** Take EN 102.

**Offered:** Every year, Fall and Spring

**MSS 231. Media and Society.****3 Credits.**

The objectives for this course are twofold: to foster an understanding of the social context within which media professionals work and to provide an environment in which students develop analytical skills required for effective and ethical participation in our media-saturated culture as citizens and potential media professionals. Students create a mock proposal for a media project in which they address how different cultural, political, economic and technological structures create constraints and leave open the possibilities for media practitioners, users and audiences. They also work in teams to critique contemporary social media issues.

**Prerequisites:** Take COM 120 or MSS 101.

**Offered:** Every year, Spring

**MSS 299. Independent Study.****1-6 Credits.**

Students may arrange to do an-depth study of a topic arranged with an instructor.

**Offered:** As needed, All

**MSS 300. Special Topics.****3 Credits.**

Topics vary each semester depending on faculty and student interests.

**Offered:** As needed

**MSS 311. Diversity in the Media (WS 311).****3 Credits.**

This course examines the role of media in the construction of social categories such as gender, race, class and sexual orientation. Students learn about the media as one of a number of social institutions—including religion, education and family—that influence our understanding of cultural difference. The course presents a variety of perspectives that address diversity in relation to both print and electronic media, emphasizing popular culture. Media diversity issues are analyzed in relation to ownership, representation, audience reception and the media workforce. Junior status required.

**Prerequisites:** Take WS 101 or COM 120 or MSS 101.

**Offered:** Every other year

**MSS 320. Communication Technologies: Evolution and Impact.****3 Credits.**

Stories about the development and diffusion of old communication technologies, such as the telegraph, provide lessons for understanding the wide-ranging impacts of relatively new technologies, such as the Internet and smart phone. This course helps students to develop a sophisticated understanding of the roles, functions and impacts of communication technologies—past and present—in everyday life, and prepares them to evaluate the potential and implications of emerging technologies.

**Prerequisites:** Take COM 120 or MSS 101.

**Offered:** As needed



**MSS 332. Media Research Methods.****3 Credits.**

The course introduces students to a variety of media research methods through readings and hands-on exercises. Goals include helping students become knowledgeable and critical readers of media-related research produced in both industry and academic settings, and teaching students fundamental aspects of conducting media research and leading-edge strategies for effectively communicating research findings. Students perform original research using techniques including interviews, focus groups, content analysis and surveys. They also learn about statistics, social media tracking and research ethics. Junior status required.

**Prerequisites:** Take COM 120 or MSS 101; and MSS 231.

**Offered:** Every year, Fall

**MSS 340. Communications Law and Policy.****3 Credits.**

This course helps students to develop an awareness and understanding of laws, regulations and professional standards of practice that apply to the work of communications practitioners. Attention is given to First Amendment guarantees, libel, privacy, journalist's privilege, copyright, media and advertising regulation. Selected cases are highlighted as examples of opinions handed down by state and federal courts. Junior status is required.

**Prerequisites:** Take COM 120 or MSS 101.

**Offered:** Every year, Fall and Spring

**MSS 345. Media Users and Audiences (WS 345).****3 Credits.**

This course considers popular, institutional and academic perspectives on media users and audiences in the U.S. and abroad. Students develop an understanding of how people choose and interpret media content, how marketers and media producers perceive audiences, how social media use blurs boundaries between audiences and producers and popular assumptions about media effects on audiences. Students develop and apply critical thinking and written and oral communication skills in assignments that address contemporary debates surrounding audiences and media users, including an in-depth analysis of fan cultures. Junior status required.

**Prerequisites:** Take EN 102 or EN 103H; and COM 120 or WS 101.

**Offered:** Every year

**MSS 346. Global Communication.****3 Credits.**

The course analyzes the roles information media and popular culture play in modern debates about political power, global economy and cultural identity. The relative influences of different communication technologies in relationships among global, transnational and local cultures also are examined.

**Prerequisites:** Take COM 120 or MSS 101.

**Offered:** Every other year

**MSS 349. Political Communication (PO 348).****3 Credits.**

This course explores the relationship between media and politics in the U.S. Students learn about the history of political communication, the role of image-making and image-management in political communication, the impact of the media on public policy, and the current state of our mediated political culture.

**Prerequisites:** Take COM 120 or MSS 101 or PO 101.

**Offered:** Every other year

**MSS 399. Independent Study.****1-6 Credits.**

Students may arrange to do an in-depth study of a topic under faculty supervision.

**Offered:** As needed

**MSS 400. Special Topics.****3 Credits.**

Topics vary each semester depending on faculty and student interests.

**Offered:** As needed, Fall and Spring

**MSS 420. Sports, Media and Society (SPS 420).****3 Credits.**

This course examines the social, political, economic and historical significance of the intersection of sports, media and society. Participants examine such questions as: What role have sports played in shaping cultures throughout history? What is the relationship between sports and media? How do sports, through the media, influence U.S. culture today? What is the role of sports media professionals in U.S. culture? Junior status required.

**Prerequisites:** Take COM 120 or MSS 101 or SPS 101.

**Offered:** Every year, Spring

**MSS 450. Senior Seminar.****3 Credits.**

This seminar includes an in-depth examination of issues and research perspectives in media studies. Topics vary each term, focusing on the different media and current literature in the field. Senior status required.

**Offered:** Every year, Fall and Spring

**MSS 491. Research Project.****3 Credits.**

Students conduct an in-depth research project under faculty supervision.

**Prerequisites:** Take MSS 332.

**Offered:** As needed

**MSS 495. Media Trend Forecasting and Strategy.****3 Credits.**

In this media studies capstone course, students analyze the various forces impacting media industries, professionals, and users, tracking current trends and forecasting future influences. Students study the issues facing media producers/users and strategize creative responses to the challenges of operating in an ever-changing media environment, applying critical thinking, research and creative problem-solving skills to real-world situations. Students also are expected to demonstrate professional oral and written communication skills. Senior status required.

**Prerequisites:** Take MSS 231 MSS 332.

**Offered:** Every year, Spring

**MSS 499. Independent Study.****1-6 Credits.**

Students may arrange to do an in-depth study of a topic under faculty supervision.

**Offered:** As needed

## Music (MU)

**MU 110. Private Music Lessons.****1 Credit.**

Music lessons give Quinnipiac students the opportunity to study the piano, guitar, voice, harp or woodwind instruments with a highly skilled professional artist. In private music lessons, students develop an understanding of the fundamental elements of playing a musical instrument. These include: musical notation, proper technique, music theory and performance. No prior musical training is required as lessons are tailored by the instructor to be appropriate for any level of study. Students may choose to perform in program recitals that are held each semester, if they choose to do so.

**Offered:** Every year, All

**MU 130. Understanding Music.****3 Credits.**

Students study elements of musical form and style in an effort to discover how music works. This course investigates the most important figures from the history of Western music as well as some world music and contemporary composers.

**Offered:** Every year, All

- MU 130H. Honors Understanding Music.** 3 Credits.  
In this music appreciation course, students study elements of musical forms and styles together with necessary historical background. Frequent direct listening is involved.  
**Offered:** Every year, All
- MU 150. American Popular Music: From the Blues to Hip Hop.** 3 Credits.  
This course includes a survey of the musical and cultural history of the diverse styles and artists associated with American popular music. Exploration ranges from rock to blues to hip-hop to heavy metal to country. The course includes a study of the music alongside the social, cultural, political and historical contexts in which they emerged.  
**Offered:** Every year, Fall and Spring
- MU 175. Special Topics in Music.** 3 Credits.  
**Offered:** As needed
- MU 190. Quinnipiac University Singers.** 1 Credit.  
This workshop in music is devoted to the study, singing and presentation of choral music from a variety of periods. The course focuses on specific vocal and ensemble techniques. Students of every experience and ability level are encouraged to attend.  
**Offered:** Every year, All
- MU 191. Hamden Symphony Orchestra at Quinnipiac.** 1 Credit.  
Students perform chamber music and orchestral compositions. A wide variety of styles including classical, film and popular music are performed. All instruments are used and students of every experience and ability level are encouraged to attend.  
**Offered:** Every year, All
- MU 192. Quinnipiac University Hand Bell Choir.** 1 Credit.  
**Offered:** As needed, All
- MU 194. Jazz Ensemble.** 1 Credit.  
Students explore and perform literature written for the big and small ensemble. A wide variety of styles, composers and arrangers are covered. Students of every experience and ability level are encouraged to attend.  
**Offered:** Every year, All
- MU 199. Independent Study.** 1-3 Credits.
- MU 200. Special Topics.** 3 Credits.  
**Offered:** As needed, All
- MU 210. History of Musical Drama: from Opera to Broadway.** 3 Credits.  
This course is a survey of the history of music in theatrical productions from the beginning of opera in late 16th-century Italy to light opera to modern opera and musicals. Students examine selected works against the background of a changing cultural, aesthetic and political world.  
**Offered:** As needed, Fall
- MU 211. History of Jazz.** 3 Credits.  
This course covers the origins and history of the jazz idiom from its early beginning through present avant-garde forms. Basic jazz literature is surveyed with style analysis of important soloists, small jazz groups and large ensembles.  
**Offered:** Every year, All
- MU 211H. Honors History of Jazz.** 3 Credits.  
This course covers the origins and history of the jazz idiom from its early beginning through present avant-garde forms. Basic jazz literature is surveyed with style analysis of important soloists, small jazz groups and large ensembles.  
**Offered:** Every year, All
- MU 212. History of Song.** 3 Credits.  
**Offered:** As needed, All
- MU 213. Music of the 20th Century.** 3 Credits.  
This course examines the many transformations that have taken place in art music from the late post-romantic era up to the present time. The course presents a diverse spectrum of musical styles, and explores how popular forms, world music, and changes in society have impacted musical culture here and abroad.  
**Prerequisites:** Take 3 credits from subject MU.  
**Offered:** Every year, Spring
- MU 230. Music Theory I.** 3 Credits.  
This course is specifically designed to give the student a solid and practical basis for appreciation or participation in musical experience. Emphasis is placed on development in three areas: 1) music theory (rhythm, melody, harmony, modes, scales, key signatures, intervals, etc.); 2) its direct application through exercises in dictation; and 3) sight reading.  
**Prerequisites:** Take MU 130.  
**Offered:** Every year, Fall
- MU 250. Music and Disabilities.** 3 Credits.  
This course explores how specific disabilities contributed to the formation of a composer or performer's musical identity. This course places special emphasis on how disabilities influence creative and performance standards within a culture. Students discuss musicians from many different genres, including classical, jazz and pop music.  
**Offered:** Every year, Fall and Spring
- MU 280. Music and Our Life's Work.** 4 Credits.  
The objective of this course is to empower students with information to help them understand and appreciate various genres of music and their connection to our life's work. Utilizing a group cooperative learning approach, students engage in directed listening activities and investigation of select Western Art Music examples. They explore the societal and historical influences that have contributed to the development of music, as well as the effect of music on our daily lives. For their culminating project, "Music and Your Major," students articulate the relationship of music to the work that they do.  
**Offered:** As needed
- MU 299. Independent Study.** 1-3 Credits.  
By special arrangement with instructor and with approval of department chair.  
**Offered:** Every year, All
- MU 330. Music Theory II.** 3 Credits.  
This course studies the range, timbre, transposition and uses of various instruments in consort. Fundamental techniques of arranging, vocal and instrumental are considered.  
**Prerequisites:** Take MU 230.  
**Offered:** Every year, Spring
- MU 399. Independent Study.** 3 Credits.  
By special arrangement with instructor and with approval of department chair.  
**Offered:** Every year, All
- MU 499. Independent Study - Music.** 1-3 Credits.  
**Offered:** As needed

## Nursing (NUR)

### **NUR 300. Core Concepts in Nursing. 3 Credits.**

This course introduces students to core concepts in nursing, and focuses on assessment and nursing interventions to support and protect health.

The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN Program: Take NUR 302 NUR 306 NUR 330L NUR 307.

**Offered:** Every year, Fall

### **NUR 302. Nursing Science and Information Literacy. 3 Credits.**

This course examines historical and contemporary nursing science.

Students are introduced to patterns of knowing, clinical reasoning and select disciplinary and interdisciplinary concepts and theories useful in nursing practice. This course also focuses on information literacy and information management in the delivery of quality patient care. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN Program: Take NUR 300 NUR 306 NUR 330L NUR 307.

**Offered:** Every year, Fall

### **NUR 304. Health Promotion and Wellness. 3 Credits.**

This course focuses on health promotion, wellness, and disease and injury prevention across the lifespan. Individual prevention strategies and health interventions are explored.

**Offered:** Every year, Fall and Spring

### **NUR 306. Health Assessment. 3 Credits.**

This course focuses on health assessment of individuals across the lifespan. Students are introduced to a holistic approach to assessment taking into consideration bio-psycho-social-spiritual, environmental and cultural aspects. Knowledge, attitude, and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 330L NUR 307.

**Offered:** Every year, Fall

### **NUR 307. Core Nursing Practicum. 2 Credits.**

This clinical practicum is taken concurrently with NUR 300, 302, 306 and 330L. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN program: Take NUR 300 NUR 302 NUR 306 NUR 330L.

**Offered:** Every year, Fall

### **NUR 318. Care of Women, Newborns and Families. 2 Credits.**

This course examines topics related to nursing management for women, newborns and families, and emphasizes health promotion, wellness and the illness states of childbearing families. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 304 NUR 306 NUR 307 NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 320 NUR 323 NUR 324 NUR 325 NUR 326 NUR 340L.

**Offered:** Every year, Spring

### **NUR 320. Care of Children and Families. 2 Credits.**

This course examines topics related to nursing management of infants, children and families, and emphasizes health promotion, wellness and the illness states of these populations. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 304 NUR 306 NUR 307 NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318 NUR 323 NUR 324 NUR 325 NUR 326 NUR 340L.

**Offered:** Every year, Spring

### **NUR 323. Women, Children and Families Practicum. 2 Credits.**

This clinical practicum is taken concurrently with NUR 318 and NUR 320. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 304 NUR 306 NUR 307 NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318 NUR 320 NUR 324 NUR 325 NUR 326 NUR 340L;

**Offered:** Every year, Spring and Summer

### **NUR 324. Care of Adults with Complex Health Needs I. 4 Credits.**

This course examines concepts of nursing management for adults with complex health care needs. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 304 NUR 306 NUR 307 NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318 NUR 320 NUR 323 NUR 325 NUR 326 NUR 340L.

**Offered:** Every year, Spring

### **NUR 325. Adult Care Practicum I. 2 Credits.**

This clinical practicum is taken concurrently with NUR 324. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 304 NUR 306 NUR 307 NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318 NUR 320 NUR 323 NUR 324 NUR 326 NUR 340L.

**Offered:** Every year, Spring

**NUR 326. Pathophysiology and Pharmacotherapy I. 2 Credits.**

This course integrates pathophysiology and pharmacotherapy relevant to concurrent junior spring semester nursing courses. Students are introduced to medications used for health maintenance and the treatment of illness. Legal, ethical and regulatory issues also are examined.

**Prerequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 304 NUR 306 NUR 307 NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318 NUR 320 NUR 323 NUR 324 NUR 325 NUR 340L.

**Offered:** Every year, Spring

**NUR 330L. Holistic Nursing Integration Lab I. 2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent junior fall semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 306 NUR 307.

**Offered:** Every year, Fall

**NUR 340L. Holistic Nursing Integration Lab II. 2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent junior spring semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation, and problem-based learning activities to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

**Prerequisites:** Traditional BSN Program: Take NUR 300 NUR 302 NUR 304 NUR 306 NUR 307 NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318 NUR 320 NUR 323 NUR 324 NUR 325 NUR 326.

**Offered:** Every year, Spring

**NUR 360. History of Health Care and Modern Nursing. 3 Credits.**

This elective course explores the history of health care and modern nursing from ancient times to current practices in the U.S. Students critically examine the social, political and economic forces that have influenced the development of health care and modern nursing.

**Offered:** As needed

**NUR 366. Communication Skills in Clinical Practice. 3 Credits.**

This elective course focuses on communication skills to interact more effectively with clients across the lifespan. Emphasis is placed on understanding and practicing various therapeutic methods of communication. Topics include family dynamics, life stages of development and establishing healthy provider-client relationships and boundaries. Open to health science, non-nursing majors.

**Offered:** As needed

**NUR 367. Summer Clinical Internship. 1 Credit.**

This elective course is designed for nursing students who have completed junior year nursing courses. Students must apply for this competitive 10-week summer internship during the mid-spring semester of their junior year. Accepted interns receive a modest salary and a 2-credit tuition scholarship.

**Offered:** As needed

**NUR 380. Health Promotion and Wellness. 3 Credits.**

This course focuses on health promotion, wellness and disease and injury prevention across the lifespan. Individual prevention strategies and health interventions are explored. Open to RN-BSN students only.

**Offered:** Every year, Fall Online

**NUR 382. Nursing Science and Information Literacy. 3 Credits.**

This online-only course examines historical and contemporary nursing science. Students are introduced to patterns of knowing, clinical reasoning and select disciplinary and interdisciplinary concepts and theories useful in nursing practice. This course also focuses on information literacy and information management in the delivery of quality patient care. Open to RN-BSN students only.

**Offered:** Every year, Spring Online

**NUR 390. Special Topics in Nursing. 3 Credits.**

Because this is a unique course offered on a term basis, course descriptions are not available until scheduled.

**NUR 400. Psychiatric-Mental Health Nursing. 3 Credits.**

This course examines concepts of nursing management for individuals with psychiatric-mental health needs across the lifespan. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 401. Psychiatric-Mental Health Practicum. 2 Credits.**

This clinical practicum is taken concurrently with NUR 400. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 408. Research and Evidence-Based Nursing Practice. 2 Credits.**

This course focuses on research related knowledge, attitudes, and skills necessary for evidence based decision making in clinical practice. Students learn the basic elements of research, and further develop scientific literacy, and enhance information fluency.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 424 NUR 425 NUR 426 NUR 430L.

**Offered:** Every year, Fall and Spring

**NUR 424. Care of Adults with Complex Health Needs II. 3 Credits.**

This course examines concepts of nursing management for adults with complex, high-acuity health care needs requiring sophisticated patient care technologies. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 425 NUR 426 NUR 430L.

**Offered:** Every year, Fall and Summer



**NUR 425. Adult Care Practicum II.****2 Credits.**

This clinical practicum is taken concurrently with NUR 424. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 426 NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 426. Pathophysiology and Pharmacotherapy II.****2 Credits.**

This course integrates pathophysiology and pharmacotherapy relevant to concurrent senior fall semester nursing courses. Students are introduced to medications used for health maintenance and the treatment of illness. Legal, ethical and regulatory issues also are examined.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 428. Community and Public Health Nursing.****3 Credits.**

This course focuses on concepts of community and public health nursing. Emphasis is on primary, secondary and tertiary prevention and nursing management for individuals, groups and populations with health problems in community settings. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 429 NUR 432 NUR 433 NUR 450L NUR 454.

**Offered:** Every year, Spring

**NUR 429. Community and Public Health Nursing Practicum.****2 Credits.**

This clinical practicum is taken concurrently with NUR 428. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428 NUR 432 NUR 433 NUR 450L NUR 454.

**Offered:** Every year, Spring

**NUR 430L. Holistic Nursing Integration Lab III.****2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, as well as to practice skills relevant to concurrent senior fall or summer semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426.

**Offered:** Every year, Fall and Summer

**NUR 432. Contemporary Issues and Roles in Nursing.****3 Credits.**

This course analyzes trends and issues in contemporary health care and their effect on the consumer, the nursing profession and society. It incorporates social intelligence, diversity awareness, creativity and sensitivity required for leadership roles and management functions in dynamic health care environments. Knowledge, attitude and skill opportunities are provided in campus lab and applied in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428 NUR 429 NUR 433 NUR 450L NUR 454.

**Offered:** Every year, January and Spring

**NUR 433. Capstone Practicum.****2 Credits.**

This capstone practicum facilitates the transition from nursing student to professional nurse. Synthesis of knowledge from all course work is integrated into the delivery of safe, evidence-based, holistic, patient-centered care. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428 NUR 429 NUR 432 NUR 450L NUR 454.

**Offered:** Every year, Spring and Summer

**NUR 434L. Capstone Seminar Lab.****1 Credit.**

This capstone seminar provides the opportunity for students working in small faculty-mentored groups to complete a capstone project that demonstrates synthesis of program learning outcomes, and American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice. Students participate in 35 hours of a seminar lab in which they create and disseminate evidence-based capstone projects. For accelerated nursing students only.

**Offered:** Every year, Summer

**NUR 440L. Holistic Nursing Integration Lab IV.****2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent senior summer semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. Students also prepare for the nursing licensure examination (NCLEX-RN ©) with emphasis on content review, transition into professional nursing practice and computer-simulated test taking using web-based technology. For accelerated nursing students only. (5 hrs./week, 70 hrs./semester)

**Offered:** Every year, Summer



**NUR 450L. Holistic Nursing Integration and Transition Into Practice Lab. 3 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent senior spring semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. Students also prepare for the nursing licensure examination (NCLEX-RN ©) with emphasis on content review, transition into professional nursing practice, and computer-simulated test taking using web-based technology. For traditional BSN students only. (7.5 hrs./week, 105 hrs./semester)

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428 NUR 429 NUR 432 NUR 433 NUR 454.

**Offered:** Every year, Spring

**NUR 454. Nursing Capstone. 3 Credits.**

This nursing capstone course is designed to provide a framework within which the student intentionally reflects upon and integrates the experiences that represent the meaning of their collegiate learning. Each student will design a final signature work which demonstrates a scholarly representation of those experiences. For traditional BSN students only.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428 NUR 429 NUR 432 NUR 433 NUR 450L.

**Offered:** Every year, Spring

**NUR 461. Community Health Internship. 3 Credits.**

This elective course provides nursing students a preceptored experience in a public or private community health agency. Participation requires a high level of self-direction, and independent decision making. Students are responsible for seeking out a community placement in collaboration with nursing faculty. The experience is designed to meet the interests and preparation of the student and the needs of the agency. Students devote a minimum of 45 hours fieldwork and attend campus seminars.

**Offered:** As needed

**NUR 475. Research and Evidenced-based Practice Fieldwork Experience. 1 Credit.**

This course facilitates the student's ability to synthesize knowledge learned in concurrent semester course work. Students demonstrate competency by developing, implementing and evaluating an outcomes-based project in a clinical setting. Open to RN-BSN students only.

**Prerequisites:** Take NUR 478.

**Offered:** Every year, Spring Online

**NUR 477. Community and Public Health Nursing Fieldwork Experience. 1 Credit.**

This course facilitates the student's ability to synthesize the knowledge learned in concurrent semester course work. Students demonstrate competency by developing, implementing and evaluating an outcomes-based project in a clinical setting. Open to RN-BSN students only.

**Prerequisites:** Take NUR 484.

**Offered:** Every year, Fall Online

**NUR 478. Research and Evidence-Based Nursing Practice. 2 Credits.**

This course focuses on research-related knowledge, attitudes and skills necessary for evidence-based decision making in clinical practice. Students learn the basic elements of research, further develop scientific literacy and enhance information fluency. Open to RN-BSN students only.

**Offered:** Every year, Spring Online

**NUR 479. Contemporary Issues and Roles in Nursing Fieldwork Experience. 1 Credit.**

This course facilitates the student's ability to synthesize the knowledge learned in concurrent semester course work. Students demonstrate competency by developing, implementing and evaluating an outcomes-based project in a clinical setting. Open to RN-BSN students only.

**Prerequisites:** Take NUR 486.

**Offered:** Every year, Spring Online

**NUR 480. Interprofessional Practice and Quality Improvement. 3 Credits.**

This course describes and applies quality improvement methods to address problems identified in practice and actions needed to effect a positive change for care. The process and significance of interprofessional practice and collaboration in the delivery of patient care and in engagement with performance improvement are described. Open to RN-BSN students only.

**Offered:** Every year, Summer Online

**NUR 482. Health Disparities in Vulnerable Populations. 2 Credits.**

Students analyze the impact of social determinants of health and health disparities on selected vulnerable populations. Health policy and advocacy for vulnerable populations also are examined. Open to RN-BSN students only.

**Offered:** Every year, Summer Online

**NUR 484. Community and Public Health Nursing. 3 Credits.**

This course focuses on concepts of community and public health nursing. Emphasis is on secondary and tertiary prevention and nursing management for individuals, groups and communities with health problems in community settings. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Open to RN-BSN students only.

**Offered:** Every year, Fall Online

**NUR 486. Contemporary Issues and Roles in Nursing Practice. 3 Credits.**

This course analyzes trends and issues in contemporary health care and their effect on the consumer, the nursing profession and society. It incorporates social intelligence, diversity awareness, creativity and sensitivity required for leadership roles and management functions in dynamic health care environments. Open to RN-BSN students only.

**Offered:** Every year, Spring Online

**NUR 490. Special Topics in Nursing. 3 Credits.**

## Occupational Therapy (OT)

**OT 101. Foundations of Occupational Therapy. 2 Credits.**

This course provides students with the foundations of occupational therapy practice including its philosophical and historical origins, as well as its core beliefs and principles. The course also presents the various occupational therapy practice settings - both traditional and emerging - and highlights how the foundations of OT practice are threaded across settings.

**Offered:** Every year, Fall

**OT 201. Occupation, Health, Participation. 2 Credits.**

This course introduces the concept of occupation as central to the practice of occupational therapy. Emphasis is on the relationship between occupation and health. Using methods of inquiry, students gain a deeper understanding of occupational performance and its determinants from a person-centered to a population- and institution-centered perspective. Theoretical models focused on occupations are explored and applied to assessing and enhancing occupational performance.

**Offered:** Every year, Fall

**OT 214. Professionalism in Occupational Therapy. 2 Credits.**

This preparatory course serves as a bridge from students' general education to the professional phase of the OT curriculum. Students explore two main features of contemporary occupational therapy practice - client-centeredness and evidence-based practice, as foundations to professionalism - as they integrate essential learning proficiencies in written and oral interpersonal communication, diversity awareness/cultural sensitivity, information literacy and critical thinking in the context of occupational therapy practice. Finally, the course helps students to internalize the values of professionalism and professional development as keys to being an effective change agent.

**OT 250. Occupational Therapy Framework and Activity Analysis. 3 Credits.**

This course provides a comprehensive overview of the domain and processes of occupational therapy. Emphasis is on the following processes: occupational profile and analysis of occupational performance; activity analysis; intervention planning; collaboration between practitioner and client; and collaboration within an interprofessional team. Students learn terminology associated with the occupational therapy domain and process and apply that knowledge to case analysis, self-analysis, video analysis and standardized patients/clients.

**Offered:** Every year, Spring and Summer

**OT 314. Therapeutic Relationships and Use of Self. 2 Credits.**

This course builds upon students' understanding of intentional relationships, therapeutic use of self, and the OT process to develop leadership skills in the context of a therapeutic encounter. Concurrently, this course provides students with the foundation for the application of the group process as a means of intervention. The course involves didactic lectures and practical training on professional leadership skills for both dyadic as well as group relationships.

**Offered:** Every year, Spring

**OT 322. Functional Anatomy and Kinesiology I. 3 Credits.**

This course is a comprehensive, two-part series designed to provide students with foundational expertise in human biomechanics. Students examine the musculoskeletal system in conjunction with principles of kinetics and kinematics as the basis of practice in physical rehabilitation. The course includes a corequisite laboratory to develop competency in basic biomechanical safety and assessment (goniometry and manual muscle testing). The series culminates by merging all aspects of human movement as the basis for engaging in everyday occupational activities.

**Prerequisites:** Take BIO 211 BIO 212 PHY 101.

**Offered:** Every year, Fall

**OT 322L. Functional Anatomy and Kinesiology Lab I. 1 Credit.**

This lab, which accompanies OT 322, provides the opportunity to learn in the Human Anatomy Lab, Clinical Skills Lab, Rehabilitation Science Lab and the Model Apartment as students develop proficiency with basic biomechanical safety and assessment (goniometry and manual muscle testing). This variety of laboratory settings serves to enhance content delivered in the classroom; students are guided to first visualize human anatomy via donor dissection and then apply that learning in the simulated clinical settings. Students are alternately scheduled among spaces weekly and in accordance with progression of region in the human body. (2 lab hrs.)

**Prerequisites:** Take BIO 211 BIO 212 PHY 101.

**Offered:** Every year, Fall

**OT 323. Functional Anatomy and Kinesiology II. 3 Credits.**

This course is part two of a comprehensive series designed to provide students with foundational expertise in human biomechanics. Students continue their examination of the musculoskeletal system in conjunction with principles of kinetics and kinematics as the basis of practice in physical rehabilitation. The series culminates by merging all aspects of human movement as the basis for engaging in everyday occupational activities.

**Prerequisites:** Take OT 322.

**Offered:** Every year, Spring

**OT 323L. Functional Anatomy and Kinesiology Lab II. 1 Credit.**

This lab, which accompanies OT 323, provides an opportunity to learn in the Human Anatomy Lab, Clinical Skills Lab, Rehabilitation Science Lab and the Model Apartment as students develop proficiency with basic biomechanical safety and assessment (goniometry and manual muscle testing). This variety of laboratory settings enhances content delivered in the classroom. Students are guided to first visualize human anatomy via donor dissection and then apply that learning in the simulated clinical settings. Students are alternately scheduled among spaces weekly and in accordance with progression of region in the human body. (2 lab hrs.)

**Prerequisites:** Take OT 322L.

**Offered:** Every year, Spring

**OT 325. Principles Human Development and Occupation. 3 Credits.**

This course explores normal development and its impact on age appropriate occupations. The age span is from conception through early adulthood. The course provides a foundation for evaluation and intervention in human occupation.

**Offered:** Every year, Fall

**OT 326. Principles of Human Development/Older Adults. 3 Credits.**

This course builds on the developmental concepts from OT 325 to explore normal development and its impact on age appropriate occupations. The age span is from early to late adulthood. The course provides a foundation for evaluation and intervention in human occupation as well as a foundation in performance patterns, skills and context.

**Prerequisites:** Take OT 325.

**Offered:** Every year, Spring

**OT 333. Functional Neuroscience I. 3 Credits.**

This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems that are key to normal human health and function. The course provides a strong foundation for future study on neural substrates of health conditions and occupational performance. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

**Offered:** Every year, Fall

**OT 333L. Functional Neuroscience I Lab. 1 Credit.**

This course supplements OT 333 Functional Neuroscience I lecture and provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems that are key to normal human health and function. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

**Offered:** Every year, Fall

**OT 334. Functional Neuroscience II.****2 Credits.**

This course builds on functional neuroanatomy as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, language, attention, memory and learning. The course continues to introduce basic screening procedures to identify neurobehavioral dysfunctions.

**Offered:** Every year, Spring**OT 335. Functional Neuroanatomy.****3 Credits.**

This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems key to normal human health and function. The course provides a strong foundation for future study on neural substrates of health conditions and occupational performance.

**Offered:** Every year, Fall**OT 336. Functional Neurobehavior.****3 Credits.**

This course builds on functional neuroanatomy as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, emotions, language, attention, memory and learning. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

**Offered:** Every year, Spring**OT 345. Theory, Occupation and Wellness.****3 Credits.**

This course highlights topics about health promotion and illness prevention for the theoretical application to occupational therapy practice. Foundational concepts from public health, behavioral and social science literature, and practice-based models help students to appreciate the role of occupational therapy in health and well-being.

**Offered:** Every year, Fall**OT 345S. Theory, Occupation and Wellness Seminar.****1 Credit.**

This integrative course highlights content from the OT 345 (lecture) and Service Learning lab experience (OT 355L). Using the Socratic teaching method, students actively discuss the role of occupational therapy in community practice, integrating learned content and professional experiences.

**Offered:** Every year, Fall**OT 350. Theoretical Models and Service Learning.****2 Credits.**

This course highlights occupational therapy models and theory development as the foundation for occupational participation and the promotion of health and well-being among clients and populations. Students directly participate in a community-based service-learning context to enhance experiential learning and the application of theoretical concepts to practice.

**Offered:** Every year, Fall**OT 355. The Occupational Therapy Framework.****2 Credits.**

This course focuses on the definitions, applications and synthesis of the terms occupation, activity and purposeful activity. The dimensions of occupation as they apply to work, self-care, care of others, leisure and education are explored through theory, simulation and real life. The Occupational Therapy Framework document is analyzed and applied to case studies and videotapes. Class discussions reflect on service learning and its relationship to occupation.

**Offered:** Every year, Fall**OT 355L. OT Community Experience Lab.****1 Credit.**

The OT Framework course has a 2 to 3 hour-per-week community experience component during which the student is able to observe and, as appropriate, apply the concepts of occupation and purposeful activity in a community-based service setting. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners.

**Offered:** Every year, Fall**OT 356F. Documenting OT Practice Fieldwork.****1 Credit.**

This course provides structured fieldwork observation in various settings and allows the student to observe and explore the documentation process utilized in occupational therapy. Students also have the opportunity to read documentation, compare documentation to observations, and record data and anecdotal information, utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum. Students have the opportunity to reflect on this experience within the lecture course and seminar component of this course. Fieldwork is two hours every other week with a seminar on alternate weeks.

**Offered:** Every year, Spring**OT 361. Group Dynamics.****2 Credits.**

This course builds upon students' understanding of intentional relationships and therapeutic use of self, and the OT process to develop group leadership skills in the context of a therapeutic encounter. Concurrently, this course provides students with the foundation for the application of the group process as a means of intervention. The course involves didactic lectures and practical training on group leadership skills.

**Offered:** Every year, Spring**OT 362. Documenting Occupational Therapy Practice.****1 Credit.**

This course provides an introduction to the philosophy, concepts and clinical reasoning that supports the documentation of occupational therapy practice. The course integrates ethical, legal and pragmatic considerations of documentation throughout the occupational therapy process in major practice settings. There is a simultaneous Level I Fieldwork/Seminar course that introduces students to requisite psychomotor and cognitive skills in documentation including reviewing client records, developing subjective and objective impressions from observations, and recording of data and anecdotal information.

**Offered:** Every year, Spring**OT 399. Independent Study.****1-6 Credits.****Offered:** As needed**OT 411. Mental Health and Psychosocial Occupational Therapy I.****3 Credits.**

This course provides a comprehensive overview of OT's role for children and youth with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories guide the student's learning of the OT process within community-based and institutional settings across the continuum of service delivery. The inclusion of documentation, therapeutic use of self and evidence-based practice are emphasized.

**Offered:** Every year, Fall

**OT 411L. Mental Health and Psychosocial Occupational Therapy I Lab. 1 Credit.**

This lab course complements OT 411 Mental Health and Psychosocial Occupational Therapy for Children and Youth. Students are provided with the opportunity to practice the application of evaluation and intervention process for various mental health conditions across the continuum of service delivery settings. Group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and therapeutic relationships are emphasized throughout this course.

**Offered:** Every year, Fall

**OT 412. Mental Health and Psychosocial Occupational Therapy II. 3 Credits.**

This integrative course provides a comprehensive overview of OT's role for adults with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories as well as group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized. A culminating group protocol demonstrates the student's clinical reasoning, application of theory and integration of best practice.

**Offered:** Every year, Spring

**OT 412L. Mental Health and Psychosocial Occupational Therapy Lab II. 1 Credit.**

This lab course complements OT 412 Mental Health and Psychosocial Occupational Therapy for Adults and Older Adults. Students are given the opportunity to practice the application of evaluation and intervention process for various mental health conditions across the continuum of service delivery settings. Group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and therapeutic relationships are emphasized throughout this course.

**Offered:** Every year, Spring

**OT 431. Barriers to Health, Occupation and Participation in Children and Youth Populations. 4 Credits.**

This course provides a comprehensive study of pediatric health conditions as they alter body structures and functions and impact activity and participation. Environmental factors and related facilitators and barriers to occupational performance are incorporated. This course also provides a clinical/professional reasoning model for structured case review and clinical decision-making and problem-solving.

**Offered:** Every year, Fall and Spring

**OT 432. Barriers to Health, Occupation and Participation in Adults/Older Adults. 4 Credits.**

This course provides a comprehensive study of various conditions that impact health and occupational performance among adults and older adult populations. Emphasis is given to understanding common diagnoses encountered by occupational therapists. This course also provides a clinical/professional reasoning model for structured case review with clinical decision-making and problem-solving.

**Offered:** Every year, Fall and Spring

**OT 451. Occupational Therapy Process in Children and Youth. 6 Credits.**

This course provides a comprehensive overview of the evaluation and intervention planning processes used in OT for children and youth. It covers specific procedures and tools for assessment, and strategies for intervention, which consider a variety of cultural and environmental factors. The emphasis is placed on theoretical underpinnings; the family and structural systems where children live, learn and play; clinical/professional reasoning; and documentation of the OT process in a variety of pediatric practice contexts.

**Offered:** Every year, Fall and Spring

**OT 451F. Occupational Therapy Process in Children and Youth Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in various settings working with the children and youth population; it allows the student to observe and explore the evaluation and treatment process utilized in occupational therapy. Students develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.

**Offered:** Every year, Fall and Spring

**OT 451L. Occupational Therapy Process in Children and Youth Lab. 1 Credit.**

This course accompanies OT 451 OT Process Children & Youth Lecture & OT 451F OT Process Children and Youth Level I fieldwork. It provides a comprehensive overview of the evaluation process and intervention planning utilized in pediatric occupational therapy. This includes specific assessment tools and intervention strategies, which consider a variety of cultural and environmental factors.

**Offered:** Every year, Fall and Spring

**OT 452. Occupational Therapy Process in Adults and Older Adults. 6 Credits.**

This course provides a comprehensive overview of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. While opportunities are provided to learn specific assessment tools and intervention techniques, emphasis is placed on the professional and clinical reasoning process and reflected on proper documentation of the processes. Application of theory, frames of reference, evidence and appreciation for diversity and systems are highlighted.

**Offered:** Every year, Fall and Spring

**OT 452F. Occupational Therapy Process in Adult and Older Adult Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in various settings working with the adult population; it allows students to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.

**Offered:** Every year, Fall and Spring

**OT 452L. Occupational Therapy Process in Adults and Older Adults Lab. 1 Credit.**

This course complements OT 452 and OT 452F and provides an opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

**Offered:** Every year, Fall and Spring

**OT 499. Independent Study. 1-6 Credits.**

**Offered:** As needed

## Philosophy (PL)

**PL 101. Introduction to Philosophy. 3 Credits.**

This course introduces students to a number of central questions in philosophy through critical exploration of ideas from selected great philosophers. It engages students in the close study of several fundamental issues that have arisen in the course of the development of the philosophical tradition—such as free will, our knowledge of the "external" world, and the meaning and value of truth and justice—giving students the basic tools for further work in philosophy.

**Offered:** Every year, Fall and Spring



**PL 101H. Honors Introduction to Philosophy.****3 Credits.**

This course offers students the opportunity to examine their own values and beliefs through critical exploration of ideas from selected great philosophers, western and non-western, on such themes as the nature of reality, the self, knowledge, the good, spirituality and the ultimate. Attention is given to the historical context of the persons and ideas studied and to their impact on human thought and development.

**Offered:** Every year, All

**PL 202. Logical Reasoning.****3 Credits.**

This course teaches students to recognize and evaluate logical patterns that recur in all language intended to persuade by reason. Students learn proof techniques for logical pattern evaluation, techniques to recognize and evaluate fallacies, and ways of understanding logical patterns in longer, extended passages. The goal of the course is to improve students' natural ability to think clearly and critically by learning to apply logic to arguments in public, academic and private life.

**Offered:** Every year, Fall

**PL 217. Contemporary Social and Political Philosophy (PO 217).****3 Credits.**

This course introduces students to major contemporary debates about the nature of membership in a national community and in a global community. Potential topics include the relationship between an individual and a state, the nature of political authority, the problem of distributive justice, the nature of universal human rights, the ethics of global development, immigration, the problem of environmental justice, postcolonialism, the politics of identity, philosophy of race, and the morality of warfare.

**Prerequisites:** Take FYS 101 PL 101 or PO 215.

**Offered:** Every other year, Spring

**PL 220. Ethics and Human Values.****3 Credits.**

This course explores the meanings of such normative distinctions as good/bad, right/wrong and good/evil. Students critically examine theories of morality such as egoism, utilitarianism, deontological ethics, divine command theory, natural law theory, sentimentalism and virtue ethics, as well as a challenge to all ethical theorizing: the case for moral relativism. Students focus on the practical implications of theory: understandings are brought to bear on various real-life ethical issues such as war, poverty, racism, abortion and substance abuse.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every year, Spring and Summer

**PL 220H. Honors Ethics and Human Values.****3 Credits.**

Various approaches in, and challenges to, ethics are explored and brought to bear on contemporary personal, professional and societal moral issues. Students undertake Service Learning projects and reflect upon the experience in relation to ideas encountered in course readings and discussions.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** As needed

**PL 222. Bioethics.****3 Credits.**

Students analyze complex ethical issues in contemporary bioethics using relevant technical vocabulary and methods from philosophy, in partnership with information from the contemporary biosciences and the health care professions. Ethical theories covered include deontology, utilitarianism, virtue-based approaches to ethics, Virginia Held's ethics of care and Theddeus Metz's reconstruction of an African moral theory. Ethical issues addressed may include: stem cell research, human subjects research, human enhancement, reproductive medicine, euthanasia, advance directives and end-of-life care, resource allocation, organ transplantation, the right to health care and global health.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every year, Fall

**PL 234. Philosophies of Health, Healing and Medicine.****3 Credits.**

Students examine the concept of "health" and the assumptions, values and consequences involved in some of the more important ways of defining, preserving and restoring it. This leads to explorations of some of the significant understandings of "medicine" in relation to healing and to health. Among the understandings considered are: the Western "scientific" model; ancient models that are seen as offering provocative alternatives—Ayurvedic, Chinese, aboriginal; more recent alternatives developed within the West—Naturopathy, Homeopathy, Reiki, etc.; and faith-based approaches—Christian science, "miracle cures," etc. Although focused on health, healing and medicine, this course ultimately deals with the nature of the good society and welcomes all who are concerned with this perennial question.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Spring

**PL 235. Philosophy of Science.****3 Credits.**

Students consider the history and nature of, and assumptions and values involved in, the scientific method; the logic of scientific explanation and theory construction; philosophical and ethical problems in selected natural, social and human sciences.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Spring

**PL 236. Philosophy of Language.****3 Credits.**

This course focuses on the attempt to understand the nature of language and its relationship with speakers, their thoughts and the world. Students explore such questions as: What is language? How do we understand one another? Can we think without language? What is the connection between words and the objects to which they refer? What is meaning? What determines the truth and falsehood of our statements? Do we have innate linguistic abilities or do we learn to speak by observing the behavior of other speakers? Various philosophical theories about language are attempts to answer such questions. These are discussed, along with their far-reaching consequences for other areas of philosophy.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Spring

**PL 237. Philosophy of Mind.****3 Credits.**

Are minds physical or non-physical? Is free will real or an illusion? Is consciousness computational? Can we build artificial minds? How can we explain phenomena such as emotions, delusions and pain? What are we, and where is the boundary between ourselves and our environment? In this course, students explore these and other issues in the contemporary philosophy of mind, focusing on questions that emerge at the intersection of philosophy, psychology, psychiatry, neuroscience and artificial intelligence.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Spring



**PL 238. Philosophy of Technology and Social Transformation. 3 Credits.**

What is technology? How do science and technology relate to human values? What role should technology play in our everyday lives? Do technological developments result in greater freedom? How should technology shape our cities and the natural environment, now and in the future? Students in this course critically examine these and other related issues, using a range of philosophical texts, science fiction and film.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Fall

**PL 240. Philosophy of Sport (SPS 240). 3 Credits.**

This course examines the notion that humans are "homo ludens" or beings who play from two perspectives. In the first part of the course, students look at such questions as: what is the nature or essence of sports? And how do we distinguish or define sports as distinct from other kinds of activities? In the second part of the course, students examine the relationship between sports and ethics, with a focus on topics such as what is fair play, whether athletic enhancement is cheating, what is gender equity within sports in society, and how do collegiate sports compare with professional sports.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Spring

**PL 250. Philosophy of Art. 3 Credits.**

What is beauty? What does it mean to experience something—perhaps art or nature—aesthetically? What is art? What is the nature of artistic inspiration? What is—or what should be—the purpose of art? How does one determine the value of art? Is some art worthless? What is the relationship between art and truth? Should artistic expression ever be censored? How have racism, sexism and consumerism impacted the art world? These are some of the questions to be discussed as we consider aesthetic experience and artistic expression—in the visual arts, but also in music, dance, film, drama and other forms.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Spring

**PL 265. Living Religions of the World. 3 Credits.**

Students explore the phenomenon of religion, the idea of a god, the holy or the divine, and the main religions and related questions of today. The course focuses on aboriginal religion (Native American), Hinduism, Judaism, Buddhism, Christianity and Islam. With prior instructor approval, students also may consider other past or contemporary religions, including atheism. Visits to two traditions other than your own and presentations by practicing members of the religions considered are included.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every year, Fall

**PL 266. Diverse Global Philosophies. 3 Credits.**

In this course, students explore global traditions in philosophy developed by people from diverse cultures, beyond Europe and the United States. Participants devote particular attention to insights and questions raised with regard to possible relationships or contrasts between diverse global philosophies and our existing assumptions, beliefs and values. Potential topics and course materials may include both classical and contemporary sources from Australia, Africa, the Caribbean, China, India, Japan, the Muslim world, the Pacific Islands and Latin America. Owing to the breadth of the field, the focus of the course shifts, reflecting the interests and work of the instructor in any particular semester.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Fall

**PL 267. Philosophy of Religion. 3 Credits.**

Religious language, religious experience and religious institutions make up a significant part of life in both traditional and modern cultures. This course analyzes the concepts and terms that are used in religious discourse, including God, holiness, redemption, idolatry, creation, eternal life and sacrifice, among others. Such analysis leads to questions regarding religious statements such as "God exists," "The cow is holy," and "If you fast, you will be redeemed" and their relationship with ordinary, everyday experience, as well as with science and with morality. Most important is the fundamental philosophical question "what is religion?"; answering it means moving beyond philosophy to anthropology, sociology, and of course psychology.

**Prerequisites:** Take PL 101 or FYS 101.

**Offered:** Every other year, Spring

**PL 299. Independent Study in Philosophy. 1-3 Credits.**

Tutorial study or independent projects in selected areas of philosophy are completed under the direction of a faculty member. This course may not be used as a substitute for required courses in the major or minor. 1, 2 or 3 credits (must be agreed on in advance by the student and faculty member, and approved by the department chairperson).

**Offered:** Every year, Fall and Spring

**PL 312. Philosophy of War and Peace (PO 312). 3 Credits.**

This course draws on what philosophers, legal scholars and political scientists have written about the nature, limits and morality of warfare. Students study the general frameworks for evaluating warfare in the theories of realism, pacifism and just war, and then turn to the evaluation of historical case studies concerning when it is just to initiate war, how war is to be conducted justly once it is initiated, and the obligations of combatants following war. Readings include both historical authors, such as Thucydides and Thomas Aquinas, and contemporary theorists, such as Michael Walzer and Jeff McMahan.

**Prerequisites:** Take PL 101; or one course from subject PL from level 200 or 300; or PO 211 or PO 215.

**Offered:** Every other year, Spring

**PL 320. Thought and Work of Albert Schweitzer (SL:Service Learning). 3 Credits.**

Albert Schweitzer (1875-1965) made significant, often controversial contributions in several areas: music, philosophy, religion, medical care, service to human need, animal rights and ecological awareness. In 1952 Schweitzer was awarded the Nobel Peace Prize for his many decades of humanitarian work at his "jungle hospital" in West Africa. In his 80s, he became one of the most active voices in the struggle against the testing of nuclear weapons. Because Schweitzer considered his philosophy to be primarily one of action and service ("My life is my argument") Service Learning is an important component of the course. Quinipiac's Albert Schweitzer Institute offers students many kinds of projects and activities reflecting Schweitzer's many areas of involvement. In this course, students critically explore Schweitzer's life, thought and work and their application to some of the moral problems and cultural and political issues we face today.

**Prerequisites:** Take PL 101; or Take one course from subject PL from level 200 or 300; or PO 211; or PO 215.

**Offered:** Every other year, Spring

**PL 330. Philosophy and Gender (WS 330).****3 Credits.**

Students investigate the notions of sex and gender and the debate over social versus biological underpinnings of expressions of masculinity and femininity. The relevance of historical views on sex, gender and relations between the sexes to current patterns and developments are considered. Issues facing men and women, as well as policies and reforms designed to address them are examined. Participants also consider the intersection between sex/gender and race, ethnicity, class and sexual orientation. Finally, the impact of gendered perspectives on contemporary philosophy, especially epistemology, ethics and social and political philosophy, is considered.

**Prerequisites:** Take PL 101; or take one course from subject PL from level 200 or 300; or one course from subject WS.

**Offered:** Every other year, Spring

**PL 331. Philosophy of Humor.****3 Credits.**

Historically, many thinkers have viewed humor with scorn while others have not considered it a topic worthy of philosophical investigation. This course explores the nature and value of humor in our daily lives and examines humor critically as a virtue that can help us take ourselves less seriously and live better lives. Students analyze the major accounts of humor such as the superiority, incongruity and relief theories highlighting the strengths and weaknesses of each theory. Adopting a critical philosophical lens, students also explore some important connections between humor and aesthetics, ethics and education.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200 or 300.

**Offered:** Every other year, Fall

**PL 332. Ancient Philosophy.****3 Credits.**

This course explores Greek and Roman philosophy through a focus on the concepts of *erôs* and *philia* or love and friendship. Students examine how Epic poetry, Greek tragedy, Plato, Aristotle, Epicurus, Stoicism and Lucretius reflected on the place of love and friendship in a life well-lived.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200.

**Offered:** Every year, Fall

**PL 333. Modern Philosophy.****3 Credits.**

From the mid-16th through the 18th century, movements such as the Renaissance, the Reformation, the development of the modern sciences and increasing international trade and colonization introduced a new era of philosophy. Students explore human understanding, critically analyzing issues that potentially include the mind-body relationship, freedom and determinism, the nature of reality, the existence of God, perception, personhood and personal identity, the scope and limits of knowledge, and the value and limitations of our intellectual heritage from this period. Authors may include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200 or 300.

**Offered:** Every year, Spring

**PL 334. Medieval Philosophy.****3 Credits.**

This course focuses on the history of medieval philosophy. Students discuss figures from the Christian, Islamic and Jewish traditions, including Augustine, Boethius, Ibn Sina, Al-Ghazali, Ibn Rushd, Maimonides, Aquinas, Scotus and Ockham. Particular attention is given to examine the manner in which these philosophers confronted and assimilated Aristotelian philosophy and how they anticipate certain dimensions of modern philosophy.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200 or 300.

**Offered:** Every Third Year, Spring

**PL 335. Contemporary Philosophy.****3 Credits.**

Students explore dynamic philosophical movements in 19th- and 20th-century philosophy, and consider their contributions to humanism and diversity today. Potential topics may include Marxism, pragmatism, existentialism, phenomenology, logical positivism, feminism, poststructuralism, postcolonialism and philosophy of race. Potential material includes work by Hegel, Marx, Nietzsche, James, Dewey, Russell, Wittgenstein, Ayer, Du Bois, Sartre, de Beauvoir, Merleau-Ponty, Arendt, Foucault, Fanon, Biko, Derrida and Butler. Owing to the breadth of the field, the course focus each year reflects the interests and expertise of the instructor.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200 or 300.

**Offered:** Every year, Fall

**PL 337. Human Rights: Theory and Practice (PO 337).****3 Credits.**

This course provides a rigorous and critical introduction to the foundation, structure and operation of the international human rights movement. It begins with leading conceptual and theoretical discussions, moving on to the institutions and functioning of the international human rights mechanisms, including nongovernmental and intergovernmental organizations. It covers cutting-edge human rights issues—gender and race discrimination, religion and state, national security and terrorism—placing them in the context of current political conflict and human rights discourse.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200 or 300; or PO 211; or PO 215.

**Offered:** Every other year, Fall

**PL 338. Paradoxes.****3 Credits.**

Paradoxes have been with us since a Cretan said "all Cretans are liars," and Zeno showed us how the tortoise could beat Achilles. Originally considered a problem for logical—and mathematical—thought, paradoxes run the gamut from logic to mathematics, to language, to science, to art and to ethics. This course presents the definition(s) of paradox, reviews some of the principal paradoxes known to us and asks about their essence: what is paradoxical about paradoxes? It then moves on to examine paradoxes in ethics, thereby asking about the real, paradoxical world of human—psychological and social—behavior.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200 or 300.

**Offered:** Every Third Year, Fall

**PL 340. Philosophy of Sex and Love.****3 Credits.**

This course presents a study of philosophical ideas on sex and love, the views of both Western and Eastern religions, and a critique of the moral issues concerning different types of sexual and love relationships. The significance of these viewpoints for living well is considered.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200 or 300.

**Offered:** Every other year, Fall

**PL 368. Philosophy of Death and Dying.****3 Credits.**

What does it mean to live and what does it mean to die? How do we distinguish life and death, living and dying? Is there a way to "die well" in the same way that we assume there is a way to "live well"? How do we justify our beliefs about issues of life and death? Is suicide ethically defensible? Do we have a duty to prevent death? Should we consider death an evil, and could it ever be a good? Should we care about our posthumous reputations? Students in this course explore these and related questions, drawing important insights from a range of relevant philosophical literature and personal narratives on death and dying.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from level 200 or 300.

**Offered:** Every other year, Spring

**PL 395. Critical Game Studies (GDD 395).****3 Credits.**

In this course, students address current research in game studies, ludology or play theory, to develop critical, conceptual and cultural understandings of narrative, meaning and identity in digital games. The course also addresses the design and development of serious and meaningful games and the aesthetic, social and technological implications of new emerging forms such as digital storytelling, interactive theater, virtual worlds and locative media.

**Prerequisites:** Take GDD 101 GDD 110 or PL 101.

**Offered:** Every year, Spring

**PL 396. Philosophy Internship.****1-3 Credits.**

This internship aims to promote student growth and exploration in professional fields connected with the philosophy major. Students complete placements and associated activities either off campus with partner organizations, or on campus, working under the direction of a partner organization supervisor and/or a faculty member. Course can be taken for 1, 2 or 3 credits (credits, placements and associated activities must be agreed on in advance of the relevant semester by the student and faculty member). This course is graded on a pass/fail basis.

**Offered:** Every year, Fall and Spring

**PL 399. Directed Research in Philosophy.****3 Credits.**

This is a more intensive directed research opportunity than that offered in PL 299. The course involves students in substantial independent research and writing projects in selected areas of philosophy, completed under the direction of a faculty member. This course may not be used as a substitute for required courses in the major or minor.

**Offered:** Every year, Fall and Spring

**PL 400. Special Topics in Philosophy.****3 Credits.**

**Prerequisites:** Take PL 101 QU 101 or FYS 101.

**Offered:** As needed

**PL 401. Senior Seminar.****3 Credits.**

This is a writing and research seminar for senior philosophy majors. Students engage with philosophical primary and secondary readings in group discussion. They prepare and present a senior thesis on a topic of their choice, with guidance by faculty from the department.

**Prerequisites:** Must be a PL Major with Senior Status.

**Offered:** Every year, Spring

**PL 499. Independent Study Philosophy.****3 Credits.**

Individual study of a special area. By agreement with the instructor, the student may undertake directed reading with discussion, examination and reports as arranged by the instructor in an area of the student's interest not normally offered through scheduled courses.

**Offered:** As needed, All

## Physician Assistant (PY)

**PY 104. Physician Assistant Seminar I - Orientation to the Profession.****1 Credit.**

This course is for ELMPA majors only. Students gain a basic knowledge of the fundamentals of the physician assistant profession and are introduced to the competencies of the PA profession. PA education, role expectations and practice settings are examined. In addition, historical information on the profession is presented. Students must have active AAPA student membership.

**Offered:** Every year, Spring

**PY 204. Physician Assistant Seminar II - The Interdisciplinary Team.****1 Credit.**

In this seminar course, students explore the roles of those professionals who are part of the health care team and learn how team practice affects patient care. Experts from a variety of health care fields explore the relationship of the practicing PA in each professional domain.

**Prerequisites:** Take PY 104 PY 397.

**Offered:** Every year, Spring

**PY 388. Clinical Training I.****3 Credits.**

This course is for ELMPA majors only. It includes classroom and clinical experiences and provides students with an opportunity to develop the knowledge and skills required for Emergency Medical Technician National Certification. Emphasis is placed on patient assessment, clinical signs and symptoms, pathophysiology and the practical skills necessary to manage the pre-hospital care of patients. Clinical rotations on an ambulance service are required. At the discretion of the course instructor, students may be required to meet for additional practical sessions outside of class time. Successful completion of the PY 388-389 sequence and fulfillment of state-mandated hours of instruction are required to be eligible for certification.

**Prerequisites:** Take PY 104.

**Offered:** Every year, Fall

**PY 388L. Clinical Training I Lab.****0 Credits.**

Lab to accompany PY 388. (3 lab hrs.)

**Offered:** Every year, Fall

**PY 389. Clinical Training II.****3 Credits.**

This course is a continuation of PY 388.

**Prerequisites:** Take PY 388.

**Offered:** Every year, Spring

**PY 389L. Clinical Training II Lab.****0 Credits.**

Lab to accompany PY 389. (3 lab hrs.)

**Offered:** Every year, Spring

**PY 397. Pre-Health Professions Clinical Affiliation.****3 Credits.**

The pre-clinical experience pairs an undergraduate student who displays maturity, dedication and sensitivity with a physician assistant for a 12-week period. The affiliation is designed to provide the student with the opportunity to observe PA practice and the competencies of the PA profession in a clinical setting. Students may register for the course according to the following criteria: permission of faculty; completion of a minimum of three semesters at Quinnipiac; satisfactory GPA; compliance with pre-clinical health and uniform requirements.

**Prerequisites:** Take PY 104.

**Offered:** Every year, Spring

**PY 400. Pre-Physician Assistant Clerkship. 3 Credits.**

Pre-physician assistant students participate in a mentoring program that provides the opportunity to gain knowledge through direct observation. Each student spends time with three physician assistants who specialize in different areas of medicine.

**Prerequisites:** Take PY 104 PY 397.

**Offered:** Every year, Fall

**PY 401. Introduction to Clinical Problem Solving. 3 Credits.**

This course offers the pre-physician assistant student the tools necessary for developing a systematic approach to the patient and his or her medical condition. Students learn to access and evaluate the medical literature for identification of the signs and symptoms of disease presentation, the components of a history and physical, and the understanding of a differential diagnosis. In addition, students are taught the basis for developing a patient assessment plan.

**Prerequisites:** Take PY 104 PY 397.

**Offered:** Every year, Fall

## Physics (PHY)

**PHY 101. Elements of Physics. 3 Credits.**

Students study the basic principles of physics and some important applications. Newton's laws of motion, gravity, thermodynamics, electricity and magnetism and wave phenomena are studied. Topics in modern physics including quantum theory, atomic structure, radioactivity and relativity are discussed. Must be taken in conjunction with PHY 101L. This course is suitable for both science and non-science majors. Students who have credit for SCI 101 may not receive credit for PHY 101. Students who have credit for PHY 110 or PHY 121 may not register for PHY 101.

**Prerequisites:** Take MA 107 minimum grade C- or Math placement score of 3.

**Corequisites:** Take PHY 101L.

**Offered:** Every year, Fall and Spring

**PHY 101L. Elements of Physics Lab. 1 Credit.**

Lab must be taken with PHY 101. (2 lab hrs.)

**Corequisites:** Take PHY 101.

**Offered:** Every year, Fall and Spring

**PHY 110. General Physics I. 3 Credits.**

Students consider phenomena that examine the fundamental nature of the physical universe as well as the theories of the nature of the universe. Topics include kinematics and dynamics of motion, momentum, energy and equilibrium of rigid bodies and fluids, and thermal properties of matter. This course uses algebra and trigonometry. Must be taken in conjunction with PHY 110L. This course is designed primarily for science majors.

**Prerequisites:** Take MA 107; minimum grade C-; or Math placement score of 3.

**Corequisites:** Take PHY 110L.

**Offered:** Every year, Fall and Summer

**PHY 110L. General Physics I Lab. 1 Credit.**

Lab must be taken with PHY 110. (2 lab hrs.)

**Corequisites:** Take PHY 110.

**Offered:** Every year, Fall and Summer

**PHY 111. General Physics II. 3 Credits.**

Students continue the examination of physical phenomena including vibrations and waves, sound, light, optics, electricity and magnetism including D.C. and A.C. circuits, and some elements of modern physics. This course uses algebra and trigonometry. Must be taken in conjunction with PHY 111L. This course is designed primarily for science majors.

**Prerequisites:** Take PHY 110-110L; Minimum grade C-.

**Corequisites:** Take PHY 111L.

**Offered:** Every year, Spring and Summer

**PHY 111L. General Physics II Lab. 1 Credit.**

Lab must be taken with PHY 111. (2 lab hrs.)

**Corequisites:** Take PHY 111.

**Offered:** Every year, Spring and Summer

**PHY 121. University Physics. 4 Credits.**

This is a calculus-based physics course. Students examine classical Newtonian physics from kinematics, the study of motion, to dynamics, the study of why motion occurs. Topics include Newton's laws, conservation of energy and momentum, torque, equilibrium of static bodies and fluids, and thermal properties of matter. Through experimentation, computer modeling and group problem-solving, students apply these principles to predict the outcome of a number of reality-based and open-ended problems. (6 studio-lab hrs.)

**Prerequisites:** Take MA 141 or MA 151; Minimum grade C-.

**Offered:** Every year, Fall and Spring

**PHY 121L. University Physics I Lab. 0 Credits.**

Lab to accompany PHY 121. (3 lab hours)

**Prerequisites:** Take MA 141 or MA 151.

**Corequisites:** Take PHY 121.

**Offered:** As needed

**PHY 122. University Physics II. 4 Credits.**

This is a calculus-based physics course. Students examine physical phenomena including vibrations and waves, sound, light, optics, electricity and magnetism including the study of D.C. and A.C. circuits and some elements of modern physics. Through experimentation, computer modeling and group problem-solving, students apply these principles to predict the outcome of a number of reality-based and open-ended problems. (6 studio-lab hrs.)

**Prerequisites:** Take PHY 121; Minimum grade C-.

**Corequisites:** Take PHY 122L.

**Offered:** Every year, Fall and Spring

**PHY 122L. University Physics II Lab. 0 Credits.**

Lab to accompany PHY 122. (3 lab hrs.)

**Prerequisites:** Take PHY 121.

**Corequisites:** Take PHY 122.

**Offered:** As needed



**PHY 202. Physics of Life and Technology.****4 Credits.**

Students study the basic principles of physics including everyday applications and their use in applied technology. Topics include Newton's Laws of Motion and Gravity, torque, sound, light and optics, electricity and magnetism. These principles are examined through the study of roller coasters, space travel, musical instruments, the mechanics of muscle movements, sports and sport technology, the circuitry of the human brain, medical imaging using light and sound, optics of the human eye, lasers and elementary circuits. Enrollment in this course is restricted to students in the online health science studies degree completion program. Students may not receive credit for PHY 202 if they already have credit for SCI 101, PHY 101 or PHY 110.

**Prerequisites:** Basic algebraic skills; MA 107 or MA 110 or higher; or a Math placement score of 3 or higher.

**Offered:** Every year, Summer

## Political Science (PO)

**PO 101. Issues in Politics.****3 Credits.**

Students explore issues of current relevance in local, domestic and international politics. Each individually themed seminar provides an introduction to the systematic analysis of power relations in relevant local, national or global spheres of life. Students approach the seminar's theme in a way that develops an understanding of the major political ideologies, the behavior of relevant social actors and governmental institutions, and the capacity to engage as responsible citizens.

**Offered:** Every year, All

**PO 131. Introduction to American Government and Politics.****3 Credits.**

This course covers the development of the constitution, the nature of Federalism, the state and the national government. Students explore the duties and powers of the President, Congress, the Supreme Court and administrative agencies. Political parties, the nominating process, elections and electoral behavior as well as political interest groups and public opinion are considered.

**Offered:** Every year, Fall and Spring

**PO 200. Special Topics.****3 Credits.**

**Prerequisites:** Take PO 131 or FYS 101.

**Offered:** As needed

**PO 205. Public Policy and Administration.****3 Credits.**

Students in this introductory course develop not only an ability to understand, evaluate and design public policy, but also a capacity for ethical and effective leadership, particularly in the public sector. Students explore questions such as: What is the role of government in our lives? How is public policy made, and what are the forces that shape public policy? What public policies should government implement? How can public policies be implemented and evaluated?

**Prerequisites:** Take PO 101 PO 131 or FYS 101.

**Offered:** Every year, Fall

**PO 206. Ethics and Public Leadership.****3 Credits.**

In this seminar, students grapple with ethical dilemmas and tradeoffs in public policy and politics. The seminar focuses primarily on leadership issues in the public policy realm, as distinct from those found in public administration or business management. Topics include lying and secrecy by public officials, health care, the use of violence, treatment of minorities, poverty, gender equity, whistleblowers, conflict of interest and governmental codes of ethical conduct. Students with background interests in political science, journalism, business and the sciences are welcome. Course readings emphasize classic works on ethics and political theory, as well as detailed ethically challenging cases from past and present. Students explore these cases through role playing, papers and classroom discussion.

**Prerequisites:** Take PO 131 or FYS 101.

**Offered:** Every year, Spring

**PO 209. Environmental Politics and Policy.****3 Credits.**

Perhaps no other issue area is as potentially disruptive to stability as that which is defined by the crises in our environment. From the local, to the national and global levels, the exhaustion of natural resources, population growth and threats presented by climate change and the accumulation of toxins and trash in the atmosphere, on land and in the world's oceans, demand the attention of government at every level. In this course, students engage with policy debate around these and other issues, such as the ways environmental issues overlap with issues of local and global justice. They explore the political factors that have influenced environmental policy debates historically and currently, in the U.S. and on comparative and international bases.

**Prerequisites:** Take PO 101 or FYS 101.

**Offered:** Every other year, Fall

**PO 211. Introduction to International Relations.****3 Credits.**

Students are introduced to the study of politics on the global level. The course focuses on the nature of the international system of nation-states, including the importance of state sovereignty, the political interactions between states, and the causes of war and peace. Additional topics include understanding the domestic bases for foreign policy decisions, the different tools available for state action in the international realm (diplomacy, espionage, military intervention), the increasing importance of international economic relations, and the function and evolution of international law and organizations.

**Prerequisites:** Take PO 101 PO 131 or FYS 101.

**Offered:** Every year, Fall and Spring

**PO 215. Political Theory.****3 Credits.**

In this course, students survey political philosophy, from Aristotle and Plato through Mill and Marx. Students use these thinkers as a way to explore issues such as the nature of society, the nature of government, and the nature of freedom, justice and the law.

**Prerequisites:** Take PO 101 or PO 131 or PL 101.

**Offered:** Every year, Fall and Spring

**PO 216. American Political Thought.****3 Credits.**

Students are introduced to major ideas of social justice and political power in America from colonial New England to the modern American state. Special emphasis is on major debates on social issues in American history, including slavery and race, church and state, industrialism and technology, civil rights and citizenship, and democracy and reform. Major authors and readings include Winthrop, Jefferson, Paine, the Federalist Papers, Lincoln, Dewey, Roosevelt and M.L. King.

**Prerequisites:** Take PO 131 or QU 101 or FYS 101;

**Offered:** Every other year, Spring



**PO 217. Contemporary Social and Political Philosophy (PL 217). 3 Credits.**

This course introduces students to major contemporary debates about the nature of membership in a national community and in a global community. The first half of the course focuses on the relationship between an individual and a state, for instance the nature of political authority, the relationship between liberty and the state, cultural pluralism and the problem of distributive justice. The second half of the course focuses on the nature of global citizenship, for instance the nature of universal human rights, the ethics of global development, immigration, the problem of environmental justice and the morality of warfare. Readings include contemporary philosophers such as John Rawls, Michael Sandel, Carole Pateman, Will Kymlicka and Thomas Pogge.

**Prerequisites:** Take FYS 101 PL 101 or PO 215.

**Offered:** Every other year, Spring

**PO 219. Women and Political Thought (WS 219). 3 Credits.**

Students explore different approaches to explain the status of women. Theoretical perspectives that students consider may include: liberal feminism, radical feminism, Marxist/socialist feminism, feminism of care, conservative feminism and global feminism, among others. Students critically evaluate political concepts such as freedom, equality, rights and oppression, as well as learn about how different thinkers have conceptualized gender, politics, power and the role of the state. The course requires careful reading, intensive class discussion and multiple writing assignments.

**Prerequisites:** Take PO 101 PO 131 PL 101 PS 101 SO 101 or WS 101.

**Offered:** Every other year, Spring

**PO 221. Introduction to Latin America. 3 Credits.**

This is the transdisciplinary introductory course for the minor in Latin American studies. Various disciplines, including history, anthropology, economics and languages, are interwoven in an exploration of concepts, behaviors and traditions associated with Latin America. A survey of Latin American regions spanning the Revolutionary period to the present, with a focus on the past 50 years, is utilized to focus the content.

**Prerequisites:** Take PO 101 or FYS 101.

**Offered:** Every other year, Fall

**PO 225. American Political Movements. 3 Credits.**

In this class, students explore key movements in American political society over the past 150 years, and analyze how social groups have organized to demand political change in the U.S. Students study political movements organized around race, gender, social class and sexual identity/preference.

**Prerequisites:** Take PO 101 PO 131 or FYS 101.

**Offered:** Every year, Fall

**PO 227. The Politics of Intimacy. 3 Credits.**

How do our thoughts about inclusion and citizenship shape our ideas about sexual and political freedom? In what ways has the democratic process sought to affirm American values by limiting individual choices? In this course, students explore the ways that intimacy has been regulated, through a thematic investigation of legal and political challenges in areas such as trans/interracial adoption, same-sex marriage, interracial marriage, sex and race in the American South, statutory rape, sexual violence, sex education and reproductive rights.

**Prerequisites:** Take PO 131 or FYS 101.

**Offered:** Every other year, Fall

**PO 231. Elections and Political Parties (SL: Service Learning). 3 Credits.**

This course offers an intensive analysis of elections and parties in the U.S. and other nations. Special emphasis is placed on the development of competitive political party systems as vital to the success of democracy. Topics include the history of elections and campaigns, the role of gender, ethnicity and class in modern political parties, voting behavior, party strategies, campaign advertising, fundraising, and media coverage of elections. The course includes classroom visits by party leaders and candidates, and requires students to participate in direct observation as participants in an election campaign.

**Prerequisites:** Take PO 131.

**Offered:** Every other year, Fall

**PO 245. International Political Economy. 3 Credits.**

This introduction to the analysis and understanding of the international economy from a political perspective centers on the increasing internationalization, or globalization, of the capitalist market economy. This is analyzed from three perspectives, each of which raises different political issues and strategies: neoliberalism, economic nationalism (neomercantilism) and Marxism. Current issues dealing with international trade and finance, the environment, Third World development and marginalization, and gender/race issues in the international economy are discussed.

**Prerequisites:** Take PO 211 or EC 111.

**Offered:** Every Third Year, Spring

**PO 247. Actors and Processes in U.S. Foreign Policy. 3 Credits.**

This introduction to U.S. foreign policy and how it is made combines a study of world politics, American political processes and current events. The course focuses on actors and policy processes, including the role of Congress, the President, interest groups, the mass media and public opinion (among others), and the influence of ideology on U.S. foreign policy. The course examines several 20th-century international crises, asking: what lessons were learned by these experiences, and how do these episodes illuminate the formation of foreign policy in the United States? The post-Cold War world is examined as a context of current challenges to American foreign policy.

**Prerequisites:** Take PO 211 or PO 131.

**Offered:** Every other year, Spring

**PO 270. State and Local Government. 3 Credits.**

The role of states in the federal system is analyzed. Structure and problems of state and local governments are examined.

**Prerequisites:** Take PO 131.

**Offered:** Every year, Spring

**PO 280. Congress and the President. 3 Credits.**

This course surveys the historical development of the executive and legislative branches of the U.S. government. The course surveys the Constitutional foundations, evolutionary growth and contemporary research on the U.S. presidency and Congress. The goal of the course is to highlight how many of the current conflicts between the President and Congress have deep historical roots.

**Prerequisites:** Take PO 131.

**Offered:** Every other year, Fall

**PO 295. Internship in Political Science. 1-3 Credits.**

This internship requires students to complete a minimum of between 50 and 100 hours of on-site work, keep a field journal and complete a 5-8 page final report that summarizes activities and documents what the internship contributed to student learning in political science.

**Prerequisites:** Take PO 131.

**Offered:** As needed

**PO 297. Simulating International Organizations.****1 Credit.**

Students prepare to participate in various external simulations of the activities of the United Nations, African Union, North Atlantic Treaty Organization, European Union and other international organizations. Students are trained in the preparation of mock resolutions and they learn the essentials of international diplomacy and proper protocol at international meetings to enable them to successfully compete in model meetings across the U.S. and elsewhere.

**Offered:** Every year, Fall**PO 299. Independent Study in Political Science.****1-3 Credits.**

This course is directed by a faculty member with background in the student's area of research. Participants are required to write a series of papers (minimum of three to five pages) during the semester or a single research paper (8 to 15 pages long).

**Offered:** Every year, All**PO 300. Special Topics.****3 Credits.****Prerequisites:** Take PO 101 or FYS 101.**Offered:** As needed, All**PO 301. Critical Thinking About Politics.****4 Credits.**

This course introduces students to the fundamentals of critical and analytic thinking through the study of current issues. Students develop the tools necessary to think critically about political and other issues in their daily lives in an effort to better explain and understand the world around them. Upon successful completion of the course, students are able to understand and evaluate the structure, content and quality of arguments; locate stated and unstated assumptions in persuasive writing; analyze, evaluate and account for discrepancies among various readings on a topic and explain why two sources might interpret the same facts differently; clearly communicate their positions about issues and support those positions with solid evidence; and understand how critical thinking can be applied to decision making in daily life.

**Prerequisites:** Admission into Online Degree Completion program.**Offered:** Every year, Fall Online**PO 302. The Global Civic Dilemma.****4 Credits.**

In this course, students explore what constitutes an ethical civic life by working from philosophical principles through an understanding of the basis of government on the local, national and international levels, to civic participation. The course is structured around several tensions, as well as the many key concepts in the age-old quest for understanding what makes for the ideal social order: self and other, individual and community, public and private, human agency and social structure; governance, state, society; the political and economic; liberalism and conservatism (and their variants); three main approaches to ethics; and how to arbitrate between ethical standards when they come into disagreement.

**Prerequisites:** Admission into Online Degree Completion program.**Offered:** Every year, Spring Online**PO 303. Political Inquiry.****3 Credits.**

This course, designed for political science majors in their sophomore year, examines the culture of inquiry in political science as a problem-solving discipline and contributes toward political understanding through multiple reading, thinking and writing exercises. Course material focuses on current issues in politics and government and asks how political scientists might respond. The course emphasizes theory development and hypothesis formation; various methodological approaches; and several sub-disciplinary perspectives within political science. For political science majors only. Sophomore status is required.

**Prerequisites:** Take PO 215 or PO 211.**Offered:** Every year, Fall**PO 311. Topics in International Relations.****3 Credits.**

This advanced seminar focuses on in-depth critical analysis of current issues and themes in international relations. It may deal with topics from issues of war, peace and security, to the politics of the international economy, emerging international cultural norms, and international law. The course requires careful reading, intensive class discussion and multiple writing assignments.

**Prerequisites:** Take PO 211 or Department approval.**Offered:** As needed**PO 312. Philosophy of War and Peace (PL 312).****3 Credits.**

This course draws on what philosophers, legal scholars and political scientists have written about the nature, limits and morality of warfare. Students study the general frameworks for evaluating warfare in the theories of realism, pacifism and just war, and then turn to the evaluation of historical case studies concerning when it is just to initiate war, how war is to be conducted justly once it is initiated, and the obligations of combatants following war. Readings include both historical authors, such as Thucydides and Thomas Aquinas, and contemporary theorists, such as Michael Walzer and Jeff McMahan.

**Prerequisites:** Take PL 101; or take 1 course from subject PL from Level 200 or 300; or PO 211; or PO 215.**Offered:** Every other year, Spring**PO 315. Democratic Theory and Practice.****3 Credits.**

The relationship between democratic ideas and practices in the foundation of democratic regimes and the formulation of public policy. Topics include the nature of obligations between the citizen and the community, equal rights and powers, the role of groups in policy making, the tensions between citizen identity and gender, racial and ethnic identity. Major policy issues include election reforms, racial and gender-based inequalities, the environment, and welfare and human rights in foreign policy. Students are expected to participate in group projects and discussions and do extensive analytical writing.

**Prerequisites:** Take PO 215 PO 216 PO 217 or PL 217.**Offered:** Every Third Year, Fall**PO 317. International Law (LE 317).****3 Credits.**

Students are introduced to the nature and development of international law as part of the global political system. Students explore sources of international law from treaties, custom, general principles, judicial decisions and scholarly writing. Other topics include the connection between international law and national law; the role of states and individuals; dispute resolution using arbitration and national and international court cases; use of law to manage international conflict; negotiation; and legal issues concerning shared resources.

**Prerequisites:** Take PO 211 or LE 101.**Offered:** Every year, Fall**PO 319. International Interventions.****3 Credits.**

Why does the international community intervene in some countries and not in others during periods of civil crisis? What do these variations in the patterns of interventions tell us about the foreign policies of countries and the relations between states in the international system? Students explore answers to these and related questions by investigating the politics, history and dynamics of international interventions to address civil crises since World War II. Students examine select case studies of intervention and nonintervention to understand more fully why and when the world community responds in the context of international law, national interest and the emerging consensus around the protection and promotion of human rights.

**Prerequisites:** Take PO 211.**Offered:** Every other year, Spring

**PO 321. Comparative Government.****3 Credits.**

This course presents a comparative study of political institutions, forms of governments, leaders, socioeconomic processes, development strategies, cultures and traditions in diverse political systems across time and space. Students learn about governing and political processes that explain important differences or similarities in political outcomes among countries, such as: why some countries are democracies and others are not, why some countries provide universal health care for their citizens while others do not, and why some countries experience war or economic depressions while others do not. Students examine the major theoretical, conceptual and methodological approaches that scholars have employed within the subfield of comparative politics and are trained to employ some of those skills in their own analysis and research.

**Prerequisites:** Take PO 211 or PO 215.**Offered:** Every other year, Spring**PO 325. Political Psychology and Public Opinion.****3 Credits.**

Students are introduced to the basics of polling, the social and psychological foundations of political thoughts and attitudes, and elementary techniques in data analysis. Students explore beyond descriptions of what people believe and what ideas they act upon to the psychological processes that explain why they think as they do: How susceptible are people to marketing and political persuasion? Why do people obey or disobey authorities? What are the sources of prejudice, and the triggers that explain political behavior? Students learn to be wise consumers of survey information, gaining skills in distinguishing legitimate public opinion research from pseudopolls, fundraising and soliciting under the guise of survey research.

**Prerequisites:** Take PO 131 or PS 101.**Offered:** Every other year, Spring**PO 331. Topics in Comparative Government.****3 Credits.**

This course provides an in-depth examination of government institutions and practices, social and political forces and movements, and cultural traditions in particular regions of the world, such as Asia, Africa, Middle East, Latin America and Europe.

**Prerequisites:** Take PO 211.**Offered:** As needed, All**PO 333. Middle Eastern History and Politics.****3 Credits.**

This course is designed to explore both historical and contemporary political and socioeconomic developments in the Middle Eastern region. The course begins with a historical review of the demise of the Ottoman Empire, the anti-colonialist revolt, the emergence of Israel, secular nationalism, the rise of Islamism, and the post-Islamist era. The focus of the course then shifts to an examination of such issues as geopolitics, oil, the Palestinian-Israeli conflict, peace process, Persian Gulf wars, the great-powers' involvement and their interests in this area, terrorism, and globalization and its impact in the region.

**Prerequisites:** Take PO 211.**Offered:** Every Third Year, Spring**PO 334. Topics in African Politics.****3 Credits.**

Students study the broad scope of politics taking place on the African continent, while investigating the unique cultural and historical heritage of African societies including colonialism and the challenges of creating independent states, and the more recent history of conflict that has inhibited development in so many countries. Students also study post-conflict reconciliation and development in the African context, including economic growth and the bright future that is possible if African countries can solve their most serious problems and remain free of conflict.

**Prerequisites:** Take PO 211.**Offered:** Every Third Year, Fall**PO 335. Politics of Race and Ethnicity.****3 Credits.**

What lessons can be drawn from recent political events such as the election of the first Indian-American governor, the first African-American president and the appointment of the first Latina to the Supreme Court? The story of American political development has been one of constant invention and reinvention. Central to the story has been the role of individual and collective identities in shaping what it means to be an American citizen. With political history as a context, students examine the political presence of major ethnic and racial communities in the U.S.—Irish, Italian, Asian, Jewish, Native, African-American and Latino. Key policy issues such as immigration, education and affirmative action provide the focal point for exploring the processes of group formation, identity and political mobilization as expressed through protest, pop culture, economic development, political participation and the building of community institutions and networks.

**Prerequisites:** Take PO 101 or PO 131.**Offered:** Every other year, Spring**PO 337. Human Rights: Theory and Practice (PL 337).****3 Credits.**

Students address the philosophical fundamentals of human rights while emphasizing the practical aspects of human rights work, the purpose being to understand the ways in which human rights scholars, activists and international and governmental officials argue about human rights and their implementation.

**Prerequisites:** Take PL 101; or Take one course from subject PL from level 200 or 300; or PO 211; or PO 215.**Offered:** Every other year, Fall**PO 342. Comparative Constitutional Law (LE 342).****3 Credits.**

Students compare the legal structures and fundamental principles typically found in constitutions by studying the constitutions of several different countries. The course explores the structure of government; the distinction between legislative, executive and judicial authority; the incorporation of fundamental human rights; the relationship between church and state, free speech and the press, and social welfare rights. Participants analyze the distinction between constitutional law and domestic law and assess the role of various constitutional frameworks in a global society.

**Prerequisites:** Take PO 131 or PO 211 or LE 101.**Offered:** Every other year, Spring**PO 348. Political Communication.****3 Credits.**

Students investigate the politics of communication in America and the uses of communication in politics. Topics include the technological nature of the mass media in the global and U.S. political economy, implications for democracy of the new communication technologies, the agenda setting function of mass media, political rhetoric and persuasion in the information age, and the role of propaganda in peace and war. Students learn critical analysis of media messages, how to deal with communication from different cultures, and skills in the use of information technology. Students write analytical papers and complete a substantial research project.

**Prerequisites:** Take PO 131.**Offered:** Every other year, Fall

**PO 353. American Constitutional Law (LE340).****3 Credits.**

This course presents an intensive study of the development of constitutional law through the analysis of significant Supreme Court decisions. Topics include: the judicial process and the Supreme Court; Federalism, the states and the division of powers; the basis of national power, taxation, commerce and sovereignty; the separation of powers; the Judiciary, Congress and the Presidency; interstate relations and national supremacy; the electorate; citizenship and the right to vote.

**Prerequisites:** Take PO 131 or 6 credits from subject LE.

**Offered:** Every other year, Fall

**PO 354. Civil Rights and Civil Liberties.****3 Credits.**

This course considers the Bill of Rights and its ratification, the Fourteenth Amendment, and competing theories for interpreting and applying these texts. Topics to be discussed as a class include: freedom of expression, freedom of speech, the press, religion, and assembly; the establishment clause and the separation of church and state; fundamental rights, substantive due process and the right to privacy; the Fifth, Ninth and Fourteenth Amendments; the equal protection clause and three standards of Supreme Court review; the incorporation doctrine; suspect classifications, race discrimination and discrimination against women, sexual minorities, and the poor; the power to protect individuals and affirmative action.

**Prerequisites:** Take PO 131 or LE 101.

**Offered:** Every other year, Spring

**PO 360. Topics in American Politics.****3 Credits.**

This advanced course on a specially selected topic in American politics or public policy examines the relationships between public issues and political institutions. Topics may focus on policy analysis, political parties, interest groups, public opinion, Congress, the Presidency and the courts. Course requires class participation and numerous research or writing assignments.

**Prerequisites:** Take PO 131.

**Offered:** Every other year, Spring

**PO 360H. Honors Topics in American Politics.****3 Credits.**

A seminar designed for students in the university honors program and political science honors students. This advanced course on a specially selected topic in American politics or public policy examines the relationships between public issues and political institutions. Topics may focus on policy analysis, political parties, interest groups, public opinion, Congress, the presidency and the courts. Course requires class participation and numerous research or writing assignments.

**Prerequisites:** Take PO 131 and one 200-level political science course or department approval.

**Offered:** As needed, All

**PO 362. Presidential Election Campaigns (SL: Service Learning).****4 Credits.**

This advanced seminar combines intensive campaigning fieldwork and academic study of presidential campaigns and electoral processes. Students evaluate the emerging efforts to reform the electoral process and the campaign financing system, analyze new techniques of communication and persuasion, explore the history of the current presidential nomination and election process, voter behavior and psychology, research new campaign management techniques, and the practical essentials of grassroots activism. As part of the course requirements, students participate in an intensive internship for approximately 15 days in residence at the New Hampshire primary. Students must pay a course fee to cover the cost of the class residency in New Hampshire. Two field trips occur during the semester from Friday to Sunday, and some of the residency occurs during the January term.

**Prerequisites:** Take PO 131 or PO 231.

**Offered:** Every Third Year, Fall

**PO 365. Inside Washington, D.C..****3 Credits.**

In this intensive, two-week seminar in Washington, D.C., students interact with well-known speakers from government, the media and academia to discuss the current major issues confronting Congress and the President. In the second week, students confront dilemmas regarding how the media covers national politics and policy. Students participate in daily site visits, tours and special events. They engage with topics such as the impact of national elections, the nature of conflict and bargaining in political institutions, foreign policy dilemmas, the gatekeeper function of the media, "spin" and media control, media bias and the rise of new media. Eight-hour days are the minimum expectation during the two-week program. Students must apply for the course through the QU in DC program and meet university academic achievement standards to be admitted to the seminar.

**Prerequisites:** Departmental approval of application through QU in DC program.

**Offered:** Every year, Spring

**PO 370. State and Local Government.****3 Credits.**

The role of states in the federal system is analyzed. Structure and problems of state and local governments are examined. Topics include state and local public policymaking, state and municipal finance, elections, education, economic development and sociopolitical implications of urban change.

**Prerequisites:** Take PO 131.

**Offered:** Every year, Spring

**PO 387. Women and Public Policy (WS 387).****3 Credits.**

Students examine the major public policy issues affecting gender relations in the United States today, including: reproductive rights and abortion, labor policy, welfare policy, sexual and domestic violence. Students discover the process by which issues of importance to gender equality have historically emerged on the public agenda, the ways in which policy debate is shaped once an issue becomes a public problem and the competing policy paradigms surrounding these controversial policy issues. Given the possible trauma associated with the topics of the class, students need to use their discretion in signing up to take this class.

**Prerequisites:** Take PO 131 or WS 101.

**Offered:** Every other year, Spring



**PO 395. Advanced Internship. 3-9 Credits.**

This advanced internship requires students to complete more than 100 hours of on-site work; keep a field journal; complete a final report that summarizes activities and documents what the internship contributed to student learning in political science; and complete a research paper at least 10 pages in length, based on research relevant to the internship duties and done during the semester of the internship.

**Prerequisites:** Take PO 131.

**Offered:** Every year, All

**PO 395H. Honors Advanced Internship. 3-6 Credits.**

This advanced internship requires students to complete more than 100 hours of on-site work; keep a field journal; complete a final report that summarizes activities and documents what the internship contributed to student learning in political science; and complete a research paper at least 10 pages in length, based on research relevant to the internship duties and done during the semester of the internship.

**Prerequisites:** Take PO 101 PO 111 or PO 131 and Take one 200-level political science course.

**Offered:** As needed

**PO 399. Independent Study in Political Science. 1-10 Credits.**

This independent study is directed by a faculty member with background in the student's area of research. Participants are required to write a series of papers (minimum of three to five pages) during the course of a semester, or a single research paper (15 to 20 pages).

**Offered:** Every year, All

**PO 408. Senior Seminar. 3 Credits.**

This is a capstone course for senior political science majors. Students integrate prior learning with a seminar topic announced each year, and prepare and present original research to their peers in the form of a senior thesis, related to a common seminar theme announced each year. The seminar allows students to apply the knowledge and methodology they have learned in previous courses to a particular project.

**Prerequisites:** Take PO 303 or PO 401; Political Science majors with senior status.

**Offered:** Every year, Spring

**PO 497. TWC QU in DC Semester. 6-16 Credits.**

Students are registered by arrangement for credits during their QU in DC semester program at Quinnipiac's institutional partner, The Washington Center (TWC). Fall and Spring QU in DC students earn 16 credits; Summer students earn 6 to 9 credits. Upon successful completion of the program in Washington, D.C., credit for specific courses and internships is recorded in the student's academic transcript.

**Prerequisites:** Approval for participation by Director of QU in DC.

**Offered:** Every year, All

**PO 498. WMI QU in DC Semester. 6-16 Credits.**

Students are registered by arrangement for credits during their QU in DC semester program at Quinnipiac's institutional partner, The Washington Media Institute (WMI). Fall and Spring QU in DC students earn 16 credits; Summer students earn 6 to 9 credits. Upon successful completion of the program in Washington, D.C., credit for specific courses and internships is recorded in the student's academic transcript.

**Prerequisites:** Approval for participation by Director of QU in DC.

**Offered:** Every year, All

**PO 499. AU QU in DC Semester. 3-16 Credits.**

Students are registered by arrangement for credits during their QU in DC semester program at Quinnipiac's institutional partner, American University (AU). Fall and Spring QU in DC students earn 16 credits; Summer students earn 6 to 9 credits. Upon successful completion of the program in Washington, D.C., credit for specific courses and internships is recorded in the student's academic transcript.

**Prerequisites:** Approval for participation by Director of QU in DC.

**Offered:** Every year, All

## Psychology (PS)

**PS 101. Introduction to Psychology. 3 Credits.**

Students are introduced to the background and breadth of contemporary psychological science. Five perspectives on the study of psychology form the basis for topics within the course, these include the biological, cognitive, social, developmental and scientist-practitioner perspectives. The course emphasizes psychology's philosophical origins, its research methods, and the relationship of the discipline of psychology with other areas of inquiry. A minimum grade of C- is required in this course to advance to any 200-level PS course.

**Offered:** Every year, All

**PS 101H. Honors Introduction to Psychology. 3 Credits.**

Students are introduced to the background and breadth of contemporary psychological science. Natural science, social science and applied science form the basis for topics within the course such as psychology's philosophical origins, its research methods, the study of learning, neuroscience, issues in mental illness, child development and the application of psychology to contemporary social issues. A minimum grade of C- is required in this course to advance to any 200-level PS course.

**Offered:** As needed

**PS 199. Independent Study. 1 Credit.****PS 200. Special Topics in Psychology. 3 Credits.**

Offered in response to special demands and conditions. See current announcements at time of registration (available on request at psychology department office).

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 206. Introduction to Statistics in Psychology. 3 Credits.**

This course covers statistical concepts and procedures as they apply to psychology. Students learn to perform statistical tests using both calculators and SPSS. Topics include: descriptive statistics, Z scores, t-tests, chi-square, correlation, and analysis of variance. For Psychology and Behavioral Neuroscience majors only. Minimum grade of C- is required to pass.

**Corequisites:** Take PS 101; Minimum grade C-; and MA 110 MA 118 MA 140 MA 141 MA 142 MA 151 or MA 170.

**Offered:** Every year, Fall and Spring

**PS 210. Human Sexuality (WS 210). 3 Credits.**

This course focuses on human sexuality, including the physiological, psychological and social aspects of sexuality. Students are encouraged to consider diverse perspectives, e.g., in sexual orientation, experiences, beliefs and behaviors. Additional course topics include: domestic violence, abuse, sexual assault and harassment.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** Every year, Fall and Spring



**PS 232. The Concept of Personality and Its Development. 3 Credits.**

Personality is viewed from a variety of perspectives, including theories of its formation, social functioning and human evolution. Certain theories are examined, as are philosophical implications underlying diverse models of the nature of personality.

**Prerequisites:** Take PS 101; Minimum grade C-.

**Offered:** Every year, All

**PS 233. Cognitive Psychology. 3 Credits.**

Cognition is studied from a multi-method perspective with an emphasis on information-processing. Topics include models of memory, memory distortion, perception, expertise, cognitive neuroscience, imagery, problem solving, language and cognitive development. The interrelationship between applied and basic research is emphasized.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** Every year, Fall and Spring

**PS 233H. Honors Cognitive Psychology. 3 Credits.**

Cognition is studied from an information-processing perspective. Topics include: models of memory, memory distortion, perception, expertise, cognitive neuroscience, imagery, problem solving, language and cognitive development.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 234. Adult Development and Aging (GT 234). 3 Credits.**

Facts, theory and current issues in adult development and aging are covered in this course, which focuses on physical, cognitive and psychosocial development as well as family and career patterns.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** Every year, Fall and Spring

**PS 236. Child and Adolescent Development. 3 Credits.**

Prenatal period, infancy, early childhood, middle childhood and adolescence are surveyed in terms of an individual's physical, cognitive and social/emotional development. Students learn about the major theories and research methods used by developmental psychologists. Results of research studies are used to think about real-world applications.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** Every year, Fall and Spring

**PS 236H. Honors Child and Adolescent Developmental Psychology. 3 Credits.**

Prenatal period, infancy, early childhood, middle childhood and adolescence are surveyed in terms of an individual's physical, cognitive and social/emotional development. Students learn about the major theories and research methods used by developmental psychologists. Results of research studies are used to think about real-world applications.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 242. School Psychology. 3 Credits.**

Theoretical and pragmatic concerns of the school psychologist are considered. Topics include child development, psychoeducational assessment, applied behavior analysis, special education legislation, and the role of the public schools as a social institution. Identification and treatments of various school-related exceptionalities such as learning and intellectual disabilities, speech and language disorders, autism, ADHD and giftedness are investigated.

**Prerequisites:** Take PS 101; Minimum grade C-.

**Offered:** As needed

**PS 244. Psychology of Prejudice. 3 Credits.**

This course presents an analysis of intergroup discrimination and prejudice. The focus is on group and individual determinants of factors that produce this social phenomenon. Insights from disciplines of history, economics and sociology are included, as well as an overview of the successes and failures of the theories and programs to reduce prejudice.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 250. Parenting Science. 3 Credits.**

This course surveys research topics that pertain to effective parenting, such as parental discipline practices, and the effects of media on development. Research is drawn from fields such as developmental psychology, cognitive psychology, abnormal psychology and anthropology.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 251. Introduction to Conditioning and Learning. 3 Credits.**

This course introduces students to the history, philosophical bases and contemporary issues in respondent and operant conditioning in particular and in learning in general. It surveys current applications of basic theory and research including behavior modification, and examines the social controversy generated by applications.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 252. Physiological Psychology. 3 Credits.**

This course is an introduction to the interactions between biological and psychological processing that are the basis for emotion, cognition and behavior. Topics include research methods, brain structure and function, neural plasticity, sleep, learning, memory, reproduction, drug action, sensation, perception and psychological disorders.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** Every year, All

**PS 254. Psychology of Close Relationships. 3 Credits.**

Both familial and non-familial close relationships are examined. Topics such as love, friendship, living together, marriage, relationship maintenance and relationship dissolution are covered. Theories and research in each of these areas are read and discussed. The course aims to increase students' awareness of the issues and conflicts that affect close relationships.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 261. Social Psychology. 3 Credits.**

This course examines the effect of social forces on the individual, and the role of the situational context in human behavior. Topics include aggression, altruism, attribution, issues in social cognition, group behavior, attitude change and aspects of social psychology and law.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** Every year, Fall and Spring

**PS 261H. Honors Social Psychology. 3 Credits.**

This course examines the effect of social forces on the individual, and the role of the situational context in human behavior. Topics include aggression, altruism, attribution, issues in social cognition, group behavior, attitude change and aspects of social psychology and law.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 262. Psychology of Women (WS 262). 3 Credits.**

In this course, students examine the complexity of gendered experiences from a psychological science perspective and explore the research regarding gender differences and gender relations. Many approaches are taken to understand gender, including biological, social, evolutionary, cognitive and cultural points of view. The goal is for students to appreciate the complexities of gender and to challenge one's assumptions and judgments about gender.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** Every year, Fall

**PS 265. Industrial-Organizational Psychology. 3 Credits.**

This course examines the application of psychological principles and practices to business, industrial and organizational settings. Covered are such issues as personnel selection, job analysis, training, accident prevention, morale, performance appraisal, worker motivation, leadership and organizational communication.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** Every year, All

**PS 272. Abnormal Psychology. 3 Credits.**

Historical, philosophical and pragmatic conceptions of normality are explored as well as causes, description and classifications of abnormal behavior and "mental illness;" historical and contemporary approaches to understanding and treatment; and theories of psychopathology.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit

**Offered:** Every year, All

**PS 272H. Honors Abnormal Psychology. 3 Credits.**

Honors course—Historical, philosophical and pragmatic conceptions of normality are explored as well as causes, description and classifications of abnormal behavior and "mental illness;" historical and contemporary approaches to understanding and treatment; and theories of psychopathology.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 283. Introduction to Forensic Psychology. 3 Credits.**

Students learn about both the theoretical and applied components to the field of forensic psychology. The theoretical aspect of the course addresses criminality from a psychological perspective by examining theories of aggression, for example. Applied sections of the course explore the intersection of psychology and the legal system as well as crime scene behavioral analysis and offender profiling.

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 284. Gay and Lesbian Identities and Communities (SO/WS 284). 3 Credits.**

This course explores the social, socioeconomic, historical, psychological, and political factors that have contributed to our understanding of what it means to be gay or lesbian today. Psychological research on gay and lesbian identity development, the social construction of identity, and the psychological, social, and political benefits associated with "identifying" as gay or lesbian, are discussed. The course explores historical events that led to the development of gay and lesbian communities and the benefits of being involved in these communities. The course also explores how the gay and lesbian community has become more mainstream, in both positive and negative ways.

**Prerequisites:** Take SO 101.

**Offered:** As needed

**PS 299. Independent Study in Psychology. 1-6 Credits.**

**Prerequisites:** Take PS 101; Minimum grade C- or transfer credit.

**Offered:** As needed

**PS 300. Special Topics in Psychology. 3 Credits.**

Offered in response to special demands and conditions. See current announcements at time of registration (available on request at psychology department office).

**Prerequisites:** Take two courses from psychology.

**Offered:** As needed

**PS 307. Introduction to Research Methods in Psychology. 4 Credits.**

This course provides an introduction to the tools, methods and findings of classic and contemporary experimental and non-experimental psychology. Topics include logical reasoning, statistical inference, research ethics, research design and APA style report writing. Must be taken with PS 307L taught by the same professor. For Psychology and Behavioral Neuroscience majors. Minimum grade of C- is required to pass.

**Prerequisites:** Take PS 101 PS 206.

**Corequisites:** Take PS 307L.

**Offered:** Every year, Fall and Spring

**PS 307L. Introduction to Methods Lab. 0 Credits.**

Lab to accompany PS 307.

**Corequisites:** Take PS 307.

**Offered:** Every year, Fall and Spring

**PS 308. Advanced Research Methods in Psychology. 4 Credits.**

This course builds on the statistical analyses, experimental methods and nonexperimental methods learned in PS 206 and PS 307. Each section focuses on a different area of study in Behavioral Neuroscience. Students design, conduct and formally present a major piece of psychological research, including statistical analysis, on a topic in that research area. Must be taken with PS 308L taught by the same professor. For Psychology and Behavioral Neuroscience majors only. Minimum grade of C- is required to pass.

**Prerequisites:** Take PS 307.

**Corequisites:** Take PS 308L.

**Offered:** Every year, Fall and Spring

**PS 308L. Advanced Research Methods Lab. 0 Credits.**

Lab to accompany PS 308.

**Corequisites:** Take PS 308.

**Offered:** Every year, Fall and Spring

**PS 309. History of Psychology. 3 Credits.**

This is a course for advanced psychology majors. It covers philosophies dating back to ancient Greece. Participants review the history of scientific thought and of brain science. They trace the emergence of the science of psychology and the development of different systems of thought or theoretical perspectives within psychology. Students compare and contrast psychological perspectives in terms of how they have both deepened and limited our understanding. This course is taken in the senior year.

**Prerequisites:** Take PS 307.

**Offered:** As needed

**PS 310. History of Madness.****3 Credits.**

This course explores the history of mental illness and its treatment between 1750 and the early 1900s. The history includes a discussion of treatment without a clear scientific or medical understanding of "madness" or "lunacy." Differences and similarities in treatments in the U.S., England, Ireland and Scotland are discussed, along with discussion of the socioeconomic-political context, including the development of almshouses or workhouses. The impact of the changing legal landscape on development of asylums is explored. Students also explore the development of moral treatment by Quakers, and the influence of work by Freud around the turn of the 20th century.

**Prerequisites:** Take PS 272.**Offered:** As needed**PS 311. Tests and Measurements in Psychology.****3 Credits.**

This course covers principles of test construction, standardization and validation; survey of commonly used measures of personality, psychopathology, aptitudes, interests and achievement, particular emphasis on the relationship between the testing movement and the social, political and economic context in which it is embedded.

**Prerequisites:** Take PS 206.**Offered:** As needed**PS 325. Health Psychology.****3 Credits.**

The application and contribution of psychological research and practice to the promotion and maintenance of health and the prevention and treatment of illness are explored. Topics covered include stress and illness, psychological aspects of pain, management of chronic and terminal illness, obesity, smoking and other addictive behaviors, sleep disturbances, personality factors in illness and patient-practitioner interaction.

**Prerequisites:** Take one 200-level psychology course.**Offered:** Every year, Fall**PS 333. Advanced Cognition.****3 Credits.**

Students learn how cognitive psychology has been applied both inside and outside of psychology to problems as varied as absentmindedness, learning disabilities and face recognition. Cognitive psychology has been applied to various contexts such as occupational therapy, education, athletics and law enforcement. Course goals are to deepen understanding of cognitive theories, broaden knowledge of cognitive methods and research, and sharpen awareness of the increasing impact of the field on everyday life.

**Prerequisites:** Take PS 233.**Offered:** As needed**PS 336. Cognitive Development.****3 Credits.**

This seminar provides an in-depth examination of cognitive development from infancy through adolescence. Topics include the development of knowledge about physical objects, memory, language, numerical understanding and an understanding of the mind. For each topic, students discuss the results of various research studies with an emphasis on the methodologies used, various interpretations of the findings and practical applications of the work.

**Prerequisites:** Take PS 236.**Offered:** As needed**PS 353. Research Methods in Behavioral Neuroscience.****3 Credits.**

This course provides a comprehensive view of biological and physiological psychology and the methods utilized in behavioral neuroscience research. Topics may include measurement and techniques of animal behavior, ethics and guidelines associated with neuroscience research, logic of experimental design, immunohistochemistry, ELISA, neurophysiology, gross anatomy and scientific presentation skills. This is a recommended course for behavioral neuroscience majors and gives students a background to succeed in research endeavors. A minimum grade of C- is required to pass this course.

**Prerequisites:** Take PS 252 PS 307.**Offered:** As needed**PS 354. Sensation and Perception.****3 Credits.**

This course considers the sensory systems as gateways to the mind. Psychological mechanisms of vision, audition, taste, smell, pain and other senses are explored, as well as the psychophysics, anatomy and physiology of these sensory systems.

**Prerequisites:** Take PS 233 or PS 252.**Offered:** Every year, Fall**PS 355. Advanced Psychology of Learning.****4 Credits.**

This course presents an advanced study of the history, philosophical bases and contemporary issues in respondent and operant conditioning in particular, and in learning in general; a survey of current applications of basic theory and research including behavior modification; and examination of the social controversy generated by such applications. Lab accompanies the course.

**Prerequisites:** Take one 200-level psychology course.**Offered:** As needed**PS 355L. Psychology of Learning Lab.****0 Credits.**

Lab to accompany PS 355.

**Offered:** As needed**PS 356. Psychology of Language.****3 Credits.**

This course introduces students to the scientific study of language. Topics include speech physiology, psychological processes underlying the production and comprehension of both spoken and written language, the psychological and biological milestones of language acquisition (both normal and special), theories of language evolution, cognitive neuroscience of language, and the relationship of language to other cognitive processes.

**Prerequisites:** Take PS 233 or PS 252.**Offered:** As needed**PS 357. Drugs, Brain and Behavior.****3 Credits.**

This course introduces students to the effects and mechanisms of action of psychoactive drugs. Drugs used in the treatment of psychological disorders as well as drugs of abuse are covered. In addition to describing basic principles of neuropharmacology, the course covers theories of tolerance, dependence and abuse in depth. Pharmacotherapy for substance abuse and major mental disorders is described from both a biological and clinical perspective. A minimum grade of C- in PS 252 is required to take this course.

**Prerequisites:** Take PS 252; Minimum grade C-.**Offered:** Every year, Spring**PS 359. Psychology Elective.****3 Credits.**

**PS 366. Advanced Personnel Psychology.****3 Credits.**

This course presents an in-depth exploration of the traditional ideas and innovations of industrial psychology. Topics include, but are not limited to: recruitment and selection of employees, development and implementation of performance appraisal systems, issues involved in training employees, employment law and labor-management relations.

**Prerequisites:** Take PS 265.

**Offered:** As needed

**PS 367. Advanced Organizational Psychology.****3 Credits.**

The history and new developments within organizational psychology are examined closely. Topics include, but are not limited to: organizational theory, research and theories of leadership, leadership development, motivating employees, job attitudes, teamwork, work-family balance and workplace stress.

**Prerequisites:** Take PS 265.

**Offered:** As needed

**PS 368. Occupational Health Psychology.****3 Credits.**

This course explores the history and development of research and practice in the field of occupational health psychology. Topics include, but are not limited to, stress theories and models, specific stressors and strains, safety, employee health and well-being, work schedules, the work/non-work interface and occupational health interventions.

**Prerequisites:** Take PS 265.

**Offered:** As needed

**PS 370. Intimate Partner Violence Seminar (WS 370).****3 Credits.**

This seminar addresses the prevalence, causes and consequences of partner abuse. Etiological models of partner violence are examined from social perspectives (feminist, socioeconomic, anthropological and evolutionary theory), and psychological perspectives (personality disorders, perceived causes and justification of violence). The impact of violence on victims (physical and psychological consequences) is addressed. This course is cross-listed as WS 370.

**Prerequisites:** Take two courses; From Subjects PS SO CJ or WS.

**Offered:** As needed

**PS 371. Clinical Psychology.****3 Credits.**

The principles and practices of clinical psychology are introduced. The course includes a review of legal-ethical issues and the training of clinical psychologists. The course focuses on methods of clinical assessment and the practice of psychotherapy, including extensive use of case studies.

**Prerequisites:** Take PS 272.

**Offered:** Every year, Spring

**PS 372. Child Psychopathology.****3 Credits.**

This course provides students with an understanding of child and adolescent problems within the framework of developmental and child clinical psychology. Theoretical and methodological issues are addressed early in the course. Thereafter, the nature, etiology and treatment of a wide range of psychological disorders affecting children from infancy through adolescence is examined.

**Prerequisites:** Take PS 272.

**Offered:** As needed

**PS 373. Positive Psychology.****3 Credits.**

This course reviews and evaluates recent developments in positive psychology. Historical foundations are discussed, including the work of William James and Abraham Maslow. Research on resilience, positive coping and post-traumatic growth are covered, as well as topics such as gratitude, forgiveness, compassion, happiness and mindful meditation.

**Prerequisites:** Take PS 272.

**Offered:** As needed

**PS 382. Advanced Social Psychology.****3 Credits.**

Contemporary issues and topics in social psychology are examined. Content varies as the area develops and changes but has characteristically emphasized theories of attitude change, psychological effects of mass media, attribution theory, interpersonal attraction, helping behavior and psychological factors in contemporary social issues.

**Prerequisites:** Take PS 261 or PS 307.

**Offered:** As needed

**PS 383. Psychology and the Law.****3 Credits.**

The interface between psychology and the law is studied. Topics include psychological studies of eyewitness testimony, the social sciences and jury selection, the "insanity defense," commitment procedures, legal and ethical issues in psychotherapy, and the psychology of institutionalization.

**Prerequisites:** Take two psychology courses.

**Offered:** As needed

**PS 391. Applied Clinical Science Seminar (SL: Service Learning).****3 Credits.**

For psychology majors in the applied clinical science concentration only. Professional, theoretical, clinical and ethical issues related to each student's senior fieldwork experience represent the content of the course. Students are simultaneously registered in PS 393.

**Prerequisites:** Take PS 371.

**Offered:** Every year, Fall

**PS 393. Fieldwork in Applied Clinical Science (SL:Service Learning).****3 Credits.**

For Psychology majors in the applied clinical science concentration only. Students are placed in a community service agency to gain supervised experience in applied clinical programs. Placements total a minimum of 120 hours during the semester, and may include youth counseling agencies, rehabilitation services, mental health clinics, research sites, centers for people with mental retardation, psychiatric hospitals, schools for special populations and others. Due to a commitment of services to clients or patients, particularly strict standards of attendance and responsibility are maintained. PS 393 is taken in conjunction with PS 391. All students in PS 393 must plan to take PS 394 in the spring semester. This course is graded pass/fail.

**Prerequisites:** Take PS 371.

**Offered:** Every year, Fall

**PS 394. Fieldwork in Applied Clinical Science (SL: Service Learning).****3 Credits.**

For psychology majors in the applied clinical science concentration only. Students are placed in a community service agency to gain supervised experience in applied clinical programs. Placements total a minimum of 120 hours during the semester, may include youth counseling agencies, rehabilitation services, mental health clinics, research sites, centers for people with mental retardation, psychiatric hospitals, schools for special populations and others. Due to a service commitment to clients or patients, particularly strict standards of attendance and responsibility are maintained. This course is graded pass/fail.

**Prerequisites:** Take PS 391 PS 393.

**Offered:** Every year, Spring

**PS 397. Fieldwork in Industrial/Organizational Psychology.****3 Credits.**

For psychology majors in the industrial-organizational concentration only. Students are placed in a corporation or consulting firm under the supervision of an industrial-organizational psychologist or HR manager. A minimum of 120 hours of work is required. Due to a commitment to professionalism, particularly strict standards of attendance and responsibility are maintained. This course is graded on a pass/fail basis.

**Offered:** As needed



**PS 399. Independent Study in Psychology. 1-6 Credits.**

Pursuit in depth of a specific topic or area. Topics and expected outcome must be specified in advance, groups interested in the same topic may meet together.

**Offered:** As needed

**PS 401. Integrative Capstone for Psychology and Behavioral Neuroscience Majors. 3 Credits.**

This seminar is the capstone course for Psychology and Behavioral Neuroscience seniors only. It consists of extensive readings of original research, theory and history on a topic selected by the student under the guidance of the professor. A senior thesis, written according to departmental standards, is a central part of the requirement. As a capstone course, this course must be taken as a seminar during the academic year and cannot be taken as a tutorial. Most sections are offered in the spring. Senior standing required. This course counts as the university's Integrative Capstone requirement for PS and BNS majors.

**Prerequisites:** Take PS 308 or PS 353.

**Offered:** Every year, Fall and Spring

**PS 409. Senior Seminar in Psychology. 3 Credits.**

This seminar is the capstone course for psychology seniors only. It consists of extensive readings of original research and theory on a topic selected by the student under the guidance of the professor. A senior thesis, written according to departmental standards, is a central part of the requirement. As a capstone course, this course must be taken as a seminar during the academic year and cannot be taken as a tutorial. Most sections are offered in the spring. Senior standing required.

**Prerequisites:** Take PS 308 or PS 353.

**Offered:** As needed

**PS 499. Independent Study in Psychology. 1-6 Credits.**

Same as PS 399 but on the senior level. Topic and objective must be specified in advance. Students limited to a maximum of six hours of independent study per year, unless warranted by exceptional circumstances.

**Prerequisites:** Take PS 307 PS 308.

**Offered:** As needed, All

## QU Seminars (QU)

**QU 101H. Honors Individual in the Community. 3 Credits.**

This interdisciplinary seminar for first-semester freshmen focuses on the broad theme of community by welcoming students to the University learning community and challenging them to locate themselves as individuals who can reflect critically and act diligently in fulfillment of their civic and intellectual responsibilities as engaged members of the University community. While integrating academic perspectives on the course theme from a variety of disciplines, this course explores questions of identity, ethics and citizenship through consideration of an individual's place, rights and responsibilities within a diverse and pluralistic community. Students consider perennial questions of human nature, the formation of individual identity and common inheritances, of how communities are formed and sustained. QU 101 also lays the groundwork for considering how students can extend their roles and responsibilities as members of the Quinnipiac University community to the national and global perspectives they will consider in QU 201 and QU 301.

**Offered:** Every year, Fall

**QU 201. National Community. 3 Credits.**

This interdisciplinary seminar builds on experiences and learning from QU 101 and focuses on the major themes and concepts that structure life in the cultures of the pluralistic American community. The topics can range from social media to spirituality, from bioethics to refugee narratives, depending on the specialty of the instructor. All sections address the common course questions: 1) What is the meaning of community in a national context; 2) What is the effect of individualism on our concept of national community and citizenship; and 3) What is the effect of our pluralistic and multicultural heritage on our concept of national community and citizenship?

**Offered:** Every year, All

**QU 201H. Honors National Community. 3 Credits.**

This interdisciplinary seminar for sophomores/juniors builds on experiences and learning from QU 101 and focuses on the major themes and concepts that structure life in the cultures of the pluralistic American community. The course challenges students to critically examine what it means to assume a role of informed citizenship and leadership in the United States. The topics can range from social media to spirituality, from bioethics to refugee narratives, depending on the specialty of the instructor. All sections address the common course questions: 1) What is the meaning of community in a national context; 2) What is the effect of individualism on our concept of national community and citizenship; and 3) What is the effect of our pluralistic and multicultural heritage on our concept of national community and citizenship?

**Offered:** As needed, Fall and Spring

**QU 301. Global Community. 3 Credits.**

This interdisciplinary seminar builds on experiences and learning from QU 101 and QU 201 and focuses on the political, social, cultural, ecological and economic systems that define the global community. Topics can range from the Middle East to Oceanic America, from health care to understanding and combating poverty, depending on the specialty of the instructor. All sections address the common course questions: 1) What is the global community? 2) What is our investment in the global community? and 3) How do we balance personal allegiances or affiliations with membership in the global community?

**Prerequisites:** Take QU 201.

**Offered:** Every year, All

**QU 301H. Honors Global Community. 3 Credits.**

This interdisciplinary seminar for juniors/seniors builds on experiences and learning from QU 101 and QU 201 and focuses on the political, social, cultural, ecological and economic systems that define the global community. The course challenges students to critically examine what it means to assume a role of informed citizenship and leadership in a global community. The topics can range from the Middle East to Oceanic America, from health care to understanding and combating poverty, depending on the specialty of the instructor. All sections address the common course questions: 1) What is the global community? 2) What is your investment in the global community? and 3) How do you/we balance personal allegiance or affiliation with membership in the global community?

**Offered:** Every year, Fall and Spring

**QU 400. Integrative Capstone Experience. 3 Credits.**

**QU 410. Integrative Capstone. 3 Credits.**

**Offered:** Every year, Fall and Spring

**QU 420. Integrative Capstone. 3 Credits.**

**Offered:** Every year, Fall and Spring

**QU 430. Integrative Capstone. 3 Credits.**

**Offered:** Every year, Fall and Spring



**QU 440. Integrative Capstone.**  
**Offered:** Every year, Fall and Spring

**3 Credits.** **RS 215. Radiation Safety and Protection.** **3 Credits.**

## Radiologic Sciences (RS)

**RS 100. Fundamentals of Diagnostic Imaging.** **1 Credit.**

This course provides the student with a basic knowledge of the fundamentals of diagnostic imaging practice. Topics include defining diagnostic imaging as it relates to all imaging modalities, historical development of the profession, introduction to current and emerging practice arenas, and application of professional terminology. Students complete a self-study in medical terminology.  
**Offered:** Every year, Fall

**RS 101. Introduction to Diagnostic Imaging.** **3 Credits.**

Designed to provide an orientation to radiologic sciences, this course includes history, ethics and basic principles of radiation protections, medial and medicolegal terminology, as well as preclinical observation.  
**Prerequisites:** Take RS 100.  
**Offered:** Every year, Spring

**RS 201. Human Anatomy Imaging I.** **1 Credit.**

This course presents in-depth consideration of human anatomy within systems located in the chest, abdomen and upper extremity of the body. Students discuss the structure and function of each anatomic component within each region. Conventional anatomic illustrations are correlated with their radiographic counterpart. The radiographic appearance of specific structures as demonstrated on conventional radiographic images is correlated to images obtained using other advanced imaging modalities such as computed tomography, magnetic resonance and sonography.

**Prerequisites:** Take BIO 212-212L RS 222.

**Corequisites:** Take RS 232.

**Offered:** Every year, Fall

**RS 202. Human Anatomy Imaging II.** **1 Credit.**

This course presents in-depth consideration of human anatomy within systems located in the head, neck, pelvis and lower extremity. For each region, students discuss the structure and function of each anatomic component. Conventional anatomic illustrations are correlated with their radiographic counterpart. The radiographic appearance of specific structures as demonstrated on conventional radiographic images is correlated to images obtained using other advanced imaging modalities such as computed tomography, magnetic resonance and sonography.

**Prerequisites:** Take RS 201.

**Offered:** Every year, Spring

**RS 212. Radiographic Procedures I.** **2 Credits.**

This course introduces the student to the basic concepts, principles and applications of radiographic and radiologic procedures. Additional applications related to orthopaedic terminology, pathologies and procedures, trauma and patient-related modifications also are presented.

**Prerequisites:** Take RS 101 MA 275 and BIO 102.

**Corequisites:** Take RS 212L.

**Offered:** Every year, Fall

**RS 212L. Laboratory Practicum I.** **2 Credits.**

This practicum develops preclinical competency in radiographic procedures studied in RS 212, as well as routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

**Corequisites:** Take RS 212.

**Offered:** Every year, Fall

Students are introduced to the effects of ionizing radiation on biological systems at the molecular, cellular, organism, and community levels, with emphasis on medical implications and radiation protection.

**Prerequisites:** Take RS 260.

**Offered:** Every year, Spring

**RS 222. Radiographic Procedures II.** **3 Credits.**

This course builds on the foundations developed in RS 212. This course provides continued integration and expansion on the concepts, principles and applications of radiographic and radiologic procedures.

**Prerequisites:** Take RS 212.

**Corequisites:** Take RS 222L.

**Offered:** Every year, Spring

**RS 222L. Laboratory Practicum II.** **2 Credits.**

Designed to develop preclinical competency in radiographic procedures studied in RS 222, this practicum focuses on radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

**Prerequisites:** Take RS 212.

**Corequisites:** Take RS 222.

**Offered:** Every year, Spring

**RS 232. Radiographic Procedures III.** **3 Credits.**

This course provides continued integration and expansion on the concepts, principles and applications developed in RS 212 and RS 222.

**Prerequisites:** Take RS 222.

**Corequisites:** Take RS 232L.

**Offered:** Every year, Fall

**RS 232L. Laboratory Practicum III.** **2 Credits.**

This practicum is designed to develop preclinical competency in routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

**Prerequisites:** Take RS 222.

**Corequisites:** Take RS 232.

**Offered:** Every year, Fall

**RS 241. Radiographic Image Production and Evaluation.** **3 Credits.**

This course presents the basic principles, concepts and practical applications of radiographic image production and diagnostic quality. Topics include radiation production, description and proper selection of exposure factors, radiation protection, imaging media, imaging equipment and basic imaging formulas.

**Prerequisites:** Take RS 101 MA 275 and BIO 102.

**Corequisites:** Take RS 241L.

**Offered:** Every year, Fall

**RS 241L. Radiographic Image Production and Evaluation Lab I.** **1 Credit.**

The laboratory, which accompanies RS 241, is designed to demonstrate and reinforce the concepts and principles presented in class. (2 lab hrs.)

**Corequisites:** Take RS 241.

**Offered:** Every year, Fall

**RS 242. Radiographic Image Production and Evaluation II.** **3 Credits.**

This course expands on the foundations developed in RS 241. Integration and application of these foundations includes the development of exposure charts, methods of image processing, and the causation and identification of image artifacts. The course also incorporates quality control concepts and testing, and introduces basic terminology and principles of quality control and digital imaging systems.

**Prerequisites:** Take RS 241.

**Corequisites:** Take RS 242L.

**Offered:** Every year, Spring

**RS 242L. Radiological Processing and Exposure Lab. 1 Credit.**

This laboratory, which accompanies RS 242, is designed to demonstrate and reinforce the concepts and principles presented in class. (2 lab hrs.)

**Corequisites:** Take RS 242.

**Offered:** Every year, Spring

**RS 250. Radiologic Clinical Education I. 2 Credits.**

Students are provided with their initial clinical experience under the supervision of certified clinical instructors and clinical staff. Focus is on developing clinical competency and proficiency related to radiologic procedures and concepts taught in RS 212 and RS 241.

**Prerequisites:** Take RS 212 RS 241.

**Corequisites:** Take RS 222 RS 242.

**Offered:** Every year, Spring

**RS 253. Radiologic Clinical Education II. 4 Credits.**

This course, a continuation of RS 250, is a 12-week, 35 hour-per-week summer clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are continually developed and assessed.

**Prerequisites:** Take RS 250.

**Offered:** Every year, Summer

**RS 254. Radiologic Clinical Education IV. 3 Credits.**

This course, a continuation of RS 253, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are continually developed and assessed.

**Prerequisites:** Take RS 253.

**Corequisites:** Take RS 232.

**Offered:** Every year, Fall

**RS 255. Radiologic Clinical Education. 3 Credits.**

This clinical experience is under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are developed and assessed.

**Prerequisites:** Take RS 254.

**Corequisites:** Take RS 290.

**Offered:** Every year, Spring

**RS 260. Radiographic Physics and Instrumentation. 3 Credits.**

This course presents an analysis of the production of X-rays and the interaction of radiation with matter, units of radiation measurements and radiation protection.

**Prerequisites:** Take RS 242.

**Offered:** Every year, Fall

**RS 290. Advanced Radiographic Procedures IV. 3 Credits.**

This course provides continued integration and expansion on the concepts, principles and applications developed in RS 232. Students are introduced to the basic principles of CT, DEXA, MRI and mammography.

**Prerequisites:** Take RS 232.

**Corequisites:** Take RS 290L.

**Offered:** Every year, Spring

**RS 290L. Laboratory Practicum. 1 Credit.**

This practicum is designed to develop preclinical competency in routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

**Prerequisites:** Take RS 232.

**Corequisites:** Take RS 290.

**Offered:** Every year, Spring

**RS 297. Methods of Patient Care. 2 Credits.**

This course focuses on a study of skills in providing humanistic care for the well, acute or chronically ill individual, including preparing patients for invasive as well as non-invasive imaging studies; basic clinical skills in infection control, including aseptic technique, venipuncture, vital signs and O2 administration; effective communication with emphasis on problem-solving skills.

**Prerequisites:** Take RS 101.

**Corequisites:** Take RS 297L.

**Offered:** Every year, Spring

**RS 297L. Methods of Patient Care Lab. 1 Credit.**

This lab develops preclinical competency for the procedures described and demonstrated in RS 297. (2 lab hrs.)

**Corequisites:** Take RS 297.

**Offered:** Every year, Spring

**RS 299. Independent Study. 1-4 Credits.**

This course presents the student with an opportunity to expand his or her professional expertise in areas that enhance managerial or research capabilities.

**Offered:** As needed

**RS 318. Pathology for Imaging Sciences. 3 Credits.**

This course provides an introduction to the basic study of disease, including etiology, pathophysiology and current diagnostic procedures. Normal structure and function are reviewed prior to the discussion of each anatomic system.

**Prerequisites:** Take RS 222 BIO 212.

**Offered:** Every year, Fall

**RS 336. Pharmacology for the Radiographer. 2 Credits.**

The major classifications/categories, clinical applications and implications of pharmaceuticals used in diagnostic imaging and interventional procedures are presented.

**Prerequisites:** Take RS 297.

**Offered:** Every year, January Term

**RS 352. Radiologic Clinical Education. 2 Credits.**

This clinical experience is under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are developed and assessed.

**Prerequisites:** Take RS 255.

**Offered:** As needed

**RS 399. Independent Study. 1-3 Credits.**

This independent study is designed to provide the student with an opportunity to expand his or her professional expertise in areas that enhance teaching, managerial or research capabilities. The study may consist of either advanced clinical experience or literature research or both.

**Offered:** As needed, All

**RS 414. Research: Analysis and Critique (DMS 414). 3 Credits.**

This course explores the basic elements of health care research including different types of research models and research strategies. Students explore the differences between a variety of publication types, including editorials, case studies and peer-reviewed research articles. Students also learn techniques for database queries.

**Prerequisites:** Take RS 101.

**Offered:** Every year, Fall

**RS 489. Independent Study. 1-6 Credits.**

**Offered:** As needed, All

**RS 491. Open Topic.**

The course presents a current topic in diagnostic imaging.

**Offered:** As needed

**1 Credit.**

**RS 493. Open Topic.**

The course presents a current topic in diagnostic imaging.

**Offered:** As needed

**3 Credits.**

**RS 499. Capstone (DMS 499).**

This capstone course is intended for radiologic sciences majors and diagnostic medical sonography majors in their final semester. Students are required to develop a research project as it relates to the field of diagnostic imaging. The project may relate to the student's chosen focus and must include either a formal thesis paper or poster presentation.

**Prerequisites:** Take RS 414.

**Offered:** Every year, Spring

**3 Credits.**

## Science (SCI)

**SCI 102. Earth Sciences.**

This course provides an introduction to the methods of science. Students study chemical principles as related to environmental concerns, weather, geology and astronomy. Must be taken in conjunction with SCI 102L. This course is designed for nonscience majors.

**Corequisites:** Take SCI 102L.

**Offered:** Every year, All

**3 Credits.**

**SCI 102L. Earth Sciences Lab.**

Lab must be taken with SCI 102. (2 lab hrs.)

**Corequisites:** Take SCI 102.

**Offered:** Every year, All

**1 Credit.**

**SCI 161. Nutrition: An Investigative Experience.**

This course embodies investigative experiences within the lecture. Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins and minerals in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. Students have an opportunity to apply these concepts to analyze and improve their own diets.

**Offered:** Every year, All

**3 Credits.**

**SCI 202. Environmental Science.**

Students investigate the Earth's environmental systems and the impact of human activity (ecological footprint) on the planet through the study of renewable and nonrenewable resources, toxic substances in the soil, water and the atmosphere, the impact of pollution on the hydrological cycle, ozone depletion, ground water contamination, and the causes of global climate change. Students examine efforts being made to protect the Earth's environment and to promote sustainable strategies to solve the problems of economic, political and social policies, which impact all of Earth's resources. Enrollment in this course is restricted to students in online BS degree completion programs. This course is offered online only.

**Offered:** Every year, Fall

**4 Credits.**

## Sociology (SO)

**SO 101. Introduction to Sociology.**

**3 Credits.**

Our society and culture influence who we are, how we feel about ourselves, and how we interact with others. This course investigates the ways in which our social institutions such as the family, the government, politics, religion, health care and others shape our experience. Students also look at the ways in which gender, sexuality, race/ethnicity and social class affect their life. The differences that characterize a stratified society in opportunity, reward, achievement and social class are discussed.

**Offered:** Every year, All

**SO 101H. Honors Introduction to Sociology.**

**3 Credits.**

Our society and culture influence who we are, how we feel about ourselves, and how we interact with others. This course investigates the ways in which our social institutions such as the family, the government, politics, religion, health care and others shape our experience. Students also look at the ways in which gender, sexuality, race/ethnicity and social class affect their life. The differences that characterize a stratified society in opportunity, reward, achievement and social class are discussed.

**Offered:** Every year, All

**SO 201. Sociological Theory.**

**3 Credits.**

This course helps students develop a working knowledge of theory and understand its relevance in other sociological courses they will take. In part, it examines Freud's depiction of the human condition as an epic battle between our individual selfish drives and society's overbearing shame, Marx's claim that revolution is inevitable, Weber's belief that we have sacrificed the human spirit at the altar of efficiency, Mills' claim that we have become cheerful robots in a machine-like society, and Baudrillard's thesis that truth has been murdered in the perfect crime.

**Prerequisites:** Take SO 101.

**Offered:** Every year, Fall

**SO 205. From College to Career (CJ/GT 205).**

**1 Credit.**

This course introduces sociology, gerontology and criminal justice majors to the preprofessional skills and knowledge they need to practice prior to obtaining their internship. Students also are introduced to practical skills that will benefit them throughout their professional careers ranging from self-reflection to resume writing and email etiquette. Students meet regularly to discuss the breadth of potential careers in sociology, criminal justice and gerontology through interaction with departmental faculty and practitioners in the field. For sociology majors only. This course is graded on a pass/fail basis.

**Offered:** Every year, Spring

**SO 225. Social Problems.**

**3 Credits.**

What is a social problem? How does something become defined and recognized as a social problem? In this course, students debate what is meant by the terms "social" and "society"—the relationships, benefits and duties that shape our lives, both locally and globally. What are the major problems facing society today? Why do we think these things are problematic? What are their consequences? How can we effectively address social problems? Students explore these questions through reading about and researching topics such as race, class, family, violence, immigration and the environment. In discussing these and other issues, students develop their sociological imaginations, learning how to see their individual lives as connected to patterns in the larger social world.

**Prerequisites:** Take SO 101.

**Offered:** Every year, All

**SO 232. Women in the Criminal Justice System (CJ/WS 232). 3 Credits.**

This course examines the changing patterns of women's criminality, the experiences of women who are processed as crime victims, and the evolution of women's role in law, law enforcement and corrections.

**Prerequisites:** Take SO 101.

**Offered:** Every year, Fall

**SO 235. American Culture and Society: The 1950s-1980s. 3 Credits.**

The course examines what it means to be an American. Students explore the structure of American culture and discuss more specific American cultural manifestations in areas such as love, consumerism, childrearing and sport. These topics are covered via an assessment of the health versus pathology of American culture. Course material is rooted in sociological literature within the field of culture and personality.

**Prerequisites:** Take SO 101.

**Offered:** As needed

**SO 238. Sociology Through Film. 3 Credits.**

This course is an examination of American society through film viewing, academic reading and discussion. Historically, film has been used to depict American culture as distinct from other cultures, socialize American children, represent the individual in American family life, religion and education, and to create cultural representations of gender and race. Each of these themes is examined, and the course concludes with an analysis of the concepts of social class and corporate power and as conveyed through film.

**Prerequisites:** Take SO 101.

**Offered:** As needed

**SO 241. Sociology of Race and Ethnicity. 3 Credits.**

The impact of ethnic and racial identity in the United States is examined with particular consideration of the processes of prejudice and discrimination, social class identity and mobility, and the distribution and exercise of social, economic and political power.

**Prerequisites:** Take SO 101.

**Offered:** Every year, All

**SO 244. Social Stratification. 3 Credits.**

This course examines systems of inequality and how they grow out of, and are reinforced by, both structural and cultural factors. Topics include: social class, race, ethnicity, gender, sexuality, the interrelationships of all of these as forces of stratification, and how they are manifested in societal institutions such as the economy, the educational system and the criminal justice system.

**Prerequisites:** Take SO 101.

**Offered:** Every year, All

**SO 250. Youth Crime (CJ 250). 3 Credits.**

This course deals with youth crime as distinct from adult offending. Students examine the development of the juvenile delinquency concept and justification for classifying juvenile offenders as separate from adults. Factors contributing to the onset of juvenile delinquency and relevant research also are examined. The course considers development and current functions of the juvenile justice system, paying particular attention to the challenges justice officials face daily. A range of widely used treatment strategies for dealing with juvenile offenders is examined.

**Prerequisites:** Take SO 101.

**Offered:** Every year, Fall

**SO 255. Sociology of Families (WS 255). 3 Credits.**

In this introductory course, students critically examine families in the U.S., both historically and in the current day. Topics include the ways in which families have evolved over time and the effect of economic and social factors (such as race, class and gender) on family life. Students learn about the diversity of families in other cultures and current issues facing families.

**Prerequisites:** Take SO 101.

**Offered:** As needed

**SO 260. Social Control and Deviance. 3 Credits.**

This course covers classical and contemporary sociological theories of deviance as well as a discussion on the ways in which sociologists define the concepts of deviance and stigma. Course material covers a variety of social issues, which are situated within the intersection of deviance and race, social class, sexuality and religion. Topics include: privileged/underprivileged deviance, substance abuse and physical violence. Participants also look at the ways in which social behavior is formally and informally controlled through various sanctions and the implementation of public policies.

**Prerequisites:** Take SO 101.

**Offered:** As needed

**SO 263. Sociology of Aging (GT 263). 3 Credits.**

This introduction to gerontology focuses on the myths and realities of aging explored through historic, demographic and sociological analyses of the conditions of elderly people in our society. Students critically examine the diversity of aging experiences in the U.S. The ways in which social and cultural factors enter into the aging process are also considered.

**Prerequisites:** Take SO 101.

**Offered:** Every year, Fall

**SO 264. Social Welfare Institutions. 3 Credits.**

The interplay between economics, politics and the American value system is explored as well as the conflict between market determinism and social protection and regulation. Students evaluate the historical and contemporary tensions between conservative and progressive/liberal positions, values and beliefs in regard to what contributes to the well-being of American citizens as well as the role of the state. Sources of power determining our policies in regard to topics such as health, mutual safety, inequality, environment, the elderly and corporate welfare are considered.

**Prerequisites:** Take SO 101.

**Offered:** As needed

**SO 266. Population and Society. 3 Credits.**

The components of population change—births, deaths, migration—and the importance of demographic trends for individual life changes are explored. Students also discuss the lasting effects of the Baby Boom generation, the migration to the Southwest, and changes in marriage patterns.

**Prerequisites:** Take SO 101.

**Offered:** As needed

**SO 270. Program Planning and Administration (GT 270). 3 Credits.**

Program planning and administration of services to the elderly are considered, as well as models of needs identification, the process of problem analysis, styles of leadership and administrative dilemmas, and elements of grant proposal writing.

**Prerequisites:** Take SO 101.

**Offered:** Every other year



**SO 271. Public Order Crimes (CJ 271).****3 Credits.**

Approximately two-thirds of the inmates in U.S. correctional institutions have been found guilty of public order crimes, "moral crimes," or crimes not likely to have a self-identified victim. This course concentrates on crimes associated with such activities as illegitimate gambling, consensual sex, and the criminal use and sale of both legal and illegal substances.

**Prerequisites:** Take SO 101.**Offered:** Every year, Fall**SO 272. Education and Society.****3 Credits.**

Schools from kindergarten to the university as they relate to the community and the economic and political systems are considered. Also explored are the historical development of education; values imparted through education; the social process in the classroom; contemporary conflicts centering in the schools.

**Prerequisites:** Take SO 101.**Offered:** As needed**SO 280. Illness and Disability.****3 Credits.**

This course examines the ways in which society shapes our understanding, experience and definitions of health, illness and disease. Topics include the social factors related to disease such as age, gender and social class; the social roles of medical practitioners and patients; labeling and treatment/mistreatment of the ill and disabled; changing definitions of illness; and the politics of disability.

**Prerequisites:** Take SO 101.**Offered:** Every other year, Fall**SO 284. Gay and Lesbian Identities and Communities (PS/WS 284).****3 Credits.**

This course explores the social, socioeconomic, historical, psychological and political factors that have contributed to our understanding of what it means to be gay or lesbian today. Psychological research on gay and lesbian identity development, the social construction of identity and the psychological, social and political benefits associated with "identifying" as gay or lesbian, are discussed. The course explores historical events that led to the development of gay and lesbian communities and the benefits of being involved in these communities. The course also explores how the gay and lesbian community has become more mainstream, in both positive and negative ways.

**Prerequisites:** Take SO 101.**Offered:** As needed**SO 285. Protest and Change (WS 285).****3 Credits.**

This class presents in-depth explorations of American social movements with an emphasis on understanding the underlying societal factors that influence the emergence of each. The socioeconomic and cultural identities of those involved and the ways in which strategies, tactics, and outcomes are shaped also are addressed. Discussions cover, but are not limited to, the labor, civil rights, women's rights, gay rights, anti-war and environmental movements.

**Prerequisites:** Take SO 101.**Offered:** As needed**SO 290. Research Methods (GT 290).****3 Credits.**

This course provides an introduction to social science research methods. Students examine how qualitative and quantitative research methods apply to social science research. The course places particular emphasis on the importance of scientific methods in reaching informed conclusions. Students examine a number of methods commonly used in social science disciplines and learn how to interpret the results of research conducted using these methods. Understanding how social scientists investigate social phenomena allows students to accurately interpret and apply findings from social science research. Students should complete the course by the end of their sophomore year or second year in the major.

**Prerequisites:** Take SO 101.**Offered:** Every year, All**SO 304. Sociology of Gender (WS 304).****3 Credits.**

This course focuses on how society constructs notions/images of femininity and masculinity and how these influence our lives. Participants look at cultural views of language, body and the media, as well as theoretical approaches to understanding the complexities of gender distinctions in our society.

**Prerequisites:** Take SO 101.**Offered:** As needed**SO 305. Death, Grief and Bereavement (GT 305).****3 Credits.**

Death is studied from the perspective of social interaction between the dying person, professional caregivers and family members and loved ones. Attitudes and values about death, cultural components of grief, and the function of bereavement are examined. Particular attention is paid to the social organization of "death work" and dying in bureaucratic settings, such as hospitals and nursing homes, as opposed to the non-bureaucratic structure of hospice care.

**Prerequisites:** Take SO 101.**Offered:** Every year, All**SO 307. Sociology of Sport (SPS 307).****3 Credits.**

This course includes the analysis of sport as a social and cultural institution and the interrelations between sport and societal subsystems. Students explore selected sociocultural aspects of sport and exercise, and analyze contemporary problems associated with sport, including race relations, the tradition and emergent role of females, leisure behaviors, aggression and violence, as well as political and economic concerns.

**Prerequisites:** Take SO 101.**Offered:** Every year, Spring**SO 308. The Immigrant Experience.****3 Credits.**

For much of its history, people have come to the U.S. from other countries seeking religious freedom, political asylum or better economic opportunities. Some Americans want to restrict migration, worrying that immigrants might create economic and cultural problems for the U.S. In this course, students explore questions such as: Why do people migrate? How has immigration shaped the U.S. throughout its history? How does immigration impact the American economy and culture? How has immigration policy changed over time? Using a sociological perspective, students learn what shapes the decisions and experiences of immigrants and about the impact of immigration on society.

**Prerequisites:** Take SO 101.**Offered:** Every year, Fall



**SO 310. Children: Social Issues and Policies.****3 Credits.**

This course presents an overview of the social, economic and political factors that have influenced the historical and contemporary experiences of children and the child rearing process. Students examine concepts such as the effects of the changing character of the American family, educational institutions, the growing power of peer groups and of the media. The diversity of the childhood experience is considered as well as the impact of poverty, divorce, community violence, bullying, the juvenile justice system and teenage pregnancy on the welfare of American children.

**Prerequisites:** Take SO 101.**Offered:** Every year, Fall**SO 311. Introduction to Social Work (GT 311).****3 Credits.**

The objective of this course is to provide an introduction to the field of social work including historical roots, fundamental principles and fields of practice. The course emphasizes an integrated overview of social work methods, skills, values, ethics and the social service delivery system.

Key social work concepts and service delivery systems are illuminated from micro, mezzo and macro perspectives that reflect past and present relevant issues. Students develop an introductory understanding of how psychological and social theories influence social work practice with individuals, groups and communities.

**Prerequisites:** Take SO 101.**Offered:** Every year, Fall**SO 315. Case Management (GT 315).****3 Credits.**

Case management is a process used widely throughout health and social services as a means of assessing, planning, coordinating, monitoring and evaluating the services needed to respond to an individual's health and/or service needs to attain the dual goals of quality and cost effective care. Students in gerontology, sociology, psychology, and criminal justice are likely to encounter the various roles or models of case management practice as they pursue careers in human services. This course provides a foundation for case management practice in various social service settings.

**Prerequisites:** Take SO 101.**Offered:** Every year, Spring**SO 317. Religion and Society.****3 Credits.**

This course examines religion from a sociological perspective. The class begins with an introduction to Buddhism, Christianity, Hinduism, Islam and Judaism. The remainder of the course examines the relationship between religion and society. Students ask question such as: Are Americans becoming less religious? Do some religions cause more violence than others, and/or face more discrimination than others? How does religion shape attitudes about gender and sexuality? Can religion be a source for protest and social change? Using a sociological perspective, students learn about why religion continues to have a strong influence on social life in the modern world.

**Prerequisites:** Take SO 101.**Offered:** Every other year**SO 320. Sociology of Hip-Hop Culture.****3 Credits.**

This course examines the formation, growth and current state of hip-hop culture through a sociological lens. Through a rigorous analysis of hip-hop, students are challenged to think critically and sociologically about the culture and its place in society and develop a clearer understanding of the history and social significance of the culture. Participants cover topics such as race, capitalism, misogyny, cultural appropriation, urban policy and feminism. This course serves as a space for students to analyze the societal structures and forces that influence the culture, as well as how hip-hop influences the world.

**Prerequisites:** Take SO 101.**Offered:** As needed**SO 330. Perspectives on Violence (CJ 330).****3 Credits.**

This course explores the many ways that violence is viewed in our society. Topics include types of violence, empirical evidence of incidence, characteristics of violent crimes, offender motivation, victim profiles, and sociological and theoretical explanations.

**Prerequisites:** Take SO 101.**Offered:** Every year, Fall**SO 333. Drugs, Alcohol and Society (CJ 333).****3 Credits.**

This analytical discussion-based course explores the use of drugs and alcohol in U.S. society. The emphasis is on drug and alcohol use and abuse as a social phenomenon. Students explore issues such as the relationship of drug use to particular groups in society (age, sex, race/ethnicity); patterns of drug use and abuse; the promotion of drugs by the media; and drug and alcohol abuse in historical perspective. Students also learn about drug categories, drug education, prevention and treatment and about drug laws.

**Prerequisites:** Take SO 101.**Offered:** As needed**SO 355. Crime and Media (CJ 355).****3 Credits.**

Despite little direct contact with offenders or the criminal justice system, people typically hold strong opinions about crime-related issues. The goal of this course is to understand how media sources shape our attitudes and beliefs about crime and how we "should" respond to it. To this end, participants examine media involvement in constructing the reality of crime and justice and its implications for the justice process.

**Prerequisites:** Take SO 101 or CJ 101.**Offered:** Every other year**SO 360. Sociology of Mental Illness.****3 Credits.**

This course examines the ways in which society shapes our understanding of mental illness and mental health. It provides students with an overview of issues affecting the definition, causes, recognition and treatment of mental illness. The course is organized into five sections: 1) the major theoretical perspectives on mental illness; 2) symptoms of selected mental disorders; 3) the epidemiology of mental illness; 4) stigma; and 5) available treatment and lack of treatment for people with mental disorders.

**Prerequisites:** Take SO 101.**Offered:** Every year, Spring**SO 365. Aging: Problems and Policies (GT 365).****3 Credits.**

This course considers social problems associated with aging, particularly in the areas of health, housing, financing and family life and the governmental policies past, present and future that deal with these problems.

**Prerequisites:** Take SO 101.**Offered:** As needed

**SO 370. Adoption in the Community.****3 Credits.**

This course provides an overview of adoption, past and present, including the major changes in adoption practice and public perception of adoption over the years. Course material includes issues pertaining to the adoption of children born in the U.S. and those born overseas, children adopted as newborn infants and those adopted past infancy from the foster care system. Discussion and readings address unplanned pregnancy considerations, trans-racial and transcultural adoption, children with special medical and emotional needs, open adoption and birth-family contact search and reunion, and adoption-related issues across the lifecycle.

**Prerequisites:** Take SO 101.**Offered:** As needed**SO 375. Sociology of the Everyday.****3 Credits.**

The course examines how everyday interactions both create and shape social reality. Through an examination of humor, embarrassment, street behavior, family behavior and work behavior, as well as interaction between acquaintances, friends and intimate partners, the course examines how we make up everyday reality as we go. Emphasis is placed on micro-level theoretical perspectives drawing from social psychology and symbolic interactionism.

**Prerequisites:** Take SO 101.**Offered:** As needed**SO 382. Studying Social Issues with Statistics (GT 382).****3 Credits.**

In this course, students learn basic introductory-level statistics and quantitative reasoning skills necessary for careers in sociology, including social services and health-related fields. Through hands-on application, students learn research design, basic statistical data collection and data analysis. For sociology majors only, junior or above.

**Prerequisites:** Take SO 290.**Offered:** Every year, Spring**SO 385. Senior Seminar (GT 385).****3 Credits.**

This senior seminar is designed as the capstone course for students majoring in sociology and gerontology. Students research a sociological or aging-related topic of their choosing and write a thesis based on their work. All senior theses represent a culmination of majors' academic experiences in the department. For sociology or social services majors only in the senior year.

**Prerequisites:** Take SO 290.**Offered:** Every year, All**SO 392. Internship in the Community (GT 392).****3 Credits.**

For sociology or social services majors in their junior or senior year only. Students each complete 120 hours of supervised fieldwork in a community agency along with one hour per week in a seminar. Course work and seminar content include written and oral reflection focusing on the student's experience. Professional issues, along with academic concepts and theory, are explored in relation to the agency and the community it serves. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

**Prerequisites:** Take SO 101 SO 205.**Offered:** Every year, All**SO 394. Advanced Internship in the Community.****3 Credits.**

A second internship for sociology or social service majors in their junior or senior year only. Students complete 135 hours of supervised fieldwork in a community agency along with one hour per week in the advanced internship seminar. Students build upon the knowledge gained from their first internship experience to deepen their understanding of concepts and theory through extended written and oral reflection. Students also assess their interpersonal strengths and weaknesses in preparation for graduate school and/or future employment. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

**Prerequisites:** Take SO 392.**Offered:** Every year, All

## Software Engineering (SER)

**SER 120. Object-Oriented Design and Programming.****3 Credits.**

This course serves as an introduction to the principles of design and development using object-oriented techniques such as inheritance, polymorphism and encapsulation. Students apply OO techniques to develop event-driven programs. Code craftsmanship is emphasized. Students also learn to apply and recognize design patterns for OO software and to use standard application development frameworks.

**Prerequisites:** Take CSC 110-110L; Minimum grade C-.**Corequisites:** Take SER 120L.**Offered:** Every year, Spring**SER 120L. Object-Oriented Design and Programming Lab.****1 Credit.**

Students gain experience in object-oriented programming and design by completing a series of activities, covering a range of topics from the Object-Oriented Design and Programming course (SER 120). This course is taken in conjunction with SER 120.

**Prerequisites:** Take CSC 110-110L; Minimum grade C-.**Corequisites:** Take SER 120.**Offered:** Every year, Spring**SER 210. Software Engineering Design and Development.****3 Credits.**

This course serves as an introduction to software engineering using object-oriented analysis and design. The course emphasizes the development of robust and high-quality software systems based on object-oriented principles. Implementations are performed using state-of-the-art programming languages and application development frameworks.

**Prerequisites:** Take SER 120-120L SER 225; Minimum grade C-.**Offered:** Every year, Spring**SER 225. Introduction to Software Development (CSC 225).****3 Credits.**

This course presents introductory software development concepts including group development, large-scale project work and theoretical aspects of object-oriented programming. The course expands on material from previous courses. Professional behavior and ethics represent an important component of this course.

**Prerequisites:** Take CSC 111-111L; Minimum grade C-.**Offered:** Every year, Fall**SER 300. Advanced Topics in Computer Science (CSC 375).****3 Credits.**

This course explores advanced computer science topics not available in other courses, as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.**Offered:** Every year, Spring

**SER 305. Advanced Computational Problem Solving. 3 Credits.**

This course presents computational problem solving and advanced algorithmic thinking techniques. It expands on material from previous courses. Students also learn about advanced APIs and software development frameworks, including APIs for advanced collections and concurrent programming, and gain additional experience with frameworks for testing and building software systems.

**Prerequisites:** Take CSC 215 SER 120-120L; Minimum grade C-.

**Offered:** Every year, Fall

**SER 310. Human-Computer Interaction. 3 Credits.**

This course addresses concepts in human-computer interaction (HCI). Students learn about interaction design, information visualization, and usability. The course covers cognitive aspects of HCI and methods for evaluating user interfaces.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.

**Offered:** As needed

**SER 320. Software Design and Architecture. 3 Credits.**

Students explore software design methodologies, architectural styles, design principles and design techniques. The course examines the principles and methods of architectural design and detailed design of complex, large-scale software systems and covers a number of architectural styles including classical and emerging styles.

**Prerequisites:** Take SER 210; Minimum grade C-.

**Offered:** Every year, Spring

**SER 325. Databases (CSC 325). 3 Credits.**

Students are introduced to the theory and application of database systems. Topics include data modeling and the relational model, query languages, relational database design, transaction processing, databases and physical database design.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.

**Offered:** Every other year, Spring

**SER 330. Software Quality Assurance. 3 Credits.**

This course acquaints students with various aspects of software quality assurance. Students learn about dynamic analysis approaches, such as testing and runtime assertions, static analysis approaches, such as reviews and finite-state verification, and processes for promoting software quality. Emphasis is placed on testing, including testing processes, such as unit, integration, system, acceptance and regression testing, and test case selection techniques, such as black-box and white-box testing. The relationship between ethics and software quality assurance is explored.

**Prerequisites:** Take SER 210; Minimum grade C-.

**Offered:** Every year, Spring

**SER 340. Software Requirements Analysis. 3 Credits.**

This course covers basic concepts and principles of software requirements engineering including techniques, processes and tools for specifying software requirements. Topics include requirements elicitation, requirements management, functional and nonfunctional requirements, semiformal and formal approaches, Agile requirement analysis and requirements tracking.

**Prerequisites:** Take SER 210; Minimum grade C-.

**Offered:** Every year, Fall

**SER 350. Software Project Management. 3 Credits.**

This course acquaints students with various aspects of software project management. Students learn about project initiation and scope definition; project planning, enactment and closure; measuring and controlling software artifacts and processes; risk management; and human aspects of software project management. Students use various tools for software project management and obtain hands-on experience by acting as managers of an ongoing software project.

**Prerequisites:** Take SER 330; Minimum grade C-.

**Offered:** Every year, Fall

**SER 360. Software Engineering in Health Care. 3 Credits.**

Biomedical informatics is one of the fastest growing economic sectors in the world. Software, and thus software engineering, has an important role in biomedical informatics. Students in this course explore the applicability of software engineering techniques to health care. Topics include electronic health records; modeling and analysis of medical processes with the goal of improving safety and efficiency; software solutions for providing clinical decision support; and bioinformatics.

**Prerequisites:** Take CSC 215 CSC 225; Minimum grade C-.

**Offered:** Every other year, Fall

**SER 375. Advanced Topics in Software Engineering. 3 Credits.**

Software engineering is a rapidly evolving discipline. This course explores advanced software engineering topics that are not covered in any current software engineering course, or expands on topics currently offered in the catalog. A specific course's focus may be interdisciplinary.

**Prerequisites:** Take SER 210; Minimum grade C-.

**Offered:** As needed

**SER 399. Independent Study. 1-3 Credits.**

Independent study courses are individual examinations of topics within the discipline not covered by conventional courses. Students who wish to engage in independent study must work with a departmental faculty. Students and faculty must agree on a topic, structure and meeting schedule.

**Offered:** As needed

**SER 489. Advanced Independent Study in Software Engine. 3 Credits.**

This is a tutorial course or an individual project in which the student pursues advanced study in software engineering. The scope of the course is tailored to the desires of the student in consultation with a faculty adviser. Communication skills are developed through written reports and oral presentations. Requires approval of faculty member.

**Offered:** As needed

**SER 490. Engineering Professional Experience. 1 Credit.**

Students gain practical experience in applying theory obtained in previous course experiences by employing engineering skills in a professional setting under the guidance of faculty and mentors. Students must obtain departmental approval and register prior to starting the experience. If approved, an internship could satisfy this requirement. Prerequisite may be waived with permission of adviser.

**Prerequisites:** Take ENR 395; Minimum grade C-.

**Offered:** Every year, All

**SER 491. Senior Capstone I. 3 Credits.**

This is the first part of a two-semester, capstone design experience for software engineering students. It involves analysis and synthesis of unstructured problems in practical settings. Students work in teams to formulate issues, propose solutions and communicate results in formal written and oral presentations

**Prerequisites:** Take SER 340; Minimum grade C-.

**Offered:** Every year, Fall

**SER 492. Senior Capstone II.**
**3 Credits.**

This is the second part of a two-semester, capstone design experience for software engineering students. Students work in teams to refine software artifacts developed in SER 491 and produce a prototype of a software system. Results are communicated in formal written and oral presentations.

**Prerequisites:** Take SER 491; Minimum grade C-.

**Offered:** Every year, Spring

## Spanish (SP)

**SP 101. Elementary Spanish I.**
**3 Credits.**

Spanish as a spoken and written language is introduced in this course, which includes intensive drills in the basic structures of the language. Elementary reading material is used for vocabulary building, analytical exercises and discussion. Students who have three or more years of high school Spanish with grades of B or above may not take this course for credit.

**Offered:** Every year, Fall and Spring

**SP 101L. Elementary Spanish Lab.**
**1 Credit.**

This lab is a supplement to SP 101 and SP 102. It is open to any student who is taking or has taken Spanish courses at the elementary level. The lab provides specific support to improve speaking, reading, writing and listening comprehension skills. It also offers cultural materials and can be tailored on demand to individual students with supplementary specialized vocabularies from specific professions. The lab does not count towards fulfilling a language requirement, minor or major. It can be taken twice for credit during different semesters and is graded on a pass/fail basis.

**Offered:** Every year, Fall and Spring

**SP 102. Elementary Spanish II.**
**3 Credits.**

This course is a continuation of SP 101.

**Prerequisites:** Take SP 101 or placement into SP 102.

**Offered:** Every year, Fall and Spring

**SP 199. Independent Study in Spanish.**
**3 Credits.**

**Offered:** As needed

**SP 200. The Culture and Civilization of Spain.**
**3 Credits.**

This course introduces students to the arts and cultures of Spain. An overview of the country's history helps students develop a critical understanding of current artistic, political and economic developments. Selected vocabulary is included to deepen the knowledge of Spanish life. The course is conducted in English and does not require prior knowledge of Spanish.

**Offered:** As needed

**SP 201. Intermediate Spanish I.**
**3 Credits.**

This course includes conversational practice and a review of grammar. Students develop the four language skills: listening, speaking, reading and writing.

**Prerequisites:** Take SP 102 or placement into SP 201.

**Offered:** Every year, Fall and Spring

**SP 201L. Intermediate Spanish Lab.**
**1 Credit.**

This lab is a supplement to SP 201 and SP 202. It is open to any student who is taking or has taken Spanish courses at the intermediate level. The lab provides specific support to improve speaking, reading, writing and listening comprehension skills. It also offers cultural materials and can be tailored on demand to individual students with supplementary specialized vocabularies from specific professions. The lab does not count toward fulfilling a language requirement, minor or major. It can be taken twice for credit during different semesters and is graded on a pass/fail basis.

**Offered:** Every year, Fall and Spring

**SP 202. Intermediate Spanish II.**
**3 Credits.**

This course is a continuation of SP 201.

**Prerequisites:** Take SP 201.

**Offered:** Every year, Fall and Spring

**SP 259. Spanish Elective.**
**3 Credits.**

**Offered:** As needed

**SP 289. Spanish Elective.**
**3 Credits.**
**SP 299. Independent Study.**
**3 Credits.**

Directed study in topics in Spanish language, culture or literature of special interest to the student.

**Offered:** As needed, All

**SP 300. Special Topics in Spanish.**
**3 Credits.**

The subject varies based on faculty and student interests. Topics may be in Spanish literature, culture or history.

**Prerequisites:** Take SP 302.

**Offered:** As needed

**SP 301. Advanced Spanish I.**
**3 Credits.**

This course is designed to help the student develop oral and written language skills to a high degree of proficiency.

**Prerequisites:** Take SP 202 or placement into SP 301.

**Offered:** Every year, Fall and Spring

**SP 301L. Advanced Spanish Lab.**
**1 Credit.**

This lab is a supplement to SP 301 and SP 302. It is open to any student who is taking or has taken Spanish courses at the Advanced level. The lab provides specific support to improve speaking, reading, writing, and listening comprehension skills. It also offers cultural materials and can be tailored on demand to individual students with supplementary specialized vocabularies from specific professions. The lab does not count towards fulfilling a language requirement, minor, or major. It can be taken twice for credit during different semesters and is graded Pass/Fail.

**Offered:** Every year, Fall and Spring

**SP 302. Advanced Spanish II.**
**3 Credits.**

This course is a continuation of SP 301.

**Offered:** Every year, Fall and Spring

**SP 312. Advanced Conversation.**
**3 Credits.**

This course is designed to improve oral skills for non-native speakers.

**Prerequisites:** Take SP 302.

**Offered:** Every year, Fall

**SP 317. Approaches to Literary Genres.**
**3 Credits.**

This course, taught in Spanish, is designed to familiarize students with general approaches to literature: how to read/talk about a poem as opposed to a play, etc. Students read and discuss, in Spanish, works from various genres.

**Prerequisites:** Take SP 302.

**Offered:** Every Third Year, Fall



**SP 321. Masterpieces of Spanish Literature.****3 Credits.**

Major literary productions of Spain are studied, including works by or selections from Lazarillo de Tormes, Garcilaso, Cervantes, Galdos and Lorca.

**Prerequisites:** Take SP 302.

**Offered:** Every Third Year, Spring

**SP 328. Spanish American Literature from the Conquest to 1880.****3 Credits.**

Representative selections of Spanish American writings from the diary of Columbus through romanticism are studied. Works of poetry, fiction and drama are analyzed in terms of their sociopolitical contexts as well in terms of the dominant literary movements of the period.

**Prerequisites:** Take SP 302.

**Offered:** As needed

**SP 329. Spanish American Literature from 1880 to Present.****3 Credits.**

Representative selections of Spanish American writings since "Modernismo" are studied. Works of poetry, fiction and drama are analyzed in terms of their sociopolitical contexts as well as in terms of the dominant literary movements of the period.

**Prerequisites:** Take SP 302.

**Offered:** Every Third Year, Fall

**SP 335. Nineteenth Century Literature of Spain.****3 Credits.**

The romantic, realist and naturalist movements are studied.

**Prerequisites:** Take SP 302.

**Offered:** Every Third Year, Spring

**SP 343. Culture of Spain.****3 Credits.**

This course focuses on the broad themes of politics, history, literature, philosophy, regional languages, religion, education, the media, art, music, architecture, ethnic diversity and traditions of Spain. By examining the past and present, students gain deeper insights into the Spanish character and world view. Instruction of this course is in Spanish.

**Prerequisites:** Take SP 302.

**Offered:** Every other year, Spring

**SP 348. Spanish Drama and Poetry of the Golden Age.****3 Credits.**

This course focuses on readings and discussion of the works of Calderon de la Barca, Lope de Vega, and contemporaries.

**Prerequisites:** Take SP 302.

**Offered:** Every Third Year, Spring

**SP 351. Short Story in Spanish.****3 Credits.**

This course presents a study of the short story genre and its development in Spain and Spanish America, especially in modern times, including Chicano literature. A variety of short stories (moral lesson, anecdote, character story and magic realism) are analyzed.

**Prerequisites:** Take SP 302.

**Offered:** As needed

**SP 370. History of the Romance Languages.****3 Credits.**

Students study the historical linguistic development of Spanish in comparison with the other Romance languages: Catalan, French, Italian, Portuguese, Rhetian, Sardinian and Romanian. Students also compare the modern dialects of Spanish.

**Prerequisites:** Take SP 302.

**Offered:** Every other year, Fall and Spring

**SP 371. Contemporary Literature in Spanish.****3 Credits.**

The novel, theater or poetry of contemporary Spain and Spanish America are studied.

**Prerequisites:** Take SP 302.

**Offered:** Every Third Year, Fall

**SP 373. Latin American Cultures I.****3 Credits.**

Selected topics of Latin American cultures from their Spanish and pre-Columbian roots to the end of Independence are studied. Readings are drawn from history as well as literature.

**Prerequisites:** Take SP 302.

**Offered:** Every year, Fall

**SP 374. Latin American Cultures II.****3 Credits.**

Selected topics of Latin American cultures from the end of Independence to the present are studied. Readings are drawn from history as well as literature.

**Prerequisites:** Take SP 302.

**Offered:** Every year, Spring

**SP 376. The Spanish Caribbean.****3 Credits.**

This course studies people, history and society as well as artistic and literary expression of Puerto Rico, Cuba and the Dominican Republic. Also, features of the Spanish language as spoken in the Caribbean are considered.

**Prerequisites:** Take SP 302.

**Offered:** Every other year, Spring

**SP 399. Independent Study.****3 Credits.**

Directed study in topics in Spanish language, culture or literature of special interest to the student.

**Offered:** As needed, All

**SP 400. Special Topics.****3 Credits.**

**Offered:** As needed

**SP 401. Advanced Spanish Grammar.****3 Credits.**

This culminating course, designed to increase and perfect the knowledge of students who possess a strong command of Spanish grammar, includes instruction in verb tense usage, sentence syntax, lexical choices and idiomatic usage. Exercises to solidify knowledge are used extensively.

**Prerequisites:** Take SP 302.

**Offered:** As needed

**SP 450. Senior Seminar.****3 Credits.**

This seminar is devoted to an in-depth study of Don Quijote de la Mancha. The novel is read, discussed and analyzed in terms of the sociopolitical context and in terms of the dominant literature of the period.

**Prerequisites:** Take SP 302.

**Offered:** Every year, Spring

**SP 499. Independent Study.****3 Credits.**

Directed study in topics in Spanish language, culture or literature of special interest to the student.

**Offered:** As needed, All

## Special Education (SPED)

**SPED 545. Introduction to the Exceptional Child.****4 Credits.**

This course provides students with a broad overview of exceptional learners. It is a basic overview/survey of all areas and categories of special education. The purpose is to provide an introduction to students with exceptionalities for education as well as noneducation majors. Target subject areas include: knowledge of categorical labels, educational law, program planning and terminology used in the field. (Master's programs, take Fall or Spring) (Certificate program, take January or Summer)

**Offered:** Every year



**SPED 552. Teaching in the Inclusive Classroom.****3 Credits.**

Treatment of exceptional individuals throughout history and the importance of societal values regarding their differences form the basis for students' understanding of special education from its inception to current practices. Topics of discussion include: history and philosophy, laws, guidelines and procedures related to providing special education; the needs of students with exceptionalities, including giftedness; the particular needs of students for whom English is a second language; and instructional considerations for students with exceptionalities in inclusive settings. From a philosophic perspective, students learn skills to include children with exceptionalities in their elementary classrooms.

**Corequisites:** Take ED 452L.**Offered:** Every year, Fall and Summer**SPED 565. Specific Learning Disabilities: Identification, Instruction and Assessment (LD).****4 Credits.**

In this course, students have the opportunity to increase their knowledge of specific learning disabilities. Students discuss the supports and strategies that are successful in school so that there is a continuum of strategies that are practiced not just learned. The class expands the student's understanding of the importance of responding to the learning needs of these students in a positive way to help them access the curriculum successfully. The class incorporates tools such as simulations and case studies to understand the challenges and overlaps these SLDs present. Students examine the role of SRBI in identification, as well as questions such as: what makes these disabilities so misdiagnosed/overlooked; which if any are inherited/preventable; are there hidden gifts/talents being overshadowed by LDs; how can including the family in our collaborative efforts benefit the student; how can we identify key strategies to support these students emotionally as well as academically? (Master's programs, take Fall or Spring) (Certificate program, take January or Summer)

**Offered:** Every year**SPED 566. Autism Spectrum Disorders.****4 Credits.**

Educational practitioners develop a knowledge base of methods for working with students diagnosed with Autism Spectrum Disorders (ASD) and associated communication disorders. Focus is on the identification of students, as well as the program planning based on instructional strategies in the areas of academic, behavioral, social-emotional and communication. (Master's programs, multiple semesters) (Certificate program, take in January term)

**Offered:** Every year**SPED 567. Independent Research in Special Education.****1 Credit.**

This course focuses on research in the field of special education as it relates to students in the educational setting. The research project should include the application of evidence-based practice, the role of families in the educational process and the effects of the disability on lifelong learning. Specific topics/projects must meet with faculty approval. This course is only required for the 12-credit Certificate of Completion in Special Education.

**Prerequisites:** Take SPED 565 or SPED 566.**Offered:** Every year, Spring**SPED 568. Assessment/Program Planning and Evaluation of Children with Special Needs.****3 Credits.**

In this course, candidates prepare to administer, score and interpret a wide range of criterion referenced, norm referenced and curriculum-based measurements. Candidates utilize information to identify students with specific learning disabilities, make valid recommendations for programming, design appropriate IEP goals and objectives based on the results, and share information with parents and other professionals.

**Offered:** Every year**SPED 570. Special Education Law.****3 Credits.**

This course focuses on current and relevant federal and state legislation in the field of special education. Special attention is paid to the interplay of services and protections provided by IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). In addition, candidates examine the materials to understand the Every Student Success Act (ESSA) that was recently signed into law. Candidates learn how the law affects the planning and delivery of services to children, adolescents and adults with special needs from birth through adulthood. Candidates learn to interpret case law as well as statutes and other legal memoranda that apply to the rights and protections afforded to people with special needs.

**Offered:** Every year**SPED 571. Emotional and Behavioral Disorder Identification, Management, and Assessment.****3 Credits.**

This course examines social-emotional-behavioral functioning in the educational setting. Methods of identification, assessment and instructional planning for students with social-emotional-behavioral disorders are addressed in depth. Comprehensive coverage of behavior management, discipline models and building systems of support are examined and discussed. In this way, behavior and/or different learning needs are understood, modifications and supports are put in place and the student is actively engaged in practicing them. This student-centered method results in positive outcomes across the span of the student's life because the student learns and internalizes successful strategies that work consistently.

**Offered:** Every year**SPED 572. Educating Young Children with Special Needs.****3 Credits.**

The needs of the young child with disabilities are explored through an examination of social, adaptive, environmental and family characteristics. Candidates learn how to assess children and provide a developmentally appropriate curriculum. The differences between IEPs and IFSP are a focal point, as well as the importance of working with families and professionals in birth to three programs, preschool programs, and kindergarten through grade 2 classrooms. Community services for the young special needs child also are discussed.

**Offered:** Every year**SPED 573. Reading Disorders: Assessment, Planning and Instruction.****3 Credits.**

This course provides candidates with the knowledge and skills needed to provide appropriate evaluation, program planning and educational experiences for students with reading disorders, including Dyslexia. Specifically, reading assessments, diagnosis of reading disorders, IEP goals/objectives and program recommendations are explored and discussed. Reading instruction at the intervention and special education identification levels are discussed to ensure students' ability to plan educational programming for students including those with Dyslexia. Further, instructional strategies to support students with reading disabilities who are included in the regular education setting are emphasized. Various methodologies to support students with Dyslexia as they access the regular education curriculum and instruction are included.

**Offered:** Every year

**SPED 574. Understanding and Teaching Students with Intellectual Disabilities. 3 Credits.**

This course provides candidates with the information necessary to provide appropriate educational experiences for students with low incidence disabilities, including intellectual impairments, physical impairments and those with multiple areas of impairment. The focus is on promoting participation in the school, home and community through developing appropriate transition goals. Emphasis is placed on the use and effectiveness of assistive technologies in working with these students.

**Offered:** Every year

**SPED 575. Working with Gifted and Talented Students. 3 Credits.**

This course focuses on characteristics of students identified as "gifted" and "talented." Attention also is paid to those who are "twice exceptional." Candidates explore the early development of these children as well as the ways in which their gifts may affect their relationships with their siblings and families. Areas of study include identification, curriculum design and understanding how to provide for their unique social and emotional development, as well as their academic achievement.

**Offered:** Every year

**SPED 576. Implementing Assistive Technology and Screen Capture Tools. 3 Credits.**

This course examines the rapidly changing landscape of assistive technologies for students with special needs. A focus is on matching specific features of assistive technology devices in the areas of communication, reading and writing to the needs of individual students. Candidates also explore tools such as TechSmith Relay to capture and deliver materials to students who are forced to miss school due to serious health issues.

**Offered:** Every year

**SPED 579. Practicum in Special Education I. 3 Credits.**

This course is the first of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with students who qualify under IDEA as needing special education and related services. In addition to course work, the focus is to spend 36 contact hours with the students observing, planning, instructing and assessing them. After each day, hours and reflections should be recorded in a journal. Candidates must design and teach a 10-minute mini-lesson that is filmed. All data collected throughout each practicum is compiled in an e-portfolio. The e-portfolio catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate, the onsite cooperating teacher and the university professor meet during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Both the candidate and the cooperating teacher are provided with a copy of the requirements of the practicum. Additional meetings are arranged as needed.

**Offered:** Every year

**SPED 580. Practicum in Special Education II. 3 Credits.**

This course is the second of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with students who qualify under IDEA as needing special education and related services. For this Practicum, candidates must choose a completely different disability than they did in SPED 579. In addition to course work, the focus is to spend 36 contact hours with the students observing, planning, instructing and assessing them. After each day, hours and reflections should be recorded in a journal. Candidates must design and teach a 10-minute mini-lesson that is filmed. All data collected throughout each practicum is compiled in an e-portfolio. The e-portfolio catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate, the onsite cooperating teacher and the university professor meet during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Both the candidate and the cooperating teacher are provided with a copy of the requirements of the practicum. Additional meetings are arranged as needed.

**Offered:** Every year

**SPED 581. Research in Special Education. 3 Credits.**

Candidates submit a proposal for research based on an area of interest in special education. Upon approval of their proposal, they conduct research, collect data and present their findings in a thesis as a culminating requirement for their MS in Special Education. This course is required only for candidates enrolled in the MS in SPED who are not seeking cross-endorsement in Comprehensive Special Education. Prerequisite: Completion of 27 credits in SPED course work.

**Offered:** Every year

## Sports Studies (SPS)

**SPS 101. Introduction to Sports Studies. 3 Credits.**

This course introduces students to the social, historical, cultural, economic and political importance of sport. Students become familiar with the growing role and influence of sport in business, health sciences, and communications on the local, national, and global stage. This course also introduces students to the study of sport and the interdisciplinary research being done by scholars from various fields. This is a required course for the Sports Studies minor.

**Offered:** Every year, Fall

**SPS 106. Electronic News Gathering for Sports (JRN 106). 3 Credits.**

Students are trained in the fundamentals of shooting news footage using digital cameras and editing news stories using a computer-based non-linear editing system. Assignments for SPS students are focused on sports.

**Offered:** Every year, All

**SPS 200. Special Topics in Sports Studies. 3 Credits.**

**Offered:** As needed

**SPS 201. Medical Aspects of Sport and Activity (AT 201). 3 Credits.**

This course is geared toward students who want to work in a sports-related field (i.e., coaches, journalists and managers). It provides an overview of a variety of sports medicine-related topics, including common sports injuries, an introduction to sports psychology and current events in sports medicine. Students cannot receive credit for both AT 201 and AT 214.

**Prerequisites:** Take 1 group; BIO 101-101L or BIO 105-105L or BIO 106-106L or CHE 101-101L or PHY 101-101L or BMS 110-110L or BMS 117-117L or BMS 118-118L or SCI 101-101L or SCI 102-102L or SCI 105-105L.

**Offered:** Every year, Fall

**SPS 202. Sports Leadership. 3 Credits.**

This course offers an opportunity for students to explore leadership as a crucial component of success in a number of contexts, including sports and business. Some of the questions this course examines include: How are good leaders developed? What makes a leader successful? How do cultural factors influence leadership? Students explore various leadership theories and topics including (but not limited to) leadership development, effective coaching techniques, motivation, media effects and gender.

**Prerequisites:** Take SPS 101.

**Offered:** Every year, Spring

**SPS 224. Sports Law (LE 224). 3 Credits.**

Sports law is a growing and evolving area of law, affecting all those who play, officiate or watch sports. Legal issues involve athletes, athletic competition, athletic teams and leagues, fans and sports in general, on the student, amateur and professional levels. Students study the legal concepts surrounding sports, and learn to apply them to the issues that arise.

**Prerequisites:** Take LE 101.

**Offered:** Every year, Spring

**SPS 226. Baseball and Statistics (MA 226). 3 Credits.**

This course covers SABRmetrics: the study of standard statistical topics using data derived from baseball records, which, for many students, is more easily understood and more interesting than data from the business or science world. The course looks at both descriptive and inferential statistics along with probability. Descriptive statistics covers measures of central tendency, tables and graphs, the normal and binomial distributions. Inferential statistics explores sampling, confidence intervals, hypothesis testing, chi-square testing, and regression and correlation analysis. Students must have a satisfactory score on the placement test and possess a basic knowledge of baseball.

**Offered:** Every year, All

**SPS 240. Philosophy of Sport (PL 240). 3 Credits.**

This course looks at the philosophical study of sport. It considers the purpose, meaning and value of different sports, of various involvements in sport, and of different levels in sport. It also is concerned with what philosophers have to say about sport, and with what the study of sport can contribute to philosophy and to the human quest for the loving, the true, the good and the beautiful.

**Prerequisites:** Take SPS 101.

**Offered:** Every other year, Spring

**SPS 280. The Art of the Podcast (JRN 280). 3 Credits.**

This hands-on course explores creative audio storytelling via the podcast. Students learn how to research, write, record, edit and self-publish creative nonfiction and fictional stories that are both original, and emulate some of the most popular podcasts on the market. Special emphasis is placed on audio gathering techniques, storytelling techniques and interviewing for live and recorded shows.

**Offered:** As needed, Spring

**SPS 300. Special Topics in Sports Studies. 3 Credits.**

**Prerequisites:** Take SPS 101.

**Offered:** As needed

**SPS 307. Sociology of Sport (SO 307). 3 Credits.**

This course includes analysis of sport as a social and cultural institution and interrelations between sport and societal subsystems. Students explore selected issues of sociocultural aspects of sport and exercise, and analyze contemporary problems associated with sport, including race relations, the tradition and emergent role of females, leisure behaviors, aggression and violence, as well as political and economic concerns.

**Prerequisites:** Take SO 101 SPS 101.

**Offered:** Every year, Spring

**SPS 311. Sports Public Relations (STC 311). 3 Credits.**

This class is a comprehensive review of sports event planning and management. Students examine such topics as strategic planning, budgeting and time management.

**Offered:** Every year, Spring

**SPS 312. Sports Management (MG 312). 3 Credits.**

This course offers an opportunity for students to gain information and understanding of the various practices and procedures associated with sport administration and management. Organizational structure, management decisions and challenges, as well as career opportunities at the professional, intercollegiate, interscholastic, youth and community sport levels are explored. The areas of sports tourism, sport management agencies and sport facility and event management are analyzed in terms of their impact on the management and business of sports.

**Prerequisites:** Take SPS 101.

**Offered:** Every year, Spring

**SPS 325. Sports Economics (EC 325). 3 Credits.**

The primary focus of this course is professional sports; microeconomic foundations of sports economics, industrial organization of the sport industry, antitrust and regulation, financing sports stadiums, labor issues and the economics of college sports.

**Prerequisites:** Take EC 112.

**Offered:** As needed

**SPS 361. Sports Reporting (JRN 361). 3 Credits.**

This course introduces students to coverage of sports for the news media and includes writing game stories and sports profiles.

**Prerequisites:** Take JRN 260 or JRN 263.

**Offered:** Every year, Fall and Spring

**SPS 362. The Story of Football (JRN 362). 3 Credits.**

This course traces the historical trajectory of American football and the coaches, players and media portrayals that transformed the game from a 19th-century collegiate test of manliness to what it is today: a spectator sport of immense appeal whose popularity endures despite more than a century of concerns over the game's sometimes lethal and debilitating violence.

**Prerequisites:** Take SPS 101.

**Offered:** Every year, Fall

**SPS 399. Independent Study. 3 Credits.**

Independent Study. Requires approval of the sports studies director.

**Offered:** As needed

**SPS 400. Special Topics in Sports Studies. 3 Credits.**

This course, offered as part of the Sports Studies minor, is offered as needed to explore current topics and trends in sports studies.

**Offered:** As needed

**SPS 420. Sports, Media and Society (MSS 420).****3 Credits.**

This class examines the social, political, economic and historical significance of the intersection of sports, media and society. Some of the questions this course examines include: What role have sports played in shaping cultures throughout history? What is the relationship between sports and media? How do sports, through the media, influence U.S. culture today? What is the role of sports media professionals in U.S. culture? This course is specifically designed for students interested in sports journalism, production and/or promotion.

**Prerequisites:** Take SPS 101.**Offered:** Every year, Spring**SPS 488. Internship.****3 Credits.**

Students have the option to participate in an internship with a sports-related organization. The fieldwork is jointly supervised by the cooperating organization or corporation and the director of the sports studies minor. The internship adheres to standard Quinnipiac University regulations and procedures regarding internships. Requires approval of the sports studies director.

**Prerequisites:** Take SPS 101.**Offered:** Every year, All**SPS 490. Newsroom Clinical (JRN 590).****3 Credits.**

This graduate-level journalism course, open to select SPS seniors, focuses on advanced reporting for multimedia reports, broadcast news, news documentaries and magazine stories. Students produce daily, weekly and long-term stories in their area of expertise for the journalism department's tablet application, among other platforms. While graduate students meet twice a week, undergraduate students would only be required to meet one night a week. Requires senior status and approval of sports studies director.

**Prerequisites:** Take SPS 101.**Offered:** Every year, All**SPS 498. Student Media Independent Study.****3 Credits.**

This course is designed for SPS minors working for student media groups. Every two weeks, students submit their best work (article, package, game broadcast, etc.) and receive feedback. This independent study is an experiential learning opportunity that includes elements of both an internship, with hands-on experience and supervision, plus a skills class in which students receive feedback on their work. At the end of the semester, students submit their final portfolio as well as a cover letter and resume. Requires approval of the sports studies director.

**Prerequisites:** Take SPS 101.**Offered:** Every year, All**SPS 499. Independent Study.****3 Credits.**

This course is designed for SPS minors who wish to complete an individual research or professional project supervised by a faculty member affiliated with the sports studies minor. The project demonstrates a sophisticated understanding and critical analysis of a sports-related topic. Students present the findings of their research in a 15-18 page essay due at the end of the semester. Requires approval of the sports studies director.

**Prerequisites:** Take SPS 101.**Offered:** Every year, All

## Strategic Communication (STC)

**STC 101. Principles of Public Relations.****3 Credits.**

This course traces the development of the public relations discipline and examines the role of public relations in organizations and society. Students are introduced to the role that public relations plays in communicating to individuals, groups, and society at large. Basic public relations principles and theories are examined. Students are introduced to critical thinking and reasoning concepts as well as the various professional roles in the field.

**Offered:** Every year, Fall and Spring**STC 102. Principles of Advertising and Integrated Communications.****3 Credits.**

Principles of Advertising and Integrated Communication is an introductory course that provides a comprehensive overview of the practices of advertising and integrated communication (ADIC) as they are used by organizations to maximize the impact of unified messages and promotions on consumers and other stakeholders. The course is designed to introduce students to contemporary issues and practices as well as to analyze ethical considerations involved in the basic principles within the communications campaign planning process.

**Offered:** Every year, All**STC 201. Writing for Strategic Communications.****3 Credits.**

Written communication is central to most public relations careers. Clear and persuasive writing is one of the tools used in public relations to convey clients' messages to target publics. This writing-intensive course introduces students to the world of professional public relations writing. Topics include press releases and other print tactics, online content and social media. Students are involved in both in-class and out-of-class assignments.

**Prerequisites:** Take STC 101 or STC 102 and COM 140 or JRN 160.**Offered:** Every year, Fall and Spring**STC 215. Web, Mobile, and Interactive Design.****3 Credits.**

Students learn how to create desktop and mobile multimedia elements using web development software, HTML5, CSS3 and simple scripting. Students design projects that include functional websites, animated content and interactive experiences.

**Prerequisites:** Take COM 130 and JRN 106 or FTM 110.**Offered:** Every year, Spring**STC 311. Sports Public Relations (SPS 311).****3 Credits.**

This class is a comprehensive review of sports management and sports event planning. Students examine such topics as strategic planning, budgeting and time management.

**Offered:** Every year, Spring**STC 320. Strategies for Social Media.****3 Credits.**

This course addresses the impact of social and mobile media in an integrated profession. It focuses on strategically using social media to conduct research and monitor issues, to develop, implement and evaluate the success of public relations, advertising and integrated communication efforts. The course emphasizes strategic usage of such social media tools as social networks, social bookmarking sites, blogs, podcasts/vodcasts, discussion boards and conferences, wikis, mobile media and geolocation apps.

**Prerequisites:** Take STC 201.**Offered:** Every year, Fall



**STC 332. Communication Research and Analysis.****3 Credits.**

Quantitative reasoning is expected of today's public relations professional, and this course presents an exploration of both quantitative and qualitative research methods. Students learn how to use principles of scientific research to establish, monitor and evaluate public relations programs and maintain positive relationships with various publics.

**Prerequisites:** Take STC 101 or STC 102.

**Offered:** Every year, Fall and Spring

**STC 335. Media Systems and Planning.****3 Credits.**

In this course, students learn about traditional as well as new and emerging technologies, with particular emphasis on their strengths and weaknesses as message carriers. Discussions include an overview of commonly used metrics and sources of data in the advertising and communications industries. Students then use this knowledge to plan and budget for integrated communication plans that capitalize on paid, earned and owned outlets.

**Prerequisites:** Take STC 332.

**Offered:** Every year, Spring

**STC 341. Corporate Public Relations.****3 Credits.**

This course provides students with the knowledge and skills required for positions in the corporate sector. Topics include media relations, employee communication, community relations, investor relations and crisis communication. Students hone their written communication and critical thinking skills in this class.

**Prerequisites:** Take STC 201.

**Offered:** Every year, Fall

**STC 343. Nonprofit Public Relations.****3 Credits.**

This course is designed for students who are interested in nonprofit public relations practice. Nonprofit practitioners help organizations manage their relationships by using many types of communication. This class helps students hone the skills that enable them to prosper as nonprofit public relations professionals. Written communication skills, along with other skills, are stressed.

**Prerequisites:** Take STC 201.

**Offered:** As needed

**STC 344. Global Strategic Communications Management.****3 Credits.**

This course is designed to explore the global reach of strategic communication, its challenges, opportunities, and worldwide development. It examines how various communication disciplines such as advertising, integrated marketing communication and public relations work together in various cultures, geopolitical and socio-economic systems. Students explore strategic communication practices from a cosmopolitan perspective while focusing on understanding global, national, and local audiences in order to create an integrated strategic communication plan that strengthens brand images.

**Prerequisites:** Take STC 101 or STC 102.

**Offered:** As needed

**STC 345. Investor Relations.****3 Credits.**

This course is designed for students who may wish to enter the field of investor relations. Students are introduced to the main activities carried out by investor relations professionals and to concepts such as finance and accounting.

**Prerequisites:** Take STC 201.

**Offered:** As needed

**STC 346. Strategic Health Communication.****3 Credits.**

The course presents a social scientific exploration of the field of strategic health communications, with particular attention to analysis and practice of health communication relationships and messages. Participants examine theories of health behavior change and media effects. Health is discussed from an ecological perspective, considering how various social structures impact community and individual health and cultural differences regarding health. Students consider examples of mediated health campaigns and research evaluating their effectiveness. They examine the interplay among theory, research and practice, with a special emphasis on how theory informs practice.

**Prerequisites:** Take STC 201.

**Offered:** As needed

**STC 347. Fundraising.****3 Credits.**

This course is designed for public relations students who may wish to enter the field of fundraising (or development). Students are introduced to a variety of fundraising topics from a relational perspective. Topics include relationship management and fundraising, developing fundraising constituencies, developing a case for support, annual funds, major gifts, prospect research, capital campaigns, corporate giving, foundations, stewardship, fundraising ethics and fundraising trends. Students develop their written communication skills in the development of a case for support.

**Prerequisites:** Take STC 201.

**Offered:** As needed

**STC 348. Public Relations Event Planning.****3 Credits.**

This course emphasizes the fundamentals of event planning, from developing the event, choosing a site and activities, promoting the event, accommodating the audience, coordinating volunteers, overseeing a safe event environment, and assessing the event after completion. At the end of the course, based upon the readings and real-life application, the student should be able to appreciate and understand how to plan a first-rate event, regardless of the client, theme or environment.

**Prerequisites:** Take STC 201.

**Offered:** As needed

**STC 399. Independent Study.****1-6 Credits.****STC 400. Special Topics.****3 Credits.**

The content of this course is specialized and varies from semester to semester. Students may inquire at the School of Communications front desk to learn more about the topic being offered.

**Prerequisites:** Take STC 201.

**Offered:** As needed

**STC 401. Bateman Competition Research.****1-3 Credits.**

This course is designed to prepare students for advanced public relations problem-solving, the development of strategic public relations plans and the execution of a comprehensive public relations program. Students develop and implement a public relations program based on the four-step public relations process by competing in the national Public Relations Student Society of America Bateman Case Study Competition.

**Prerequisites:** Take STC 201 and permission of instructor;

**Offered:** Every year, Fall

**STC 402. Bateman Competition Campaigns.****2 Credits.**

**Prerequisites:** Take STC 332 STC 401.

**Offered:** As needed



**STC 410. Branding Strategies.****3 Credits.**

In this course, students consider how brands work and examine them as the guiding forces for integrated communication campaigns. Students identify the common characteristics of successful brands and explore the tools and techniques that are used to build brand equity.

**Prerequisites:** Take STC 332.

**Offered:** Every year, Fall

**STC 450. Crisis Communication Management.****3 Credits.**

This senior seminar for public relations majors is focused on crisis management. The course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Senior-level students in STC 450 apply skills they have learned throughout the program to crisis case studies. Students are called on to demonstrate oral and written communication skills along with proficiencies in such areas as critical thinking, reasoning and creative thinking.

**Prerequisites:** Take STC 332.

**Offered:** Every year, Fall and Spring

**STC 485. Advertising and Integrated Communications Campaigns.****3 Credits.**

This course is the capstone course in the advertising sequence. It utilizes a team-based, project-driven approach to advertising with real-life clients. Each team engages in the conception, research, planning and execution of a unique advertising campaign for an entire semester. Students learn to work within client guidelines, strategic creative and media planning, budgetary considerations and post-campaign analysis. In this capstone experience, students develop a full-scale integrated communications campaign, including conducting secondary and primary research, strategic planning and the production of associated creative deliverables. Students also gain experience in pitching to clients and evaluating the success and impact of the campaign.

**Prerequisites:** Take STC 201 STC 332.

**Offered:** Every year, Spring

**STC 495. Public Relations Campaigns.****3 Credits.**

STC495 is the capstone course for students preparing for a career in public relations. Students develop the mindset of a strategic communicator through case analyses, problem-solving exercises, and completion of a signature work. Attention is focused on the public relations planning process and student teams develop strategic public relations plans for actual clients. Writing, research and presentation skills are expected.

**Prerequisites:** Take STC 101 STC 201 STC 332.

**Offered:** Every year, Fall and Spring

**STC 499. Public Relations Ind Study.****3 Credits.**

**Offered:** As needed

## Women's and Gender Studies (WS)

**WS 100. Special Topics.****1 Credit.**

**Offered:** As needed

**WS 101. Introduction to Women's and Gender Studies.****3 Credits.**

This team-taught interdisciplinary course uses lively discussion and compelling readings to consider women's studies in its broad outlines. The participants discuss sexuality, economic and political power, the female body, images of beauty, psychology of gender and the development of feminism through course materials that include novels, social science research, poetry, historical writings and political manifestos. . Please be advised that this course may cover topics which students may find difficult, such as eating disorders, sexual assault and harassment.

**Offered:** Every year

**WS 200. Special Topics in Women's Studies.****3 Credits.**

**Offered:** As needed

**WS 210. Human Sexuality (PS 210).****3 Credits.**

This course focuses on human sexuality, including the physiological, psychological and social aspects of sexuality. Students are encouraged to consider diverse perspectives, e.g., in sexual orientation, experiences, beliefs and behaviors. Additional course topics include: domestic violence, abuse, sexual assault and harassment.

**Prerequisites:** Take PS 101 or WS 101.

**Offered:** Every year, Fall and Spring

**WS 211. Cross Cultural Perspectives on Gender, Sex and Sexuality (AN 210).****3 Credits.**

This course introduces students to the social and cultural constructions of gender, sex and sexuality around the world. Students discover the way anthropologists approach these topics. They explore the constructions as they relate to notions of biology, family, households, work, migration, inequality/inequity, economics and class status, violence, and race and ethnicity. Discussions focus on what gender, sex and sexuality are, what they mean and how they theoretically and practically matter as categories.

**Prerequisites:** Take 6 credits; From Subjects AN SO or WS.

**Offered:** Every year, Fall

**WS 219. Women in Political Thought (PO 219).****3 Credits.**

Students explore different approaches to explain the status of women. Theoretical perspectives that students consider may include: liberal feminism, radical feminism, Marxist/socialist feminism, feminism of care, conservative feminism and global feminism, among others. Students critically evaluate political concepts such as freedom, equality, rights and oppression, as well as learn about how different thinkers have conceptualized gender, politics, power and the role of the state. The course requires careful reading, intensive class discussion and multiple writing assignments.

**Prerequisites:** Take PO 101 or PO 131 or PL 101 or PS 101 or SO 101 or WS 101.

**Offered:** Every other year, Spring

**WS 232. Women in the Criminal Justice System (CJ/SO 232).****3 Credits.**

This course examines the changing patterns of women's criminality, the experiences of women who are processed as crime victims, and the evolution of women's role in law, law enforcement and corrections.

**Prerequisites:** Take WS 101.

**Offered:** Every year, Fall

**WS 235. Literature by Women (EN 235).****3 Credits.**

Virginia Woolf wrote that, for most of history, "Anonymous" was a woman. The last two centuries have energetically recovered the writings of women and shifted them into equal stature with literature written by men. With the question of what it means to extract a canon of literature defined by gender as its center, this course allows students to consider the ways in which women have contributed a language and form to the literary tradition. In particular, the course explores the process by which this literature, often written from the margins of experience, has shaped how we read today. Varied female authors are discussed, including Woolf, the Brontës, Emily Dickinson, Zora Neal Hurston, Sylvia Plath, Toni Morrison, Sandra Cisneros, Jamaica Kincaid, Leila Abouzeid, and Maxine Hong Kingston, among others.

**Prerequisites:** Take WS 101.**Offered:** Every year, Fall**WS 250. Gender and the Law (LE 250).****3 Credits.**

This course focuses on legal issues regarding gender, including the differential treatment of women and men in the legal system, and contemporary responses to gender issues in society.

**Prerequisites:** Take WS 101.**Offered:** Every other year, Spring**WS 255. Sociology of Families (SO 255).****3 Credits.**

In this introductory course, students study families in the U.S. Topics include the ways in which families have evolved over time and the effect of economic and social factors (such as race, class, and gender) on family life. Students learn about families in other cultures and current issues facing families.

**Prerequisites:** Take SO 101 or WS 101.**Offered:** Every year, All**WS 262. Psychology of Women (PS 262).****3 Credits.**

In this course, students examine the complexity of gendered experiences from a psychological science perspective and explore the research regarding gender differences and gender relations. Many approaches are taken to understand gender, including biological, social, evolutionary, cognitive and cultural points of view. The goal is for students to appreciate the complexities of gender and to challenge one's assumptions and judgments about gender.

**Prerequisites:** Take PS 101 or WS 101.**Offered:** Every year, Fall**WS 284. Gay and Lesbian Identities and Communities (SO/PS 284).****3 Credits.**

This course explores the social, socioeconomic, historical, psychological and political factors that have contributed to our understanding of what it means to be gay or lesbian today. Psychological research on gay and lesbian identity development, the social construction of identity, and the psychological, social and political benefits associated with "identifying" as gay or lesbian, are discussed. The course explores historical events that led to the development of gay and lesbian communities and the benefits of being involved in these communities. The course also explores how the gay and lesbian community has become more mainstream, in both positive and negative ways.

**Prerequisites:** Take WS 101 and sophomore standing.**Offered:** As needed**WS 285. Protest and Change (SO285).****3 Credits.**

This course presents a systematic exploration of the causes and conditions of major social changes. Social movements such as the Civil Rights and Women's movements are studied in terms of their capacity to respond to and generate additional change.

**Prerequisites:** Take SO 101 or WS 101.**Offered:** Every other year**WS 300. Special Topics.****3 Credits.**

Prerequisite is determined by the offering department.

**Offered:** As needed**WS 301. Seminar in Women's Studies.****3 Credits.**

This seminar provides an opportunity for students to explore a subject (for example: 20th-century women poets, feminist issues from a global perspective) on an advanced level through interdisciplinary readings. Feminist theory is used to analyze materials that cover literature, psychology, history, political science, sociology and communications. Students are encouraged to take responsibility for making decisions about how the material is taught, and for working together to "own" the experience of scholarship. This course is required of Women's Studies minors. Junior or senior status is required.

**Prerequisites:** Take WS 101.**Offered:** Every other year, Spring**WS 304. Sociology of Gender (SO 304).****3 Credits.**

This course focuses on how society constructs notions/images of femininity and masculinity and how this influences our lives. Students look at cultural views of language, body and the media, as well as theoretical approaches to understanding the complexities of gender distinctions in our society.

**Prerequisites:** Take two courses from Women's Studies.**Offered:** Every year**WS 308. U.S. Women's History (HS 308).****3 Credits.**

This course covers the experience of women in America before 1900. Women's work in the family and community is stressed. Individual research is required.

**Prerequisites:** Take WS 101.**Offered:** Every year, All**WS 309. Women in America: 1920-Present (HS309).****3 Credits.**

This course covers the experience of women from the beginnings of the "jazz age" to the end of the century.

**Prerequisites:** Take WS 101.**Offered:** Every year, All**WS 311. Diversity in the Media (MSS 311).****3 Credits.**

This course examines the role of media in the construction of social categories such as gender, race, class and sexual orientation, focusing primarily on the first two. Students learn about the media as one of a number of social institutions including religion, education and family, which influence our understanding of cultural difference. The course presents a variety of perspectives that address diversity in relation to both print and electronic media, emphasizing popular culture. Media diversity issues are analyzed in relation to ownership, representation, audience reception, and the media workforce. Junior standing required.

**Prerequisites:** Take WS 101 or MSS 101 or JRN 160 and MSS 220.**Offered:** Every year, Spring**WS 315. Women Artists (AR 325).****3 Credits.**

This art history course focuses on the lives and artwork of women such as Hildegard von Bingen, Mary Cassatt, Frida Kahlo and Georgia O'Keefe.

**Prerequisites:** Take AR 102 AR 103 AR 104 AR 105 or WS 101.**Offered:** As needed

**WS 326. Witches and Werewolves in the Early Modern World (HS 326). 3 Credits.**

This course explores the general belief in witchcraft and other supernatural creatures in the larger context of religion and culture in the early modern world. Participants examine how belief in the supernatural led to a widespread fear and persecution of individuals deemed witches or other consorts of the devil. Using the groundbreaking work of historians, and the primary documents of the period, this course examines the origins and processes of the witch trials. Since approximately 75 percent of those in Europe accused of witchcraft were women, the course examines how gender, misogyny and scapegoating shaped the persecution and prosecution of the more vulnerable members of premodern society. More broadly, the class examines how Christianity both affirmed and condemned these beliefs and practices and how people used "superstition" to make sense of the world around them.

**Prerequisites:** Take WS 101.

**Offered:** Every other year, Spring

**WS 330. Philosophy and Gender (PL 330). 3 Credits.**

Students investigate the notions of sex and gender, along with the debate over social versus biological underpinnings of expressions of masculinity and femininity. The relevance of historical views on sex, gender and relations between the sexes to current patterns and developments are considered. Issues facing men and women, as well as policies and reforms designed to address them are examined. Participants also consider the intersection between sex/gender and race, ethnicity, class and sexual orientation. Finally, students consider the impact of gendered perspectives on contemporary philosophy, especially epistemology, ethics and social and political philosophy. Junior standing (or department approval) required.

**Prerequisites:** Take WS 101.

**Offered:** Every other year, Spring

**WS 335. Images of Women in Psychology and Literature (EN 335). 3 Credits.**

This seminar considers the ways in which psychology and literature depict the female experience. Using readings in both traditional and feminist psychological and literary theory, the course analyzes literary texts by and about women. Topics include: gender and genre, female identity formation and the minority experience.

**Prerequisites:** Take PS 101 or WS 101 and one 200-level English course.

**Offered:** Every other year, Fall

**WS 338. American Literature by Women of Color (EN 338). 3 Credits.**

This course presents a study of the diverse literary traditions, themes and narrative strategies employed by non-traditional American women. The ways race, ethnicity and gender affect form, content, language and style of the literature are examined. Writers include: Silko, Erdrich, Morrison, Walker, Angelou, Giovanni, Tan, Kingston, Yamamoto, Cisneros and Viramontes.

**Prerequisites:** Take one 200-level WS course.

**Offered:** Every other year, Spring

**WS 345. Media Audiences (MSS 345). 3 Credits.**

This course examines popular, institutional and academic perspectives on media audiences in the U.S. and abroad. Central topics include how people choose and interpret media content, how marketers and media producers perceive audiences and how media researchers attempt to understand audiences. The course also considers popular assumptions about media effects on audiences and includes an in-depth analysis of fan cultures. Junior standing required.

**Prerequisites:** Take EN 102 or EN 103H and COM 120 or WS 101.

**Offered:** Every other year, Fall

**WS 355. Latin American Women Film Directors (LAS 355). 3 Credits.**

The course explores the contributions of women filmmakers to cinema in Latin America and the Caribbean and traces the history of the medium in the region. From the golden age of Mexican cinema to the politically and socially engaged efforts of filmmakers in Argentina, Brazil and Cuba, films in Latin America historically have been a reflection of the socioeconomic forces at work in the region. The work of women filmmakers is also a reflection of those forces. In the course, students screen important works by women filmmakers and study how they fit (or don't fit) into the framework created by critics, filmmakers and the public.

**Prerequisites:** Take WS 101.

**Offered:** As needed

**WS 370. Intimate Partner Violence Seminar (PS 370). 3 Credits.**

This seminar addresses the prevalence, causes and consequences of partner abuse. Etiological models of partner violence are examined from social perspectives (feminist, socioeconomic, anthropological and evolutionary theory), and psychological perspectives (personality disorders, perceived causes and justification of violence). The impact of violence on victims (physical and psychological consequences) is addressed.

**Prerequisites:** Take two 200-level courses from subjects SO WS PS or CJ.

**Offered:** As needed, Fall

**WS 387. Women and Public Policy (PO 387). 3 Credits.**

Students examine the major public policy issues affecting gender relations in the United States today, including: reproductive rights and abortion, labor policy, welfare policy, sexual and domestic violence. Students discover the process by which issues of importance to gender equality have historically emerged on the public agenda, the ways in which policy debate is shaped once an issue becomes a public problem and the competing policy paradigms surrounding these controversial policy issues. Given the possible trauma associated with the topics of the class, students need to use their discretion in signing up to take this class.

**Prerequisites:** Take PO 131 or WS 101.

**Offered:** Every other year, Spring

**WS 395. Feminist Theory and the Body. 4 Credits.**

This course introduces students to various feminist critiques of the body. Students examine how feminism has re-conceptualized the body, and become familiar with the body's linkages to race, class, sexuality and dis/ability. By studying feminist theory, students investigate how the body has been used as a site of cultural, political, social and biomedical meaning as well as a site of performance, commodification and systemic violence. Students gain an understanding of how bodies are influenced and expressed socially; and therefore, are able to conduct and apply scholarly feminist research that is inclusive of theories of the body. This course is for degree completion students only.

**Offered:** As needed

**WS 398. Internship in Women's Studies. 1-3 Credits.**

**Offered:** As needed

**WS 399. Independent Study. 3-6 Credits.**

**Offered:** As needed

**WS 499. Independent Study. 3-6 Credits.**

**Offered:** As needed

# GRADUATE COURSES

## Accounting (AC)

### **AC 613. Financial Statement Analysis. 3 Credits.**

In this course, students gain an additional understanding of the accounting numbers that appear in financial statements for accounts such as receivables, deferred revenue and leases. Topics include revenue recognition, income-statement geography, short-term liquidity, working-capital efficiencies, solvency, cash-flow analysis and quarterly reporting. Also considered are the many reporting choices given to firms and how their use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Firms' filings of financial statements and note disclosures with the SEC on Form 10-K are examined throughout the course. In addition, the usefulness of governance disclosures contained within firms' proxy statements is considered. Students cannot receive credit for both AC 613 and AC 640.

**Offered:** Every year, Fall

### **AC 620. Financial and Managerial Accounting for Decision Making (MBA 620). 3 Credits.**

This course provides an introduction to the use of accounting information for decision making in organizations. Topics include reporting and analysis of financial statement information and the use of managerial decision-making tools to support planning and control. Students can receive credit for either AC 620 or MBA 620 but not both.

**Offered:** Every year, Fall

### **AC 635. Advanced Financial Accounting. 3 Credits.**

This course provides an in-depth study of accounting principles and analysis of problems for multi-corporate entities, focusing on business combinations, consolidation concepts and procedures, and intercompany transfers. Includes the accounting for multinational entities, and segmental, interim and SEC reporting. Students learn standard-related research skills and complete several research cases using the FASB codification database.

**Prerequisites:** Take one undergraduate intermediate accounting course.

**Offered:** Every year, Fall

### **AC 640. Financial Statement Analysis. 3 Credits.**

In this course, students gain additional understanding of how firms communicate through financial statements. They learn how to use financial statement analysis in strategic decision making. Students will learn to interpret financial statements, analyze cash flows, and make judgments about the quality of earnings, assets and liabilities. Students cannot receive credit for both AC 613 and AC 640.

**Prerequisites:** Take one undergraduate intermediate accounting course.

**Offered:** Every year, Fall

### **AC 645. Information Assurance. 3 Credits.**

This course is designed to broaden and deepen students' conceptual and technical understanding of the CPA's attest function, provide students with a framework for analyzing contemporary auditing and assurance issues, and help students understand the complete audit of a client. This course utilizes case studies to study current issues and practices associated with information assurance services.

**Prerequisites:** Take one undergraduate accounting auditing course.

**Offered:** Every year, Fall

### **AC 650. Advanced Accounting Information Systems. 3 Credits.**

This course provides students with in-depth knowledge of the role accounting information systems play in a business environment. Using a combination of course delivery methods, this course emphasizes information, communication and networking technology--in the context of business processes, transaction cycles and internal control structures--that enhances the production of accurate and reliable accounting information.

**Prerequisites:** Take one undergraduate accounting information systems course.

**Offered:** Every year, Fall

### **AC 660. Strategic Management Control Systems. 3 Credits.**

This course provides students with broad exposure to the ways in which management control systems and management accounting information are used to support various organizations' strategies. The course involves both textbook/problem-based and case-based learning methods to cover issues related to strategy selection, performance evaluation, organizational profitability, customer profitability, organizational structure, and employee compensation. Special emphasis is placed on ethical considerations, not-for-profit organizations and sustainability issues.

**Offered:** Every year, Spring

### **AC 665. Forensic Accounting and Fraud Examination. 3 Credits.**

This course provides a survey of forensic accounting and fraud examination. Students gain an understanding of different types of fraud, sources of evidence and analysis of fraud schemes highlighting the skills needed to identify and investigate fraudulent accounting allegations. This course employs case studies to study current issues, practices and techniques related to fraud examination and forensic accounting services.

**Offered:** Every year, Spring

### **AC 670. Advanced Business Law, Regulation, Ethics and Reporting Environments. 3 Credits.**

In this course, students learn to identify and resolve complex legal and ethical issues typically encountered by businesses. Emphasis is placed on business law topics relevant to the accounting profession. Topics may include agency law and worker classification, formation and performance of contracts, debtors, creditors, guarantors, secured transactions, bankruptcy, federal securities regulation, formation, operation, termination of business entities, and liability of accountants.

**Prerequisites:** Take one undergraduate business law course.

**Offered:** Every year, Spring

### **AC 675. Governmental and Not-For-Profit Accounting. 3 Credits.**

This course provides an in-depth study of the financial reporting concepts and standards applicable to state and local governments, and not-for-profit entities such as colleges and universities, health care entities, and voluntary health and welfare organizations. It emphasizes the differences between governmental and private sector (for-profit) accounting. Particular attention is placed on the preparation and analysis of governmental financial reports.

**Prerequisites:** Take one undergraduate intermediate accounting course.

**Offered:** Every year, Spring



**AC 680. Advanced Federal Income Taxation and Tax Research. 3 Credits.**

In this course, students gain the knowledge and understanding of concepts and laws relating to federal income taxation of individuals and entities. In addition, students learn how to apply the knowledge and skills gained from this course in professional tax preparation and tax advisory positions. Some of the topics covered include federal tax process, procedures, accounting and planning, as well as federal taxation of individuals, entities (C corporations, S corporations, partnerships, trusts and estates and exempt organizations) and taxation of property transactions.

**Offered:** Every year, Spring

**AC 688. Seminar in Accounting. 3 Credits.**

Permission of the MBA director and School of Business dean is required.

**Offered:** As needed

**AC 689. Independent Study - Accounting. 3 Credits.**

Independent research under the guidance of a faculty member. Requires approval by the faculty member, chair of the department, and dean of the School of Business.

**Offered:** As needed

## Advanced Medical Imaging (AMI)

**AMI 515. Introduction to Magnetic Resonance Imaging. 3 Credits.**

Magnetic resonance imaging is studied as it pertains to diagnostic imaging. Topics include mathematics, physical principles, imaging concepts, equipment, image quality, clinical applications and biologic effects of MRI. Prerequisite: ARRT certification or permission of the department.

**Offered:** Every year, Summer

**AMI 515L. Magnetic Resonance Imaging Principles I - Lab Practicum. 1 Credit.**

This course demonstrates the principles presented in the didactic component of the course, AMI 515, Introduction to Magnetic Resonance Imaging. This lab complement enables the student to develop hands-on skills with the Toshiba Vantage 1.5 Tesla Magnetic Resonance Imaging scanner. Training includes the operation of the hardware and software components of the equipment with the objective to optimize image quality. This course also influences the student's development of patient-care skills dealing with claustrophobia and safety concerns regarding MRI. Prerequisite: ARRT certification or permission of the department.

**Offered:** Every year, Summer

**AMI 516. Advanced MRI Principles and Imaging. 3 Credits.**

This course is designed for the student who has successfully passed AMI 515 (Introduction to Magnetic Resonance Imaging) and/or for the technologist actively working in the MRI field. The main objective for this course is to expand on the basic MRI physics and advanced MRI imaging applications.

**Offered:** Every year, Fall

**AMI 516L. Magnetic Resonance Imaging Principles II - Lab Practicum. 1 Credit.**

This course demonstrates the principles presented in the didactic component of the course, AMI 516 (Advanced MRI Principles and Imaging). This lab complement enables the student to further develop hands-on skills with the Toshiba Vantage 1.5 Tesla Magnetic Resonance Imaging scanner and expand upon the basic MRI physics and advanced imaging applications. Training includes the operation of the hardware and software components of the equipment with the objective to optimize image quality. This course also influences the student's continued development of patient care skills dealing with claustrophobia and safety concerns regarding MRI.

**Offered:** Every year, Fall

**AMI 517. Magnetic Resonance Imaging Clinical I. 2 Credits.**

This practicum involves providing clinical experience in the field of magnetic resonance imaging (MRI) at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations in MRI under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Fall

**AMI 518. Magnetic Resonance Imaging Clinical II. 2 Credits.**

This practicum is a continuation of AMI 517 and involves providing clinical experience in the field of magnetic resonance imaging (MRI) at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations in MRI under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Spring

**AMI 523. Advanced Sectional Anatomy. 3 Credits.**

This sectional anatomy course includes head, thorax, abdomen, pelvis and extremities. In addition to coronal, sagittal and axial imaging examined, oblique sections and three-dimensional reconstruction are included. Only for students enrolled in the AMI program.

**Offered:** Every year, Summer

**AMI 530. Mammography and Bone Densitometry Clinical I. 2 Credits.**

This practicum involves providing clinical experience in the field of mammography and bone densitometry at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Fall



**AMI 531. Mammography and Bone Densitometry Clinical II. 2 Credits.**

This practicum is a continuation of AMI 530 and involves providing clinical experience in the field of mammography and bone densitometry at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Spring

**AMI 534. Bone Densitometry. 1 Credit.**

This distance learning course provides students with an overview of the history of bone densitometry as well as knowledge in the areas of osteoporosis and bone health, equipment, quality control, patient preparation and safety, and scanning. The course encompasses didactic components to cover all relevant material currently consistent with the ARRT certification examination. Prerequisite: ARRT Registered Radiologic Technologist.

**Offered:** Every year, Summer Online

**AMI 537. Computed Tomography Clinical I. 2 Credits.**

This practicum involves providing clinical experience in the field of computed tomography (CT) at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations in CT under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Fall

**AMI 538. Introduction to CT Scanning. 3 Credits.**

Computed tomography (CT) scanning as it pertains to diagnostic imaging is studied. Topics include principles, physics, image reconstruction, equipment, image quality, radiation dose, specialized techniques, diagnostic applications and some cross-sectional anatomy. Prerequisite: ARRT certification or permission of the department.

**Offered:** Every year, Summer

**AMI 538L. Computed Tomography Lab I. 1 Credit.**

The course demonstrates the principles presented in the didactic component of the course, AMI 538, and enables the student to develop hands-on skills with the Toshiba Aquilion 64 slice computed tomography unit. Training includes the operation of the hardware and software components of the equipment with the objective to optimize image quality and minimize patient radiation dose. Prerequisite: ARRT certification or permission of the department.

**Corequisites:** Take AMI 538.

**Offered:** Every year, Summer

**AMI 539. Computed Tomography Clinical II. 2 Credits.**

This practicum is a continuation of AMI 537 and involves clinical experience in the field of computed tomography at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations in CT under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Spring

**AMI 540. Principles of Mammography. 3 Credits.**

This course provides an overview of the history of mammography as well as fundamental knowledge in the areas of anatomy, physiology and pathology of the breast, mammographic equipment and instrumentation, positioning and technique for mammography. Also covered are methods of patient education and quality control. The course prepares students for the ARRT Mammography Certification Examination and meets all ACR/FDA training requirements. Prerequisite: ARRT certification or permission of the department.

**Offered:** Every year, Summer

**AMI 541L. Mammography and Bone Densitometry Lab. 2 Credits.**

The course demonstrates the principles presented in the didactic component of the courses, AMI 534 and AMI 540, and enables the student to develop hands-on skills with the on-site Hologic Mammography and Bone Densitometry units. Training includes the operation of the hardware and software components of the equipment with the objective to optimize image quality and minimize patient radiation dose. Only for students enrolled in the AMI program.

**Offered:** Every year, Summer

**AMI 545. Women's Health and Imaging. 3 Credits.**

This course provides a thorough look at women's health and disease with a focus on diagnostic imaging. Students examine common health factors for females including pathophysiology, family history, socioeconomic status and diagnostic procedures. This course investigates common health topics for the betterment of overall care of self, community and the health care consumer enabling the health professional to answer questions and have a general understanding of the diseases that may be encountered in health care practice. Program content is dynamic and is modified each year to represent the most current data and statistics. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Fall

**AMI 560. Pathology for CT and MRI Technologists. 3 Credits.**

This course covers identification, pathophysiology and pattern recognition of common pathologies observed in computed tomography and magnetic resonance imaging. Normal and abnormal comparisons are presented. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Spring

**AMI 570. Capstone I. 1 Credit.**

This capstone course is the first in the advanced medical imaging curriculum, which integrates advanced imaging and business course material. Students begin developing a consulting/case project that is relevant to current and emerging practice areas in imaging. Students apply knowledge of project management, critical analysis and professional presentations. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Fall

**AMI 575. Capstone II. 3 Credits.**

This final capstone course integrates the knowledge and skills gained throughout the program. The course focuses on the design and implementation of a consulting case/project, including a comprehensive analysis of organizational issues and proposal of appropriate recommendations and implementation plans. The result is a professionally written consulting paper and/or presentation. Prerequisite: Successful completion of all previously sequenced programmatic course work.

**Offered:** Every year, Spring

# Anesthesiology (ANE)

## ANE 500. Medical Terminology.

1 Credit.

In this self-paced, self-study course, students complete a programmed learning text and take a final exam at the completion of the text. Course includes word formulation, association to body systems, standard abbreviations and various surgical procedures.

**Offered:** Every year, Summer

## ANE 501. Ethics and Professionalism in Health Care.

1 Credit.

This course covers the fundamentals of professionalism, HIPAA compliance, ethics and the student and ethics of practice. Topics include treating diverse populations, religious considerations, provider-patient challenges, end of life, and case discussions.

**Offered:** Every year, Summer

## ANE 503. Introduction to Clinical Anesthesia.

2 Credits.

This course includes a brief history of anesthesia. Topics include hazards, universal precautions and infection control, personal protection, approaching the patient, the perioperative period, vascular access, obtaining arterial blood samples, types of anesthesia, the anesthesia care team, application of ASA basic monitoring requirements, preparing the operating room for the first case of the day, introduction to patient positioning, introduction to induction, maintenance and emergence from anesthesia, and identifying and managing anesthetic emergencies. This course has both a final practical exam and a written final exam at the end of the semester.

**Offered:** Every year, Summer

## ANE 503L. Intro to Clinical Anesthesia Lab.

0 Credits.

Lab to accompany introduction to clinical anesthesia course.

**Offered:** Every year, Summer

## ANE 510. Anesthesia Laboratory I.

1 Credit.

This course is the first of a three-semester sequence exploring the physical principles of measurements, operation of breathing circuits and mechanical ventilation. Students spend time in the lab setting up and running experiments, collecting data and building PowerPoint presentations that are delivered in class. Labs begin with the study of pressure measurements, flow and resistance, laminar and turbulent flow, Venturi principles, setting gas flows and concentrations, investigating carbon dioxide absorption, solubility and diffusivity of gases, time constants, compliance and resistance of breathing circuits, the circle breathing system, mechanical ventilation, and Mapleson breathing systems. Labs are built to complement material covered in courses ANE 520 Physical and Chemical Principles of Anesthesia and ANE 550 Anesthesia Delivery Systems.

**Offered:** Every year, Summer

## ANE 512. Anesthesia Laboratory II.

1 Credit.

The second of a three-semester sequence, this course focuses on the principles of patient monitoring systems. Students spend time in the lab setting up and running experiments, collecting data and building PowerPoint presentations to deliver in class. They explore the system response and how it affects the displayed waveforms and waveform parameters. They study basic measurements; ECG, noninvasive and invasive blood pressure measurements, pulse oximetry, capnography, airway pressures and flows, thermal dilution cardiac output, Doppler velocity measurement, gas emboli from entraining air into the cardiovascular system. Labs are constructed to complement material covered in the course ANE 554 Patient Monitoring.

**Offered:** Every year, Fall

## ANE 514. Anesthesia Laboratory III.

1 Credit.

This is the third of a three-semester sequence, focusing on the principles of patient monitoring systems and anesthesia machine operation. Students explore startling forces, carbon monoxide production in dry soda lime, catastrophic failure modes of different anesthesia machines, how various anesthesia machines respond to loss of oxygen and air supply, and the loss of power, and the effectiveness of various scavenging systems. The last lab of the semester is a student design lab in which the students identify a clinical problem of interest, design an experiment to answer the question, run the experiment, collect the data, analyze the data, and develop a PowerPoint presentation that is presented to all students. Labs are built to complement material covered in courses ANE 550 Anesthesia Delivery Systems, ANE 554 Patient Monitoring, and ANE 532 and ANE 534 Cardiovascular Physiology I and II.

**Offered:** Every year, Spring

## ANE 517. Anatomy for Anesthetists.

4 Credits.

This course is composed of 4 credit hours of lecture and dissection. The focus of the course is on the nervous system as the basis of regional anesthesia and control of the heart, the vascular system in terms organ perfusion as well as vascular access. Emphasis is placed on the chest, heart, lungs, brain, spinal cord, kidneys, abdomen and limbs.

**Offered:** Every year, Summer

## ANE 517L. Anatomy for Anesthetists Lab.

0 Credits.

Lab to accompany ANE 517.

**Offered:** Every year, Summer

## ANE 520. Physical and Chemical Principles of Anesthesia.

2 Credits.

This course presents an introduction to units of measure and dimensional analysis; mathematical functions; pressure, flow and resistance; partial pressures; gas laws; solubility and diffusion; osmosis; work energy and power; temperature and thermodynamics; analogous electric circuits; electrical safety; stoichiometry fires and explosions; isotopes and radiation.

**Offered:** Every year, Summer

## ANE 530. Introduction to Cardiovascular Physiology.

2 Credits.

This course is composed of 2 hours of lecture each week. Students are provided with introduction to cardiovascular physiology.

**Offered:** Every year, Summer

## ANE 532. Cardiovascular Physiology I.

3 Credits.

This course includes a review of hemodynamics and cardiovascular system; cardiac cycle; the cardiac myocyte; nervous control of the heart; electrocardiogram; control stroke volume and cardiac output; endothelial cell; microcirculation and solute exchange; vascular smooth muscle and control of blood vessels; IV fluid therapy; administration of blood products and plasma volume expanders.

**Offered:** Every year, Fall

## ANE 532L. Cardiovascular Physiology Lab.

0 Credits.

Lab to accompany ANE 532.

**Offered:** Every year, Fall

## ANE 533. Introduction to Pulmonary Physiology.

2 Credits.

This course is composed of 2 hours of lecture each week.

**Offered:** Every year, Summer

**ANE 534. Cardiovascular Physiology II.****2 Credits.**

This course covers specialization in individual circulations; cardiovascular receptors and reflexes; coordinated cardiovascular responses; atherosclerosis; Ischemic heart disease; acute coronary syndromes; valvular heart disease; heart failure; cardiomyopathies; dysrhythmias; hypertension; congenital heart disease; effects of inhalation anesthesia.

**Offered:** Every year, Spring

**ANE 534L. Cardiovascular Physiology II Lab.****0 Credits.**

Lab to accompany ANE 534

**Offered:** Every year, Spring

**ANE 535. Pulmonary Physiology.****2 Credits.**

This course explores pulmonary physiology. Topics include the atmosphere; functional anatomy of the respiratory tract; elastic forces and lung volumes; respiratory resistance; control of breathing; pulmonary ventilation; pulmonary circulation and non-respiratory functions; ventilation and perfusion; diffusion of respiratory gases; mechanical ventilation; carbon dioxide; oxygen and hemoglobin.

**Offered:** Every year, Fall

**ANE 537. Pulmonary Physiology II.****2 Credits.**

This course explores respiratory function in pregnancy; neonates and children; respiration during exercise and natural sleep; hypoxia and anemia; hyperoxia and oxygen toxicity; high altitude flying; effects of smoking; acute lung injury; lung transplantation; chronic hypoxia and anemia; ventilatory failure, airway disease; pulmonary vascular disease; parenchymal lung disease; acute lung injury; and artificial ventilation.

**Offered:** Every year, Spring

**ANE 538. Autonomic Nervous System Physiology and Pharmacology.****2 Credits.**

Topics include classical and new chemical neurotransmitters; presynaptic modulation and release of neurotransmitter theory; re-uptake and termination of neurotransmitters; action potentials and junction potentials; central autonomic control; peripheral autonomic nervous system; autonomic neuroeffector junction; autonomic neuromuscular transmission; dopaminergic neurotransmission and receptors; noradrenergic transmission and receptors; purinergic neurotransmission; acetylcholine and muscarinic receptors, acetylcholine and nicotinic receptors; acetylcholine esterase; amino acid, peptidergic and nitrergic neurotransmission; Cardiac and visceral afferents; autonomic control of airways; autonomic control of cardiac function; neurogenic control of blood vessels; autonomic control of cerebral circulation and the renal circulation.

**Offered:** Every year, Fall

**ANE 539. Renal Physiology.****1 Credit.**

This course covers basic renal processes, excretion of organic molecules, control of sodium and water excretion, regulation of extracellular volume and osmolarity, renal hemodynamics, and regulation of sodium, potassium and acid-base balance. Renal pathology includes diabetic nephropathy; interstitial nephritis; acute tubular necrosis; renal allograft rejection; and dialysis.

**Offered:** Every year, Spring

**ANE 540. General Pharmacology.****3 Credits.**

This course covers pharmacokinetics and pharmacodynamics, drug absorption, distribution, action and elimination, membrane transporters, pharmacogenetics, drug therapy, drug addiction and drug abuse, therapy of hypertension, pharmacotherapies of epilepsies, therapy of hypercholesterolemia and dyslipidemia, drug therapy of inflammation, chemotherapy of microbial diseases, drugs affecting gastrointestinal function, hormones and hormone antagonists including control of diabetes.

**Offered:** Every year, Spring

**ANE 544. Pharmacology for Anesthesia I.****2 Credits.**

In this course, emphasis is placed on drugs specifically related to the practice of anesthesia: inhaled anesthetics, local anesthetics, opioids, hypnotics and sedatives, anxiolytics, muscarinic agonists and antagonists, anticholinesterase, neuromuscular junction blockers, autonomic ganglia, adrenergic agonists and antagonists, serotonin agonists and antagonists.

**Offered:** Every year, Spring

**ANE 546. Pharmacology for Anesthesia II.****2 Credits.**

In this course, emphasis is placed on histamine antagonists, dopaminergic agonists, pharmacology of asthma, analgesic antipyretic agents, diuretics, vasopressin, renin and angiotensin, treatment of myocardial ischemia, pharmacotherapy of congestive heart failure, antidysrhythmics, calcium channel blockers, pharmacotherapy of diabetes, procoagulants and anticoagulants, thrombolytics and antiplatelet drugs, and antimicrobials.

**Offered:** Every year, Summer

**ANE 550. Anesthesia Delivery Systems.****2 Credits.**

This course presents an introduction to the anesthesia delivery system including gas distribution systems, anesthesia machines, breathing circuits, anesthesia ventilators, scavenging waste gases and monitoring pollution, and risk management, along with critical incidents in anesthesia and resuscitation equipment.

**Offered:** Every year, Summer

**ANE 554. Patient Monitoring.****3 Credits.**

This course covers the fundamental principles of measurement; measuring adequacy of perfusion, the principles, application and interpretation of various monitoring modalities including: ECG, invasive and noninvasive blood pressure, oximetry, temperature, cardiac output, respiratory gas analysis, monitoring the breathing circuit and the lungs. Additional topics include intraoperative neurophysiologic monitoring, renal function, coagulation/hemostasis and neuromuscular junction.

**Offered:** Every year, Fall

**ANE 556. Advanced Patient Monitoring and Anesthesia Delivery Systems.****3 Credits.**

This course covers advanced concepts of arterial pressure monitoring, ICP monitoring, transesophageal echocardiography, electric and radiation safety, and the hazards and complications of monitoring patients during anesthesia. Additional topics include examination of the newest generation of anesthesia delivery systems and evaluation of catastrophic failure modes, troubleshooting and resolving problems during anesthesia delivery, and discussion of advanced concepts of mechanical ventilation.

**Offered:** Every year, Summer

**ANE 560. Principles of Airway Management.****2 Credits.**

Students learn to recognize the difficult airway and have an opportunity to practice basic airway management techniques including pre-oxygenation, bag/mask ventilation, simple oral and nasal intubation techniques, oral and nasal airways, and application of laryngeal mask. The course involves scheduled time in the mock operating room to practice and become proficient at basic airway management skills. There is a mannequin-based practical exam in addition to an in-class final exam.

**Offered:** Every year, Summer**ANE 563. Principles of Airway Management II.****2 Credits.**

The study of airway management continues with advanced techniques of airway management including fiber optic oral and nasal intubation, use of the retrograde wire, Combitube, light wands, placement of double lumen tubes and complications of endotracheal intubation. Students are required to spend time in the mock operating room becoming proficient at each technique. There is a mannequin-based practical exam in addition to an in-class final exam.

**Offered:** Every year, Fall**ANE 563L. Principles of Airway Management II Lab.****0 Credits.**

Lab to accompany ANE 563.

**Offered:** Every year, Fall**ANE 565. Advanced Airway Management.****1 Credit.**

Students learn management of the difficult airway, including identification of appropriate airway management techniques for the difficult pediatric and adult airway, review of the ASA Difficult Airway Algorithm, physiologic response to intubation and the surgical airway. Students are required to spend time in the mock operating room to develop the ability to assess the airway and apply the most appropriate technique to use for normal and difficult airways, including two additional back-up approaches. There is a mannequin-based simulation practical exam in addition to an in-class final exam.

**Offered:** Every year, Summer**ANE 570. Anesthesia Principles and Practice I.****3 Credits.**

This is the first of a three-semester sequence of courses in which students are introduced to the clinical management of patients within the entire range of age and illness undergoing a wide spectrum of surgical procedures. Students learn to develop efficacious and safe anesthetic plans for medically diverse patients. Students are presented with unique issues from each type of patient, and learn how to modify a plan to accommodate these complexities. Students learn to identify specific concerns unique to each surgical subspecialty. The course consists of both didactic lectures and small group discussions, which focus on the specific needs of certain patient populations and the unique requirements they impose on the anesthesia team. The first segment includes anesthesia and co-morbidities for gastrointestinal surgery, gynecologic surgery, common orthopedic surgery, genitourinary surgery, ophthalmic surgery and otolaryngology surgery.

**Offered:** Every year, Fall**ANE 570L. Anesthesia Principles and Practice I Lab.****0 Credits.**

Lab to accompany ANE 570.

**Offered:** Every year, Fall**ANE 572. Anesthesia Principles and Practices II.****3 Credits.**

This course is a continuation of ANE 570 with cases of increasing complexity and additional comorbidities. Topics include anesthesia and comorbidities for plastic/reconstructive surgery, common pulmonary thoracic surgery, general surgery for endocrine diseases, major GI surgical procedures, complex orthopedic surgeries, renal disease and complex genitourinary surgery, vascular surgery, obstetric procedures, common pediatric surgeries and neonatal surgery.

**Offered:** Every year, Spring**ANE 572L. Anesthesia Principles and Practices II Lab.****0 Credits.**

Lab to accompany ANE 572.

**Offered:** Every year, Spring**ANE 574. Anesthesia Principles and Practices III.****3 Credits.**

This course is a continuation of ANE 572 with cases of increasing complexity and additional co-morbidities. Topics include anesthesia and co-morbidities for neurosurgery, cardiac surgery, complex neonatal and pediatric surgery, transplant surgery, pediatric cardiac surgery, trauma and complex orthopedic surgery, anesthesia outside of the operating room suite, managing burns and shock, anesthetic complications and practice-related issues.

**Offered:** Every year, Summer**ANE 576. Regional Anesthesia I.****2 Credits.**

Through classroom lectures, students learn about the overall practice of regional anesthesia and how to determine when regional anesthesia is preferred over general anesthesia. Students gain an understanding of the anatomy specific for each type of regional block as well as techniques for establishing the block and the local anesthetics. Students learn and practice sterile techniques and placement of spinal and epidural blocks using the patient simulator. Management of the complications associated with these blocks is discussed. The course includes a skills lab, in which students are practice the techniques of neuraxial blockade to reinforce concepts taught in the lecture portion of the course. There is a practical final exam in addition to the in-class final exam.

**Offered:** Every year, Spring**ANE 576L. Regional Anesthesia I Lab.****0 Credits.**

Lab to accompany ANE 576.

**Offered:** Every year, Spring**ANE 577. Regional Anesthesia II.****2 Credits.**

Students gain an understanding of the use of ultrasound guidance and peripheral nerve stimulation for peripheral nerve blocks. They learn anatomy and surface landmarks and proper placement of local anesthetics for femoral, popliteal, ankle, sciatic, cervical plexus, recurrent laryngeal nerve and retrobulbar blocks. Effective management of complications arising from these blocks is presented. The course also includes a skills lab in which students practice the techniques of neural blockade to reinforce concepts taught in the lecture portion of the course. There is a practical final exam in addition to the in-class final exam.

**Offered:** Every year, Spring**ANE 579. Pre-Anesthetic Evaluation.****2 Credits.**

This course covers techniques for examining patients in the process of the preoperative patient evaluation, gathering data by patient interviews and chart reviews, including basic ECG interpretation. It includes recording of relevant laboratory data as well as the summarization of preoperative consultations and special studies.

**Offered:** Every year, Summer



**ANE 585. Simulation for Assessment of Clinical Acumen. 1 Credit.**

Students are faced with various clinical scenarios, which are delivered through a mannequin, and work individually to appropriately assess and manage each situation.

**Offered:** Every year, Summer

**ANE 587. Intensive Clinical Practicum. 1-5 Credits.**

Students who are having difficulty with clinical skills or translating knowledge into clinical practice may be required to spend additional time outside of the normal course work in the operating room with a preceptor to develop skills and knowledge that are equivalent to other students in the program. This may include weekend, evening or vacation time.

**Offered:** Every year, All

**ANE 588. Individual Directed Study. 1-5 Credits.**

This course permits first-year students to study a particular problem or area of emphasis in anesthesiology that is not covered in-depth in the program curriculum, under the direction of a faculty member. This may be used for student research.

**Offered:** Every year, All

**ANE 589. Remedial Studies. 1-5 Credits.**

This course permits first-year students, under the direction of a faculty member, to enroll for review in an area of emphasis in anesthesiology in which the student is having difficulty.

**Offered:** Every year, All

**ANE 590. Clinical Anesthesia I. 2 Credits.**

During semesters two through four of the program, students develop knowledge and skills in delivering anesthesia and managing patients receiving anesthesia; in patient interviewing and physical examination; vascular access; and basic airway management. Clinical activity occurs at the end of each semester in the first year of the program. The knowledge and skills defined in the task progression must be mastered for each clinical rotation before the student may advance to the next clinical rotation. Each successive semester provides increasing responsibility and increased complexity for the student. Students are assigned to a single clinical site for the entire first year of the program. (45 hours/week for 4.5 weeks)

**Offered:** Every year, Fall

**ANE 592. Clinical Anesthesia II. 2 Credits.**

This is a continuation of ANE 590, the three-semester sequence of hospital-based clinical education and training. (45 hours/week for 5.5 weeks)

**Offered:** Every year, Spring

**ANE 594. Clinical Anesthesia III. 3 Credits.**

This is a continuation of ANE 592, and is the last semester of the three-semester clinical sequence. By the end of the semester IV, students should be able to deliver a safe anesthetic for an ASA physical status I patient with an uncomplicated airway. The student must be able to effectively participate as a member of the anesthesia care team in more difficult cases up to ASA physical Status III. (45 hours/week for 7.5 weeks)

**Offered:** Every year, Summer

**ANE 650. Second-Year Seminar I. 2 Credits.**

The course is based on a four-week clinical rotation cycle and is delivered in real-time by teleconference throughout the U.S. During the first week, students deliver a PowerPoint presentation on particular patient and procedure in whose care they participated. In week two, students present an article from the current anesthesia literature. In week three, students are given a patient scenario and asked to analyze the untoward outcome hazard or complication, and describe how the patient may be better managed from careful attention to monitoring, rapid detection of the abnormality, and treatment of the problem. In the final week, students deliver a presentation from the surgeon's perspective, including the patient's symptomology, the surgical procedure, the intraoperative issues and potential postoperative complications from the surgeon's and the anesthetic perspectives.

**Offered:** Every year, Fall

**ANE 652. Second-Year Seminar II. 2 Credits.**

The course is based on a four-week clinical rotation cycle and is delivered in real-time by teleconference throughout the U.S. During the first week, students deliver a PowerPoint presentation on a particular patient and procedure in whose care they participated. In week two, students present an article from the current anesthesia literature. In week three, students are given a patient scenario and asked to analyze the untoward outcome hazard or complication, and describe how the patient may be better managed from careful attention to monitoring, rapid detection of the abnormality, and treatment of the problem. In the final week, students deliver a presentation from the surgeon's perspective, including the patient's symptomology, the surgical procedure, the intraoperative issues and potential postoperative complications from the surgeon's and the anesthetic perspectives.

**Offered:** Every year, Spring

**ANE 654. Second-Year Seminar III. 2 Credits.**

The course is based on a four-week clinical rotation cycle and is delivered in real-time by teleconference throughout the U.S. During the first week, students deliver a PowerPoint presentation on a particular patient and procedure in whose care they participated. In week two, students present an article from the current anesthesia literature. In week three, students are given a patient scenario and asked to analyze the untoward outcome hazard or complication, and describe how the patient may be better managed from careful attention to monitoring, rapid detection of the abnormality, and treatment of the problem. In the final week, students deliver a presentation from the surgeon's perspective, including the patient's symptomology, the surgical procedure, the intraoperative issues and potential postoperative complications from the surgeon's and the anesthetic perspectives.

**Offered:** Every year, Summer

**ANE 670. Anesthesia Review I. 1 Credit.**

Students are required to read specific chapters in a nationally recognized authoritative textbook during their second-year clinical rotations, and are tested on the contents of those chapters at the end of each four-week rotation. Required reading is linked to specialty rotations and general rotations.

**Offered:** Every year, Fall

**ANE 672. Anesthesia Review II. 1 Credit.**

Students are required to read specific chapters in a nationally recognized authoritative textbook during their second-year clinical rotations and be tested on the contents of those chapters at the end of each four-week rotation. Required reading is linked to specialty rotations and general rotations.

**Offered:** Every year, Spring



**ANE 674. Anesthesia Review III.****1 Credit.**

Students are required to read specific chapters in a nationally recognized authoritative textbook during their second-year clinical rotations, and are tested on the contents of those chapters at the end of each four-week rotation. Required reading is linked to specialty rotations and general rotations.

**Offered:** Every year, Summer**ANE 687. Individual Clinical Practicum.****1-5 Credits.**

This course permits students to enroll for review and participation in clinical areas where the student requires or requests additional clinical work. This may include general rotations or subspecialty rotations of clinical anesthesia.

**Offered:** Every year, All**ANE 688. Individual Directed Studies.****1-5 Credits.**

This course permits students in their final year to study a particular problem or area of emphasis in anesthesiology that is not covered in-depth in the program curriculum, under the direction of a faculty member. This may be used for student research.

**Offered:** Every year, All**ANE 690. Clinical Anesthesia IV.****6 Credits.**

During the second year (final 12 months) of the program, students are in the operating room full time. Clinical rotations are assigned in three- or four-week blocks. Rotations include open and laparoscopic surgery for: general surgery; orthopedic surgery; ophthalmology; genitourinary surgery; gynecology; ear, nose and throat; vascular surgery; thoracic surgery, trauma surgery and transplantation as well as anesthetizing sites outside of the operating room in radiology, the gastrointestinal lab and the electrophysiology lab. Students also have mandatory four-week rotations in recognized subspecialty areas of anesthesia: pediatrics; obstetrics; neurosurgery; and cardiac surgery. Clinical rotations are scheduled in both academic and private practice hospitals in many states across the country.

**Offered:** Every year, Fall**ANE 692. Clinical Anesthesia V.****6 Credits.**

This course is a continuation of ANE 690. (45 hours/week for 15 weeks)

**Offered:** Every year, Spring**ANE 694. Clinical Anesthesia VI.****6 Credits.**

This course is a continuation of ANE 692. (45 hours/week for 15 weeks)

**Offered:** Every year, Summer

## Biology (BIO)

**BIO 502. Special Topics.****2 Credits.****Offered:** As needed**BIO 505. Writing and Science.****3 Credits.**

This course reviews how scientific results and ideas are communicated and reviewed. Course content includes the storage and retrieval of scientific information, data presentation (table, figures, graphics), the writing of reports and papers as well as the preparation of publications for peer review. Copyright, patent law and the ethical issues involved in scientific communication also are considered. Assignments include oral and written presentations and attendance at assigned seminars and meetings.

**Offered:** Every year, Fall**BIO 510. Special Topics.****3-4 Credits.****Offered:** As needed**BIO 515. Advanced Biochemistry.****4 Credits.**

This course offers advanced insights into major areas of biochemistry, including the structure and function of biological molecules, cell and membrane structure and function, bioenergetics and enzyme function, and cellular metabolism. This is a suitable prerequisite for many graduate courses.

**Offered:** Every year, Spring**BIO 521. Stem Cell Biology.****3 Credits.**

This course provides a comprehensive overview of stem cell biology. Participants explore the topics of embryonic and adult stem cells, stem cell characteristics, reprogramming, stem cell therapies and tissue regeneration. Primary research literature associated with each topic is discussed and students gain an understanding of the role of stem cells in health and disease.

**Offered:** Every year, Spring**BIO 523. Classical Genetics.****2 Credits.**

This 2-credit course is aimed at graduate students who are preparing to teach in the biological sciences and are preparing for the PRAXIS exam-specifically the Biology Content Test. In this interactive course, students review foundational information pertaining to classical genetics and further develop a knowledge base by participating in in-depth examination of primary research papers.

**Offered:** As needed**BIO 524. Evolution.****2 Credits.**

This 2-credit course is aimed at graduate students who are preparing to teach in the biological sciences and are preparing for the PRAXIS exam-specifically the Biology Content Test. In this interactive course, students review foundational information pertaining to evolution and further develop a knowledge base by participating in in-depth examination of primary research papers.

**Offered:** As needed**BIO 525. Diversity of Life and Organismal Biology.****2 Credits.**

This 2-credit course is aimed at graduate students who are preparing to teach in the biological sciences and are preparing for the PRAXIS exam-specifically the Biology Content Test. In this interactive course, students review foundational information pertaining to organismal biology and further develop a knowledge base by participating in in-depth examination of primary research papers.

**Offered:** As needed**BIO 526. Ecology.****2 Credits.**

This 2-credit course targets graduate students who are preparing to teach in the biological sciences and are preparing for the PRAXIS exam-specifically the Biology Content Test. In this interactive course, students review foundational information pertaining to ecology and further develop a knowledge base by participating in in-depth examination of primary research papers.

**Offered:** As needed**BIO 548. Vertebrate Natural History.****4 Credits.**

This course involves the observation, collection and identification of terrestrial and aquatic vertebrate animals. Emphasis is placed on life histories of local species. There are frequent field trips. This course primarily serves the graduate science requirements of MAT students. Students enrolling in this course are expected to complete course goals beyond those students enrolled in BIO 218. (2 class hrs., 4 lab hrs.)

**Offered:** As needed

**BIO 562. Bioinformatics.****3 Credits.**

This hands-on course is for students seeking to understand methods of sequence and structural analysis using nucleic acid and protein databases. An understanding of the database format provides the basis for sequence analysis and alignment to determine common evolutionary origins, RNA secondary structure, gene prediction and regulation, protein structure prediction and classification, genome analysis and analysis of microarrays.

**Offered:** As needed**BIO 568. Molecular and Cell Biology.****4 Credits.**

This course examines the basic molecular biology of the cell, including the structure and composition of the cell's macromolecules, cell organelle structure, biosynthesis and regulation, and the mechanisms by which the cell communicates with its external environment and other cells.

**Offered:** Every year, Fall**BIO 571. Molecular Genetics.****4 Credits.**

This study of the prokaryotic and eukaryotic genetic material includes transcription, translation, DNA replication and repair, gene cloning techniques, the regulation of the synthesis of gene products and genomics. Emphasis is placed on new genetic techniques that are used in industry and medicine.

**Offered:** Every year, Fall**BIO 605. DNA Methods Laboratory.****4 Credits.**

These laboratories enable students to develop hands-on experience with the basic techniques in cell biology and molecular biology pertaining to DNA purification, modification and analysis.

**Prerequisites:** Take BIO 571.**Offered:** Every year, Spring**BIO 606. Protein Methods Laboratory.****4 Credits.**

These laboratories enable students to develop hands-on experience with the basic techniques in cell biology and molecular biology pertaining to protein purification and analysis.

**Prerequisites:** Take BIO 515.**Offered:** Every year, Fall**BIO 649. Independent Research.****2 Credits.**

Students work independently to define and conduct original research. This course is required for students anticipating thesis work in Molecular and Cell Biology, and is conducted under the guidance and with the approval of a thesis adviser and thesis committee.

**Offered:** As needed**BIO 650. Thesis I in Molecular and Cell Biology.****4 Credits.**

This course is a requirement for the first semester thesis option MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge in their field of specialization. They also must demonstrate scientific research skills and present their findings to a thesis committee and the greater molecular and cell biology community.

**Prerequisites:** Take BIO 688.**Offered:** Every year, All**BIO 651. Thesis II in Molecular and Cell Biology.****4 Credits.**

Thesis II is a requirement for the second semester thesis option MS in Molecular and Cell Biology. Students complete their independent research project, write an original thesis describing their research results, defend their thesis in front of a thesis committee, and give a presentation to the greater molecular and cell biology community.

**Prerequisites:** Take BIO 650 BIO 688.**Offered:** Every year, All**BIO 675. Comp Exam in Molecular and Cell Biology.****2 Credits.**

The written comprehensive exam is a requirement of the non-thesis option for the MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. Students are encouraged to meet with the program director before registering for the comprehensive exam. Minimum grade of a B- is required to pass the comprehensive examination.

**Prerequisites:** Take BIO 515 BIO 568 BIO 571 BIO 605 BIO 606.**Offered:** Every year, Fall and Spring**BIO 688. Independent Study.****1-4 Credits.****Offered:** As needed**BIO 689. Independent Study.****1-4 Credits.****Offered:** As needed

## Biomedical Sciences (BMS)

**BMS 502. Research Methods.****4 Credits.**

This course involves topics related to developing scientific, analytical and laboratory skills, including written and oral communication, critical thinking and reasoning, scientific inference and information literacy.

The purpose of the course is to examine, discuss and perform current methods used by research scientists and health care workers. Topics include recombinant DNA and protein techniques, Enzyme Linked Immunosorbent Assays, as well as experimental design and data analysis.

**Offered:** Every year, Fall and Spring**BMS 508. Advanced Biology of Aging.****3 Credits.**

Why we age has been the eternal question and the most unsolved mystery in the history of mankind. However, we are gradually able to elucidate some of the secrets that regulate aging processes. This course focuses on the fundamental physiological deviations that occur during the aging process in individual tissue and organ systems and the various theories that attempt to define the reasons for these deviations. The course also emphasizes pathologies related to aging that are time regulated alterations in cellular, physiological and biochemical functions.

**Offered:** As needed**BMS 510. Biostatistics.****3 Credits.**

This course covers the application of statistical techniques to the biological and health sciences. Emphasis is on mathematical models, collection and reduction of data, probabilistic models estimation and hypothesis testing, regression and correlation, experimental designs and non-parametric methods.

**Offered:** As needed**BMS 511. Writing for Scientists.****3 Credits.**

Students develop skills in expository writing in the context of scientific forms. This course covers how to construct a hypothesis and develop an argument through analysis and critical thinking, how to write and present research papers, and other related topics. Intensive written exercises draw on student experience to clarify professional expression in practical situations. Readings include journalistic and scientific articles.

**Offered:** As needed

**BMS 515. Advanced Pathophysiology I.****3 Credits.**

Essential concepts of pathophysiology are emphasized. Normal function and selected disorders are studied especially as they relate to homeostatic and defense/repair mechanisms. Where appropriate the course includes clinical correlations of disease states with symptoms and physical findings.

**Offered:** Every year, Fall

**BMS 516. Advanced Pathophysiology II (NUR 522).****3 Credits.**

Concepts of pathophysiology are continued in this course, with an emphasis on selected disorders of the human system. Relationships between normal physiologic function, pathogenesis and pathology are discussed. The course includes clinical correlations of disease states with physical and laboratory findings.

**Prerequisites:** Take BMS 515.

**Offered:** Every year, Spring

**BMS 517. Human Embryology.****3 Credits.**

This course considers the fundamental processes and mechanisms that characterize the embryological development of the human organism. Knowledge of the developing human serves as a basis for understanding normal relationships of body structures and causes of congenital malformation. Emphasis is on clinical as well as classical embryology.

**Offered:** Every year, Fall

**BMS 518. Pathophysiology.****3 Credits.**

Disease processes are studied as they relate to normal physiological and homeostatic mechanisms, basic pathology, pathogenesis, and defense/repair mechanisms. Where appropriate, the course includes some clinical correlations of disease states with signs, symptoms and lab findings.

This course also is offered online in the spring.

**Offered:** Every year, Fall and Summer

**BMS 520. Neuropharmacology.****3 Credits.**

This course explores the effect of drugs on cells, synapses and circuits within the nervous system. Students examine neurotransmitter and neuromodulatory systems in depth as pharmacotherapeutic targets for the treatment of psychiatric and neurological disorders. Students also comprehensively evaluate the effect of drugs on cognition and behavior.

**Offered:** As needed

**BMS 521. Advances in Hematology.****3 Credits.**

This course covers fundamental concepts and advances in human hematology including an in-depth study of the function, physiology and diseases associated with blood cells, hematopoiesis, bone marrow examination, evaluation of red cell morphology, disease processes that lead to abnormal red cell morphology, anemias and thalassemias, white blood cell differentiation, and white blood cell disorders both benign and malignant, in-depth discussion of the morphologic and immunologic classification of leukemias, a review of myelodysplastic syndromes, myeloproliferative disorders, lymphomas and lipid storage disease and platelets. Emphasis on identifying normal and abnormal WBC and RBC and indices as leads to diagnosis using the hemogram, blood smears and case studies. Course includes an overview of general hematological methods and molecular hematologic techniques used in the diagnosis of blood cells disorders.

**Offered:** Every year, Fall

**BMS 522. Immunology.****3 Credits.**

This course examines theories, techniques and recent advances in immunology and the latest knowledge on immunoglobulins, complement, the role of T and B cells in immune response study of allergy, tumor and transplantation immunology, and autoimmune diseases. The principles of immunology and how they apply to the diagnostic laboratory are discussed. Techniques studied include immuno- and gel-electrophoresis and fluorescent antibodies.

**Offered:** Every year, Fall

**BMS 522L. Immunology Lab.****1 Credit.**

This is an interactive, hands-on, project-based laboratory course examining various aspects of the human immune system, including both the innate and adaptive immune response. Students will gain experience with standard laboratory techniques such as ELISAs, gel electrophoresis, Western Blotting, with an emphasis on quantitative reasoning and critical thinking. This course must be taken in conjunction with BMS 522 lecture.

**Corequisites:** Take BMS 522.

**Offered:** Every year, Fall

**BMS 525. Vaccines and Vaccine Preventable Diseases.****3 Credits.**

This immunology course involves the investigation of vaccines and vaccine preventable diseases. The purpose of the course is to examine and discuss the current understanding of vaccinations, as well as the historical and current implication of vaccine preventable diseases. By the end of the semester, students should gain knowledge about vaccine preventable diseases, understand how vaccines work, how they are made, who recommends vaccines, the childhood vaccination schedule, when they should be given and why they are still necessary. Most importantly, students should be able to explain why vaccines are safe, and to be able to debunk the current myths and misconceptions regarding vaccines. Upper-level undergraduates may take course with permission.

**Offered:** Every year, Spring

**BMS 526. Epidemiology.****3 Credits.**

This graduate-level course in epidemiology directs itself toward application of epidemiological principles. The course involves analysis of prospective and retrospective studies, cross-sectional studies and experimental epidemiology. Both communicable and chronic disease case studies are used, as well as case studies of occupationally induced diseases. The use of biostatistics in epidemiological studies is stressed. This course covers basic epidemiology principles, concepts and procedures useful in the surveillance and investigation of health-related states or events.

**Offered:** Every other year, Fall

**BMS 527. Pharmacology.****3 Credits.**

This course provides students with knowledge of the foundations and advances in pharmacology. The first third of the class covers the basic principles of the FDA drug process, pharmacodynamics, pharmacokinetics, therapeutics and toxicology. The rest of the course is devoted to clinical review of the basic classes of drugs.

**Offered:** Every year, Spring

**BMS 528. Advanced Clinical Parasitology.****4 Credits.**

This course presents an advanced study of protozoan and helminth parasites of humans. Lecture focuses on the epidemiology and treatment of selected diseases. Laboratory focuses on clinical diagnosis, diagnostic techniques including immunodiagnostic techniques and advanced experimental life cycle studies using both living and preserved materials.

**Offered:** Every year, Spring

- BMS 529. Medical Entomology.** 4 Credits.  
This course presents an advanced study of arthropods that pose health threats to humans: their recognition, life cycles and control. Emphasis is on those that serve as vectors of pathogenic organisms. Both preserved specimens and living materials collected by the class in field exercises are used in the lab.  
**Offered:** As needed
- BMS 530. Human Clinical Protozoology.** 4 Credits.  
In this advanced study of protozoan parasites of humans, lectures focus on the epidemiology, pathology and treatment of selected diseases. Labs focus on clinical diagnosis and diagnostic techniques including immunodiagnostic techniques using both living and preserved materials.  
**Offered:** As needed
- BMS 531. Human Clinical Helminthology.** 4 Credits.  
This course provides students with a fundamental understanding of the etiology, pathology, symptomology, treatment and epidemiology of diseases caused by helminth parasites. The course has both a lecture and lab component with the laboratory component emphasizing diagnosis.  
**Offered:** As needed
- BMS 532. Histology.** 4 Credits.  
This course is intended for pathologists' assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The laboratory work involves the preparation of microscope slides of normal vertebrate tissues, including those of humans, for histological and histochemical studies as the student may expect to encounter in the clinical laboratory.  
**Offered:** Every year, Fall and Summer
- BMS 532L. Histology Lab.** 0 Credits.  
Lab to accompany BMS 532. (3 lab hrs.)  
**Offered:** Every year, Fall and Summer
- BMS 533. Air, Water and Soil Microbiology.** 4 Credits.  
This in-depth graduate course examines the ecology of microorganisms in the water and air, as well as the medical and public health considerations of these organisms. Students explore the role of bacteria, algae, virus, protozoa and fungi in the air, soil and both natural and treated water. A lab is included that surveys standard techniques, as well as investigates innovative and experimental techniques in this exciting field of study.  
**Offered:** As needed
- BMS 535. Histochemistry.** 3 Credits.  
This course is intended for pathologists' assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The lab work involves the preparation of microscope slides of normal vertebrate tissues, including those of humans for histological and histochemical studies as the student may expect to encounter in the clinical laboratory.  
**Offered:** Every year, Spring
- BMS 535L. Histochemistry Lab.** 0 Credits.  
This lab accompanies BMS 535.  
**Offered:** Every year, Spring
- BMS 536. Endocrinology.** 3 Credits.  
This course introduces students to 1) an intensive understanding of the mechanism of hormone action; 2) the importance of the interrelationship among all hormones; 3) a detailed clinical situation dealing with hormonal aberrations; and 4) a theoretical and practical method for hormone assays.  
**Offered:** As needed
- BMS 542. Advanced Microbiology.** 3 Credits.  
This intensive classroom and lab study demonstrates the relevance and importance of microbiology in our society. Detailed studies illustrate the interactions between microorganisms and other organisms, especially man. The role of microbes in the food industry, pathology, protection from disease, environmental issues, recombinant DNA research and biotechnology also are discussed.  
**Offered:** As needed
- BMS 542L. Advanced Microbiology Lab.** 0 Credits.  
Lab to accompany BMS 542.  
**Offered:** As needed
- BMS 552. Toxicology.** 3 Credits.  
Biochemical toxicology is the branch of science that deals with events at the molecular level in which toxic compounds interact with living organisms. It is fundamental to the understanding of toxic reactions and therapeutic agents, and for the assessment of toxic hazards by chemicals and related substances in the environment. This course deals with compounds exogenous to normal metabolism, as well as metabolic intermediates, hormones, trace elements and other materials found in the environment. It examines the absorption, distribution, kinetics and elimination of such substances. Particular emphasis is placed upon the effects of toxic materials on neurotoxicity, hepatotoxicity, genetic toxicology and chemical carcinogenesis.  
**Offered:** As needed
- BMS 556. Seminar in Health Care Disparities.** 1 Credit.  
The Centers for Disease Control and Prevention (CDC) defines health disparities as differences in health outcomes between various segments of the population which are mostly associated with socioeconomic status, race/ethnicity and level of education. This course investigates the cause and effect of health care disparities using an interdisciplinary approach. Students will also become familiar with the research literature on the topic from different points of view by being part of a literature review/journal club.  
**Offered:** As needed
- BMS 561. Immunohematology.** 3 Credits.  
This course examines the current concepts of hematopoiesis, including red blood cell and white blood cell morphogenesis, blood banking, blood typing, donor selection, adverse transfusion reactions, ABO antigens/antibodies, crossmatching, the structure and function of the components of normal blood and bone marrow, pathological processes that occur in the blood and bone marrow, and the normal and abnormal events during hemostasis.  
**Offered:** Every other year, Fall
- BMS 562. Blood Coagulation and Hemostasis.** 3 Credits.  
This study of the basic principles of hemostasis includes the vascular component, platelet physiology and function, coagulation factors/fibrin clot formation and fibrinolysis. Hereditary and acquired forms of hemorrhagic disorders and thromboembolic disease are examined in detail along with the test procedures for their diagnoses and the initiation of proper therapy.  
**Offered:** Every year, Spring



**BMS 563. Anemias.****3 Credits.**

This study of those classes of disorders related to abnormal red cell pathophysiology includes both intracorporeal and extracorporeal defects. Erythropoiesis and basic red cell metabolism are briefly reviewed. Etiologies, differential diagnoses, and treatment of anemias are discussed in depth.

**Offered:** Every year, Fall

**BMS 564. Fundamentals of Oncology.****4 Credits.**

This course presents a study of the chemical and biological basis of carcinogenesis, natural history of human cancer, biochemistry of cancer, various aspects of experimental oncology including tumor immunology, and factors affecting survival and multiplication of cancer cells in the body. Delivery methods include weekly discussions on original research papers that correlate clinical studies with the molecular mechanisms presented in lecture.

**Offered:** Every year, Spring

**BMS 565. Leukemia.****3 Credits.**

This course includes in-depth discussions with emphasis on the major forms of leukemia (ALL, CLL, AGL, CGL), current methods of blood component therapy and chemotherapy, the role of infections, immunological diagnostic advances, psychiatric and social aspects in patient management and recent advances in leukemia research. The purpose of the course is to enhance knowledge and understanding of those students who have had an introductory course in hematology and those who are actively involved in clinical or research hematological laboratories.

**Offered:** Every year, Spring

**BMS 569. Antimicrobial Therapy.****3 Credits.**

This graduate-level course explores the antimicrobial agents used to treat infectious diseases by inhibiting microbial growth and survival. This interactive, discussion-based class investigates the history, current status and future directions of antimicrobial drugs with an emphasis on antibacterial and antiviral chemotherapeutic agents. Topics include the mode of action and efficacy of drugs, as well as the development, spread and mechanisms of drug resistance. Upper-level undergraduates may take this course with permission.

**Offered:** Every year, Spring

**BMS 570. Virology.****4 Credits.**

This course presents a study of human and animal viruses, viral diseases, biochemical properties, and classification methods of isolation and identification of viral agents; preparation and inoculation of tissue culture, animals and embryonated eggs, immunological techniques, and antiviral chemotherapy.

**Offered:** Every year, Spring

**BMS 572. Pathogenic Microbiology.****4 Credits.**

This graduate microbiology course involves the study of medically important microbes, with a particular emphasis on the pathology associated with human infection. Students examine the underlying principles of microbial pathogenesis, including elements of structural biology, epidemiology, immunology and pathology. They also survey microbial organisms that plague mankind today.

**Offered:** Every year, All

**BMS 573. Mycology.****3 Credits.**

The morphology, taxonomy and classification of fungi and yeasts of medical importance are studied in this class. Laboratory exercises include isolation and identification techniques of selected human pathogens.

**Offered:** Every other year, Fall

**BMS 574. Microbial Physiology.****4 Credits.**

Students are introduced to the growth of microbial cells, including growth genetics and measurements and energy. Emphasis is placed on understanding new techniques and practical information for use in medicine, industry and research.

**Offered:** As needed, All

**BMS 575. Food Microbiology.****4 Credits.**

This applied course in microbiology is concerned with the microorganisms involved in the manufacture and spoilage of foods. Major pathogens that may be transmitted via foods are discussed. Laboratory stresses both identification of food-associated organisms and standard microbiological procedures used to determine the quality and safety of foods. Upper-level undergraduates may take course with permission.

**Offered:** Every year, Summer

**BMS 576. Drug Discovery and Development.****3 Credits.**

The material presented in this course encompasses the process of drug discovery and development. Topics covered include many aspects of drug development such as target identification, evaluation and screening, all phases of clinical development and post-marketing activities. The material presented is across drug classes, with a particular focus on psychoactive and neurology compounds.

**Offered:** Every year, Fall

**BMS 578. Cellular Basis of Neurobiological Disorders.****3 Credits.**

A detailed overview of neurobiological disorders at the molecular level is presented. Recent advances in gene cloning to identify causes for some of these disorders are discussed in detail.

**Offered:** As needed

**BMS 579. Molecular Pathology.****3 Credits.**

Molecular pathology is a new and rapidly growing discipline of laboratory medicine and includes applications of molecular techniques to all facets of diagnostic medicine. This course reviews the structure and function of nucleic acid sequences and provides an in-depth introduction to the molecular techniques exploited in the diagnosis of human diseases. The course focuses on currently employed applications to areas such as genetic disease, infectious disease, cancer and identity testing.

**Offered:** Every year, Spring

**BMS 581. Receptors and Regulatory Mechanisms.****3 Credits.**

The actions of cellular receptors, their coupling proteins and their associated effectors are discussed. Classification of receptors, modulation of receptors, detection of receptors by ligand binding assays and regulations of cell function by receptor action are presented to illustrate the importance of receptors in human physiology.

**Offered:** As needed

**BMS 583. Forensic Pathology.****3 Credits.**

This course is designed for students interested in the practical applications of science, specifically forensic medicine. Graphic examples of injuries and patterns of trauma serve as the backdrop for introduction to the understanding of the techniques involved in death investigation from the medical perspective.

**Offered:** Every year, Spring



**BMS 584. Emerging and Re-emerging Infectious Diseases. 3 Credits.**

This graduate-level course discusses current topics related to the plethora of infectious agents that besiege us. Emerging bacterial, protozoal and viral diseases, whether strictly animal or human or zoonotic pathogens, represent an increasing threat to animal and human health. The course examines, defines and discriminates between emerging, re-emerging and other infectious diseases; defines host and agent characteristics and risk factors; and analyzes social, economic and international trade changes, improper use of antibiotics, and multidrug resistant infectious agents as factors of emerging diseases. Upper-level undergraduates may take this course with permission.

**Offered:** Every other year, Fall

**BMS 585. Outbreak Control. 3 Credits.**

An outbreak or epidemic is the occurrence of more cases of disease than expected in a given area or among a specific group of people over a particular period of time. Usually, the cases are presumed to have a common cause or to be related to one another in some way. Public health agencies must decide whether to handle outbreaks without leaving the office, or spend the time, energy and resources to conduct field investigations. The most important reason to investigate is to learn enough about the situation to implement appropriate control and prevention measures. Investigations also enable researchers to advance knowledge about the disease, agent, risk factors and interventions; provide a way to respond to public, political or legal concerns; evaluate a health program's effectiveness and weaknesses; and provide training. When multiple agencies are involved in the investigation, coordination and communication become even more essential. Upper-level undergraduates may take this course with permission.

**Offered:** Every other year, Fall

**BMS 588. Independent Study. 1-6 Credits.**

**Offered:** As needed

**BMS 589. Independent Study. 1-6 Credits.**

**Offered:** As needed

**BMS 591. The New Genetics and Human Future. 3 Credits.**

We are the first creatures on Earth learning a 3.5-billion-year-old DNA language. The completion of the Human Genome Project and the emerging science of genomics will have dramatic ethical, legal and social implications. New genetics have the potential to affect all spheres of human life, including the ability to construct our destiny as a species. The goal of the course is not to give the answers to the numerous questions and dilemmas of our exciting and controversial future but to inspire interest and desire to pursue more study.

**Offered:** Every year, Spring

**BMS 595. Transplantation Immunology. 3 Credits.**

This course examines the current understanding of the major histocompatibility complex; the molecular basis of alloreactivity; and immunological mechanisms of allograft rejection, tolerance, and graft versus host disease. The objectives are: to understand the basics of the histocompatibility complex in relation to normal, disease and transplantation states, to understand the fundamental differences between immune responses to self antigens, foreign antigens, allo-antigens, and other non-self antigens, and to become familiar with the mechanisms underlying successful allogeneic transplantation and appreciate the concepts of immunosuppression and tolerance. Graduate level students are expected to complete a paper reviewing a current topic in transplantation. A basic understanding of immunology is desirable. Upper-level undergraduates may take course with permission.

**Offered:** Every other year, Fall

**BMS 596. Immunology of Infectious Diseases. 3 Credits.**

This graduate-level course examines the principal aspects of immune response to all types of infectious agents, with an emphasis on the immune system primarily as a host defense system. Students explore how the dialogue between different types of pathogen and the host immune system works, as well as the cross talk between the different members of the immune response. Infection is an encounter between a microbe and the host. In contrast to topics such as pathogenic microbiology, this course is aimed at the host side of the interaction, both from the innate immune response and the acquired immune response. Autoimmunity, sometimes a "side effect" of infectious disease, also is discussed. Upper-level undergraduates may take course with permission.

**Offered:** Every other year, Fall

**BMS 597. Biomedical Sciences Internship. 4 Credits.**

Students partake in a full-time professional work experience with a sponsoring organization. The experience brings together theory, application and current practice in the translational sciences. Journaling and discussion boards provide students with a reflective and intentional assessment of the field, their work and career development. Students submit a paper describing their experimental aims, design and outcomes as well as present their findings as a seminar open to the general university public.

**Offered:** Every year, Summer

**BMS 598. Synaptic Organization of the Brain. 3 Credits.**

Students study a variety of brain regions from both an anatomic and physiologic viewpoint to learn how these structures are organized at the synaptic level. The course includes a discussion of how these regions are associated with neurological disease. At the end of the class, students should: 1) understand the basic principles of neuronal functioning at the cellular and circuit level; 2) understand how the wide diversity of neural circuits seen in the brain generate specific functions in different regions; and 3) gain experience reading and interpreting scientific papers.

**Offered:** Every other year, Fall

**BMS 599. Biomarkers. 3 Credits.**

Technological advances in molecular biology have provided an opportunity to evaluate drug-disease relationships at the molecular and cellular level. The goal of this course is to introduce the concept of biomarkers and how they are used clinically. This course covers both theoretical concepts and practical applications of biomarkers. Topics include the rationale for biomarkers, study design, logistics of sample collection/storage, options and techniques for analysis, as well as current applications in health care, including drug safety, regulatory issues, ethical considerations and the future direction of biomarker applications.

**Offered:** Every year, Spring

**BMS 622. MED Cross-Listed Selective. 3 Credits.**

BMS course to be cross-listed with a MED Course.

**Offered:** Every year, All

**BMS 650. Thesis I. 4 Credits.**

Approval of one of the two thesis options-experimental laboratory research or nonlaboratory-based project-is required. The thesis topic may be handled as an original investigation or as an applied problem (e.g., clinical) so long as it is about a health-related problem. Typed copies of final draft, prepared in compliance with thesis-writing manual, must be submitted prior to issuance of diploma. Thesis projects must be completed within three years after registration for the thesis course.

**Offered:** As needed

**BMS 651. Thesis II. 4 Credits.**

Approval of one of the two thesis options-experimental laboratory research or nonlaboratory-based project-is required. The thesis topic may be handled as an original investigation or as an applied problem (e.g., clinical) so long as it is about a health-related problem. Typed copies of final draft, prepared in compliance with thesis-writing manual, must be submitted prior to issuance of diploma. Thesis projects must be completed within three years after registration for the thesis course.

**Offered:** As needed

**BMS 670. Comp Exam/Biomedical Sciences. 2 Credits.**

The comprehensive examination is a requirement of the non-thesis option of the Biomedical Sciences program. The purpose of the exam is twofold. First, it ascertains if the student possesses both the broad and specific knowledge expected of someone holding a master's degree. Second, it inquires if the student has been able to integrate knowledge obtained from individual courses into unified concepts that link the student's own specialization to other fields of study. A written essay exam is administered and graded by the exam course committee or individual faculty. Students should schedule an appointment with the program director before registering for the comprehensive exam course.

**Offered:** As needed

**BMS 688. Independent Study. 1-6 Credits.**

**Offered:** As needed

**BMS 689. Independent Study. 1-4 Credits.**

**Offered:** As needed

## Business Analytics (BAN)

**BAN 610. Introduction to Business Analytics. 3 Credits.**

This course develops ideas for helping to make decisions based upon the examination of data. Topics include variability, data display and summary statistics, regression, and correlation, probability, probability distributions, sampling, the central limit theorem, confidence intervals and hypothesis testing. Attention is also given to the design of experiments and analysis of variance, frequency distributions, statistical inference and sampling theory.

**Offered:** Every year, Fall and Spring

**BAN 615. Predictive Modeling. 3 Credits.**

The course introduces the techniques of predictive modeling and analytics in a data-rich business environment. It covers the process of formulating business objectives, data selection, preparation and partition to successfully design, build, evaluate and implement predictive models for a variety of practical business applications (such as marketing, customer retention, delinquency and collection analytics, fraud detection and insurance). Predictive models such as classification and decision trees, neural networks, regressions, pattern discovery analysis and other techniques are studied.

**Prerequisites:** Take BAN 610.

**Offered:** Every year, Fall and Spring

**BAN 620. Text Mining. 3 Credits.**

This course builds upon previously introduced data mining methods, focusing specifically on techniques for text extraction and mining. Topics include efficient text indexing; document clustering and classification; information retrieval models; enhancement of structured data; scenario detection techniques; and using textual data in predictive models.

**Prerequisites:** Take CIS 628.

**Offered:** Every year, Fall and Spring

**BAN 650. Data Visualization. 3 Credits.**

This course provides an introduction as well as hands-on experience to the field of data visualization. Students learn basic visualization design and evaluation principles to create meaningful displays of quantitative and qualitative data. They learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical and network/graph-based data.

**Offered:** Every year, Spring and Summer

**BAN 660. Optimization. 3 Credits.**

This course focuses on developing computational methods to solve various optimization problems. Advanced regression analysis, time series analysis and other techniques are used to support improved forecasting and decision making.

**Prerequisites:** Take BAN 610 BAN 615.

**Offered:** Every other year

**BAN 661. Web Analytics and Web Intelligence. 3 Credits.**

This course focuses on the analysis of a variety of web metrics including tracking, traffic and visitor behavior, tactics and strategies to successfully market on the Web to make data-driven decisions. Business analytics tools and techniques are utilized to extract and analyze web-scale data to guide strategic decision making. Topics address solutions for measurably higher leads, sales, brand recognition, customer satisfaction or lower service costs.

**Prerequisites:** Take BAN 610.

**Offered:** Every year, Spring

**BAN 662. Insurance Analytics. 3 Credits.**

This course leverages predictive modeling and analytics, optimization, and business intelligence to support data-driven decisions in the property-casualty insurance industry. Key topics include measuring underwriting performance, risk analysis and attributes of high performing insurance systems.

**Prerequisites:** Take BAN 615.

**Offered:** Every year, Summer

**BAN 663. Programming for Data Analysis. 3 Credits.**

Students learn to program and use R for effective data analysis. Reading data, accessing R packages, writing functions, debugging, profiling code and organizing and commenting code also are covered. Working examples of topics in statistical data analysis are provided. The course also addresses installation and configuration of software as necessary for a statistical programming environment.

**Offered:** Every other year

**BAN 664. Health Care Analytics. 3 Credits.**

This course provides a foundation on data analytics in health care and an understanding of the main concepts and issues. Contemporary tools and technologies are applied to develop an analytics solution to selected health care problems.

**Prerequisites:** Take CIS 620.

**Offered:** Every year, Fall

**BAN 690. Business Analytics Capstone. 3 Credits.**

The capstone course in the MSBA program is designed to enable students to directly utilize what has been learned in the tools and applications courses to analyze and offer solutions for a major business challenge. A definition of the problem, analysis of options and a comprehensive presentation of findings and solutions are required components of the course.

**Prerequisites:** Take BAN 610 BAN 615 BAN 620 BAN 650 CIS 620 CIS 627 CIS 628.

**Offered:** Every year, Fall and Summer

## Computer Information Systems (CIS)

### **CIS 600. Information Systems Strategy. 3 Credits.**

Students develop the ability to analyze and identify opportunities to improve the effectiveness of organizations through the use of appropriate information technologies. Technologies that influence organizational strategies, structure, risks and processes are emphasized. Ethical, global and security issues also are covered.

**Offered:** Every year, All

### **CIS 620. Data Management. 3 Credits.**

The concepts, principles, issues and techniques for managing corporate data resources are covered, including techniques for managing the design and development of large database systems. Data warehousing, data mining and database administration are emphasized. Students engage in hands-on-learning and work individually or in teams to complete a real-world project using contemporary data management tools and techniques.

**Offered:** Every year, Fall and Spring

### **CIS 627. Data Warehousing. 3 Credits.**

This course focuses on the design and implementation of data warehouses, identifying key architecture differences between data warehouses and transactional databases. It also focuses on the interface to data warehouses to better understand how large amounts of information are used to enable organizations to make better decisions.

**Prerequisites:** Take CIS 620.

**Offered:** Every year, Fall and Spring

### **CIS 628. Data Mining. 3 Credits.**

This course focuses on the application of common data mining techniques. Students focus on developing business solutions by applying techniques such as market basket analysis, association rules, cluster analysis and time series.

**Prerequisites:** Take BAN 615.

**Offered:** Every year, Fall and Spring

### **CIS 630. Business Design and Object-oriented Analysis. 3 Credits.**

This course considers systems-development methods, analysis and design techniques with a focus on object-oriented analysis and design. The application of systems analysis and design concepts using current tools, techniques and approaches is covered. Students engage in hands-on learning and work in teams to complete a real-world project using contemporary analysis and design methodologies and tools.

**Offered:** Every year, Summer

### **CIS 688. Computer Information Systems Independent Study. 3 Credits.**

**Offered:** Every year, All

### **CIS 689. Computer Information Systems Independent Study. 1-6 Credits.**

**Offered:** Every year, All

### **CIS 690. Project Management. 3 Credits.**

This course develops a foundation of concepts and solutions required for successful completion of a project. Topics include planning, scheduling, controlling, resource allocation and performance measurement.

**Offered:** Every other year

## Cybersecurity (CYB)

### **CYB 500. Special Topics Cyber Security. 3 Credits.**

**Offered:** Every year, Fall

### **CYB 501. Security I (Intro to Security Design). 1 Credit.**

This course introduces students to fundamental security principles and good security design. Students discuss information assurance and cyber defense and gain an understanding of their role in providing system security.

**Prerequisites:** Take CYB 550.

### **CYB 502. Security II (Intro to Cyber Threats). 1 Credit.**

This course introduces students to the analysis of cyber threats. Students learn to identify bad actors in cyberspace and compare and contrast their resources, capabilities/techniques, motivations and aversion to risk. Students learn to describe different types of attacks and their characteristics.

**Prerequisites:** Take CYB 501.

### **CYB 503. Security III (Intro to Cyber Defense). 1 Credit.**

Students learn about potential system attacks and the actors that might perform them. Students learn to describe cyber defense tools, methods and components, and apply cyber defense methods to prepare a system to repel attacks.

**Prerequisites:** Take CYB 502.

### **CYB 504. Systems I (Systems Administration). 1 Credit.**

This course introduces students to the configuration, installation and maintenance of a computer system. Strategies for successful administration from user management to auditing to backup strategies and processes are covered.

### **CYB 505. Systems II (IT Infrastructure). 1 Credit.**

Students study the hardware components of modern computing environments and their individual functions. They learn about the types of hardware, and their interconnection, in a modern data center.

**Prerequisites:** Take CYB 504.

### **CYB 506. Systems III (Systems Programming). 1 Credit.**

This course introduces students to various aspects of the design and implementation of a computer system. The final part of this three-course sequence focuses on systems-level programming. Topics include advanced shell scripting, the C programming language and the C system libraries.

**Prerequisites:** Take CYB 505.

### **CYB 509. Operating Systems I (Processes). 1 Credit.**

This course introduces students to operating systems and the software to support these systems. The first part of this four-course sequence focuses on operating system principles and processes. Topics include the various types of operating systems, general parts of an operating system, the C programming language, process management and scheduling, threading, communication between processes/threads, and deadlock.

### **CYB 510. Operating Systems II (Storage). 1 Credit.**

This course introduces students to operating systems and the software to support these systems. The second part of this four-course sequence focuses on memory and storage management. Topics include virtual memory, algorithms for page swapping, paging systems, file systems, directories and the handling of input and output on various devices.

**Prerequisites:** Take CYB 509.

### **CYB 511. Operating Systems III (Performance). 1 Credit.**

This course introduces students to operating systems and the software to support these systems. The third part of this four-course sequence focuses on performance issues. Topics include virtualization, cloud-based computing, multiple-core systems, distributed processing and load balancing.

**Prerequisites:** Take CYB 510.

**CYB 514. Theory of Computation I (Automata).****1 Credit.**

This course introduces the classical theory of computer science. The aim is to develop a mathematical understanding of the nature of computing by trying to answer one overarching question: "What are the fundamental capabilities and limitations of computers?" The first part of this three-course sequence deals with finite automata and formal languages, answering the question: "How do we define a model of computation?"

**CYB 515. Theory of Computation II (Computability).****1 Credit.**

This course introduces the classical theory of computer science. The aim is to develop a mathematical understanding of the nature of computing by trying to answer one overarching question: "What are the fundamental capabilities and limitations of computers?" The second part of this three-course sequence deals with computability, answering the question: "How do we prove that something cannot be computed?"

**Prerequisites:** Take CYB 514.

**CYB 516. Theory of Computation III (Complexity).****1 Credit.**

This course introduces the classical theory of computer science. The aim is to develop a mathematical understanding of the nature of computing by trying to answer one overarching question: "What are the fundamental capabilities and limitations of computers?" The final part of this three-course sequence deals with complexity, answering the question: "What makes some problems so much harder than others to solve?"

**Prerequisites:** Take CYB 515.

**CYB 517. Cryptography I (Symmetric-Key Systems).****1 Credit.**

This course introduces the methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. The first part of this three-course sequence deals with classic cryptosystems, basic number theory, and modern symmetric-key systems such as the Data Encryption Standard (DES) and the Advanced Encryption Standard (AES).

**CYB 518. Cryptography II (Public-Key Systems and Digital Signatures).****1 Credit.**

This course introduces the methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. The second part of this three-course sequence deals with public-key systems such as the RSA algorithm and discrete logarithm techniques, cryptographic hashing and digital signatures.

**Prerequisites:** Take CYB 517.

**CYB 519. Cryptography III (Security Protocols and Advanced Topics).****1 Credit.**

This course introduces the methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. The final part of this three-course sequence deals with security protocols, cryptocurrencies, information theory, elliptic curves and error-correcting codes.

**Prerequisites:** Take CYB 518.

**CYB 524. Database I (Relational Databases).****1 Credit.**

This course introduces students to the theory, application and securing of database systems. The first part of this four-course sequence focuses on the relational database model. Topics include data modeling, relational database schema, the structured query language (SQL), and relational algebra and calculus.

**CYB 525. Database II (Database Management Systems).****1 Credit.**

This course introduces students to the theory, application and securing of database systems. The second part of this four-course sequence focuses on (relational) database management systems. Topics include the entity-relationship model, relational database design, database storage, database indexing and hashing and the processing and optimization of queries.

**Prerequisites:** Take CYB 524.

**CYB 526. Database III (NoSQL and BigData).****1 Credit.**

This course introduces students to the theory, application and securing of database systems. The third part of this four-course sequence focuses on the emergence of big data and non-SQL and nonrelational databases. Topics include a comparison between relational and nonrelational database models, NoSQL storage types, MongoDB, Hadoop, Amazon DynamoDB, document databases and graph databases.

**Prerequisites:** Take CYB 525.

**CYB 540. Networking I (Intro to Networking).****1 Credit.**

This course introduces students to the theoretical and practical aspects of designing, creating, using and defending computer networks. The first part of this four-course sequence focuses on a basic introduction to networking and network layers. Topics include network models, network layers, programming at the application layer, the TCP/IP layer, routing algorithms, socket programming and packet sniffing.

**CYB 541. Networking II (Networking Infrastructure).****1 Credit.**

This course introduces students to the theoretical and practical aspects of designing, creating, using and defending computer networks. The second part of this four-course sequence focuses on the physical and data link layers. Topics include basic signal processing, wired/wireless transmission, multiplexing, the data link layer, error detection and correction, medium access control (MAC) sublayer, Ethernet, 802.11 wireless LANs, Bluetooth and RFIDs.

**Prerequisites:** Take CYB 540.

**CYB 550. Cyber Policy.****3 Credits.**

Students learn about the applicable laws and policies related to cyber defense and describe the major components of each pertaining to the storage and transmission of data. This course also covers responsibilities related to the handling of information about vulnerabilities, and how the type of legal dispute (civil, criminal, private) affects the evidence used to resolve it.

**CYB 610. Operating Systems IV (Security).****1 Credit.**

This course introduces students to operating systems and the software to support these systems. The final part of this four-course sequence focuses on OS security. Topics include threats and attacks on an OS, access control, use of cryptography in an OS, authentication, basic computer forensics, firewalls and other OS defenses.

**Prerequisites:** Take CYB 503 CYB 511 CYB 550.

**CYB 625. Database IV (Database Security).****1 Credit.**

This course introduces students to the theory, application and securing of database systems. The final part of this four-course sequence focuses on security issues involving database systems. Topics include database access controls, assessing access control, SQL injections, database inferences and database auditing.

**Prerequisites:** Take CYB 525 CYB 550.



**CYB 640. Networking III (Intro to Network Defense). 1 Credit.**

This course introduces students to the theoretical and practical aspects of designing, creating, using and defending computer networks. The third part of this four-course sequence focuses on basic network vulnerabilities and defense. Topics include network attacks such as man-in-the-middle, denial-of-service, and packet injections, message encryption, digital signatures and certificates, authentication, email with PGP, and remote access with SSH.

**Prerequisites:** Take CYB 541 CYB 550.

**CYB 641. Networking IV (Advanced Networking Defense). 1 Credit.**

This course introduces students to the theoretical and practical aspects of designing, creating, using and defending computer networks. The final part of this four-course sequence focuses on advanced network vulnerabilities and defense. Topics include firewall configuration, intrusion detection and prevention, port mapping, snort configuration rules, VPNs, e-commerce using SSL, and wireless network security (WEP, WPA, WPA2).

**Prerequisites:** Take CYB 640.

**CYB 650. Cyber Operations. 1 Credit.**

Students study the phases of a well-organized cyber operation and describe the goals and objectives of each phase. Emphasis is placed on identifying specific phases of a cyber operation in network traffic, and understanding potential motivations that might prompt an entity to perform a cyber operation.

**Prerequisites:** Take CYB 503 CYB 506.

**CYB 660. Scripting for Investigations. 1 Credit.**

This course covers the command line as a tool for data analysis for cyber investigations. Emphasis is placed on a basic set of tools that can be used individually or together to analyze and visualize data.

**Prerequisites:** Take BAN 610.

**CYB 670. Embedded Device Security. 1 Credit.**

This course covers security as it pertains to the explosion of embedded devices embodied by the growth of the Internet of Things (IoT). Students learn about the specific security issues related to embedded devices.

**CYB 691. Capstone I. 1 Credit.**

This course enables students to explore the computer security profession by working independently or in teams, under the guidance of a mentor, on a significant security-related project. In the first part of this two-course sequence, students review professional literature and explore security ethics, as they work to develop and present a capstone project proposal in written and oral form.

**Prerequisites:** By permission of director only.

**CYB 692. Capstone II. 2 Credits.**

This course enables students to explore the computer security profession by working independently or in teams, under the guidance of a mentor, on a significant security-related project. In the second part of this two-course sequence, students complete work on their project and create an appropriate formal presentation of their results.

**Prerequisites:** Take CYB 691.

## Economics (EC)

**EC 600. Managerial Economics. 3 Credits.**

This course considers the practical application of the tools of economic analysis to the solution of important business problems. An examination of analysis of demand, cost and output, market structure and pricing policies is included.

**Offered:** Every year, All

**EC 641. Money and Banking. 3 Credits.**

The course addresses the roles that money and banks play in the economy and the regulatory framework that delineates these roles. The course also discusses financial instruments and the behavior of interest rates. The structure and function of the Federal Reserve and the role of monetary policy in stabilizing the economy are examined. The course develops the varying monetary theories that fuel an ongoing debate over the effectiveness of monetary policy. In addition, international financial markets and their role in an increasingly more open and volatile world economy are explored.

**Prerequisites:** Take EC 600 or EC 601.

**Offered:** Every other year

**EC 662. Economics Analysis and Law. 3 Credits.**

This course introduces economic analysis of law. Emphasis is placed on business applications. The common law areas of tort, contract, and property are examined in addition to legal procedure and criminal law. This course evaluates the outcomes of theoretical models, however, empirical results are also analyzed.

**Offered:** As needed

**EC 670. International Trade. 3 Credits.**

This course provides a general overview of the economics of international trade. Throughout the course, students study trade models, such as the Heckscher-Ohlin model, and discuss new issues in international trade and international business, including foreign direct investment and offshoring. Topics include gains and losses from trade, factor endowment, tariffs and quotas, and the effect of trade on wages.

**Prerequisites:** Take EC 600.

**Offered:** Every year, Summer

**EC 671. International Macroeconomics. 3 Credits.**

This course provides a rigorous analysis of theory and practice in international macroeconomics. Topics include in-depth study of open economy macroeconomic analysis, monetary theory, balance of payments, exchange rate systems, and international monetary systems.

**Prerequisites:** Take EC 600.

**Offered:** Every year, Summer

**EC 688. Independent Study - Economics. 3 Credits.**

Permission of the MBA director and School of Business dean is required.

**Offered:** As needed, All

**EC 689. Internship - Economics. 3-6 Credits.**

Permission of the MBA director and School of Business dean is required.

**Offered:** As needed, All

## Educational Leadership (EDL)

**EDL 501. Teacher Leadership to Transform School Culture. 3 Credits.**

This course investigates leadership concepts and principles and related research findings and practices with an emphasis on how leaders can transform school culture and develop the school as a community of learners. The course helps teacher-leaders understand leadership theory and behavior and how to promote positive school culture by building a sense of community, increasing the quality of collegial relationships and discourse, and establishing open and effective communications. Theoretical concepts of leadership are integrated along with practical applications for teacher-leaders.



**EDL 503. Leading the Instructional Program to Improve Student Learning. 6 Credits.**

This course examines current curriculum designs and teaching/learning models and the leadership processes of assessing, developing, implementing and revising instructional programs to improve student learning. Case studies focus on how to improve achievement through analysis of curriculum development processes in schools, analysis of achievement data, professional development programming, student assessment systems and coaching teachers to improve instructional practices.

**Prerequisites:** Take EDL 501.

**EDL 505. Research-based Literacy Practices. 3 Credits.**

This course provides an overview of research-based instructional and assessment strategies in reading and writing, stressing the link between research and practice to improve student learning. Primary genres of educational research in the field of literacy are examined including action-based, qualitative, theoretical and quantitative. The course helps teacher-leaders develop the tools and mindset of a teacher-researcher so that they may reflect on their own classroom practice.

**EDL 509. Leading School Improvement. 6 Credits.**

This course analyzes the characteristics of effective schools and the leadership theories and concepts related to the change process. Participants examine the application of these theories and concepts to the practice of improving the work of the school and the achievement of students. Case studies focus on the analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans, and evaluation processes. The role of teacher-leaders within the school improvement process is emphasized.

**EDL 511. Cycles of Inquiry within the Literacy Classroom. 3 Credits.**

This course helps teacher-leaders understand the cycles of inquiry—a systematic approach to teaching and learning that includes: knowing content standards, diagnosing student needs, setting and working toward long- and short-term learning goals, backward planning from standards and assessments, investing students in their goals, teaching effectively and continuously analyzing data to ensure learning goals are being met. This course provides teacher-leaders with training and experience through complete cycles of inquiry within the literacy classroom to further develop their skills as master teachers. Course assignments support each candidate as a reflective practitioner and build capacity for teacher-leaders to make a difference for every learner.

**Prerequisites:** Take EDL 501.

**EDL 513. Coaching Teachers of Literacy. 3 Credits.**

This course provides students with training and experience in mentoring colleagues—novice or experienced teachers—through a complete coaching cycle. Students actively participate in a coaching cycle that is designed to provide teachers with support over a period of consecutive days as they develop their teaching practice. Students develop skills necessary to support teachers through modeling lessons, co-planning and co-teaching lessons, conducting classroom observations and providing feedback to those literacy teachers to foster reflection. Ultimately, students explore the best practices in mentoring teachers to improve the teaching of literacy and to develop a peer-to-peer coaching network for inquiry, conversation, collaboration and support.

**Prerequisites:** Take EDL 501.

**EDL 515. Action Research in Literacy Leadership. 3 Credits.**

This course provides an overview of the concepts and principles of conducting action research in an educational setting. Action research conducted in the field of literacy is reviewed and analyzed for purpose, methodology and outcomes. As a capstone experience, candidates design and implement action research in their school that involves working closely with peers on a project that is intended to improve the literacy skills of students.

**Prerequisites:** Take EDL 505 EDL 513.

**EDL 517. Cycles of Inquiry within the Mathematics Classroom. 3 Credits.**

This course helps teacher-leaders understand the cycles of inquiry—a systematic approach to teaching and learning that includes: knowing content standards, diagnosing student needs, setting and working toward long- and short-term learning goals, backward planning from standards and assessments, investing students in their goals, teaching effectively and continuously analyzing data to ensure learning goals are being met. This course provides teacher-leaders with training and experience through complete cycles of inquiry within the mathematics classroom to further develop their skills as master teachers. Course assignments support each candidate as a reflective practitioner and build capacity for teacher-leaders to make a difference for every learner.

**Prerequisites:** Take EDL 501.

**EDL 519. Coaching Teachers of Mathematics. 3 Credits.**

This course provides students with training and experience in mentoring colleagues—novice or experienced teachers—through a complete coaching cycle. Students actively participate in a coaching cycle that is designed to provide teachers with support over a period of consecutive days as they develop specific aspects of their teaching practice. Students develop the skills necessary to support those teachers through modeling lessons, co-planning and co-teaching lessons, conducting classroom observations and providing feedback to those mathematics teachers to foster reflective practitioners. Ultimately, students explore the best practices in mentoring teachers to improve the teaching of mathematics and to develop a peer-to-peer coaching network for inquiry, conversation, collaboration and support.

**Prerequisites:** Take EDL 501.

**EDL 521. Action Research in Mathematics Leadership. 3 Credits.**

This course provides an overview of the concepts and principles of conducting action research in an educational setting. Action research conducted in the field of mathematics is reviewed and analyzed for purpose, methodology and outcomes. As a capstone experience, candidates design and implement action research in their school that involves working closely with peers on a project that is intended to improve the mathematics skills of students.

**Prerequisites:** Take EDL 505 EDL 519.

**EDL 523. Leading Organizational Learning. 3 Credits.**

This course examines the nature of effective professional learning in schools and how such learning contributes to sound classroom pedagogy, organizational renewal, reform efforts and gains in student achievement. The unique role of teacher-leaders in professional development is examined. Course topics include principles of successful professional development programming, organizational and social contexts that influence teacher learning, and the evaluation of professional development programs.

**Prerequisites:** Take EDL 501.

**EDL 525. Diversity in the Classroom and School Community. 3 Credits.**

This course develops an understanding and commitment to the position that teaching is a social enterprise laden with moral responsibility, and that teacher leaders must be willing to act as agents for social justice in their classrooms and in their schools. This course helps teacher-leaders develop the dispositions, cultural knowledge and competencies to adapt curriculum and instructional skills for culturally responsive classroom practices and to advocate for social justice at the school level.

**EDL 527. Financing Program Improvement Initiatives. 3 Credits.**

This course is an introduction to preparing and writing grant proposals for funding program improvement projects in schools based on identified needs. It includes specific terminology related to the grant-writing process and how to identify eligibility requirements. The course focuses on how to develop the grant narrative, budget and other components necessary for a successful proposal.

**Prerequisites:** Take EDL 529.

**EDL 529. Educational Program Evaluation. 3 Credits.**

This course presents an overview of the concepts and approaches in educational program planning and evaluation, with an emphasis on the responsibilities of school leaders to use program evaluation as a means to improve teaching and learning. The interpretation of data collected through the program evaluation process is emphasized so that decisions may be made to continue, restructure or terminate educational programs. Case studies focus on critiquing program evaluations and students are required to plan and conduct an assessment of an educational program in their school or district.

**Offered:** Every year, Fall and Spring

**EDL 530. Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts. 2 Credits.**

The National Research Council's Next Generation Science Standards provide a vision of what it means to be science literate; it rests on a view of science as both a body of knowledge and an evidence-based model and theory building enterprise that continually extends, refines and revises knowledge. The standards present science learning as three-dimensional: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. These three dimensions are the foundation of each NGSS Performance Expectation. Life Science has four overarching topics: 1) From molecules to organisms: structure and process; 2) Ecosystems: Interactions, Energy, and Dynamics; 3) Heredity: Inheritance and Variation of Traits; and 4) Biological Evolution: Unity and Diversity. This course focuses on developing the pre-services teacher's understanding of each of the life science topics through the Science and Engineering Practices and Crosscutting Concepts.

**Prerequisites:** Take EDL 501; Course may be waived at the director's discretion.

**Offered:** Every year, Summer

**EDL 531. Cycles of Inquiry within the Science Classroom. 3 Credits.**

This course helps teacher-leaders understand the cycles of inquiry in the data decision-making process. The cycle of inquiry is a systematic approach to teaching and learning that includes the following components: knowing content standards, diagnosing student needs, setting and working toward long- and short-term learning goals, backward planning from standards and assessments, investing students in their goals, teaching effectively, and continuously analyzing data to ensure learning goals are being met. This course provides training and experience through complete cycles of inquiry within the science classroom. As engaged members of the inquiry process, teacher-leaders participate in interconnected conversations to understand student progress and promote student-centered accountability. Course assignments and activities support each candidate as a reflective practitioner and build the capacity for teacher-leaders to make a difference for every learner.

**Prerequisites:** Take EDL 501.

**Offered:** Every year, Fall

**EDL 532. Coaching Teachers of Science. 3 Credits.**

One of the most important roles of a teacher-leader is that of peer coach and mentor. This course provides students with training and experience in mentoring colleagues, novice or experienced teachers, through a complete coaching cycle. Students actively participate in a coaching cycle that is designed to provide teachers with support over a period of consecutive days as they develop specific aspects of their teaching practice. They develop the skills necessary to support those teachers through modeling lessons, co-planning and co-teaching lessons, conducting classroom observations, and providing feedback to those science teachers to foster teachers as reflective practitioners. Ultimately, students explore the best practices in mentoring teachers to improve the teaching of science and to develop a peer-to-peer coaching network for inquiry, conversation, collaboration and support.

**Prerequisites:** Take EDL 501.

**Offered:** Every year, Fall

**EDL 533. Action Research in Science Leadership. 3 Credits.**

This course provides an overview of the concepts and principles of conducting action research in educational settings. Action research conducted in the field of science is reviewed and analyzed for the purpose, methodology and outcomes. Candidates design and implement action research in their school that involves working closely with peers on a project that is intended to improve the science skills of students. Together with their colleagues, students begin a cycle of posing questions, gathering data and deciding on a course of action. As reflective practitioners, candidates continue to examine student achievement outcomes, instructional strategies and reciprocal teacher leadership. Ultimately, this form of collaborative action research allows for the empowerment of all participants, collaboration through participation, acquisition of knowledge, and educational change.

**Prerequisites:** Take EDL 505 EDL 532.

**Offered:** Every year, Spring

**EDL 601. Leading and Managing the Contemporary School. 6 Credits.**

This course is an introduction to leadership and management theories and concepts and how school leaders apply them to address current problems and issues. Case studies focus on the development and analysis of school policies, practices and resources related to contemporary educational issues and the leadership and management styles required to implement them. The course includes a field-based experience involving the analysis of school and district policies, practices and resources related to a contemporary educational issue impacting teaching and learning.

**Offered:** Every year

**EDL 603. Leading and Managing the Instructional Program. 6 Credits.**

This course examines current curriculum designs and teaching/learning models and the leadership processes of developing, implementing and supervising instructional programs to improve student learning. Case studies focus on how to improve achievement through analysis of curriculum development processes in schools, professional development programming, student assessment systems and analysis of achievement data, and instructional practices of teachers. Course includes a field-based experience involving classroom supervision of a specific instructional program across multiple grade levels.

**Offered:** Every year

**EDL 605. Leading and Managing School Improvement. 6 Credits.**

This course analyzes the characteristics of effective schools and the leadership theories and concepts related to the change process. Emphasis is on application of these theories and concepts to the practice of improving school operations and student achievement. Case studies focus on analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans and evaluation processes. Course includes a field-based experience involving the analysis of the school as a professional learning community and the development of a school improvement plan to address identified needs.

**Offered:** Every year

**EDL 607. Internship in Educational Leadership. 3 Credits.**

This field-based experience requires students to assume a leadership role and demonstrate application of the standards established by the Educational Leadership Constituent Council. The internship is planned, guided and evaluated cooperatively by the student, the University professor and the field site mentor, who is a licensed, practicing administrator. The course culminates in the development of an electronic portfolio, which represents the work during the internship. This course is graded pass/fail.

**Prerequisites:** Take EDL 601 EDL 603 EDL 605.

**Offered:** Every year

**EDL 609. Educational Program Evaluation. 3 Credits.**

This course is an overview of the concepts and approaches in educational program planning and evaluation, with an emphasis on the responsibilities of school leaders to use program evaluation as a means to improve teaching and learning. The interpretation of data collected through the program evaluation process is emphasized so that decisions may be made to continue, restructure or terminate educational programs. Case studies focus on critiquing program evaluations and students are required to plan and conduct an assessment of an educational program in their school or district.

**Offered:** Every year

**EDL 611. Educational Law. 3 Credits.**

This course is a survey of federal and state statutes, regulations, case law, executive agency options and published research with respect to the rights of students and personnel and the corollary responsibilities of school and state agency officials. Case studies focus on actual legal issues brought to the courts by students, parents, teachers, administrators and the public.

**Offered:** Every year

**EDL 613. Public School Finance. 3 Credits.**

This course provides a comprehensive, detailed overview of the resource allocation process from the development of planning guidelines to the reporting of the results of school financial operations. Theoretical and practical treatments of the budget process are examined, with a focus on the budget as a tool to accomplish school goals. Case studies focus on how schools can utilize the budgeting process and both competitive and entitlement grants to reallocate and manage resources to improve educational programs and student learning.

**Offered:** Every year

**EDL 700. Connecticut Administrators Test. 0 Credits.**

## Education (ED)

**ED 500. Internship and Seminar I. 1 Credit.**

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 576, Teacher Discourse in the Secondary Classroom, this course allows students to begin to acquire strategies for maintaining classroom environments that are conducive to learning. Admission to the MAT program is required.

**Offered:** Every year, Fall

**ED 501. Internship and Seminar II. 1 Credit.**

This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching.

**Prerequisites:** Take ED 500.

**Offered:** Every year, Spring

**ED 502. Teaching Methods in Secondary Biology. 3 Credits.**

This course is designed for pre-service teachers who are planning to teach high school biology. It touches on numerous aspects of biology classrooms including: assessing students' prior conceptions, designing a curriculum, planning lessons, determining and adapting appropriate teaching methods, promoting the Next Generation Science Standards three-dimensional science teaching, scientific literacy, using technology in science teaching, and assessing students' learning.

**Prerequisites:** Take ED 573 or ED 409.

**Offered:** Every year, Fall

**ED 502L. Science Laboratory Safety Course. 1 Credit.**

Science activities, laboratory investigations and demonstrations are essential for high-quality science instruction. These activities provide experiences for students to engage in science as a sense-making endeavor. Inherent in conducting science activities, however, is the potential for injury. This course is designed to improve the safety awareness and increase the knowledge of relevant safety regulations, practices and procedures that directly impact biology teachers. The emphasis throughout the course is on best practices.

**Prerequisites:** Take ED 573 or ED 409;

**Offered:** Every year, Fall

**ED 503. Advanced Teaching Methods in Secondary Science. 3 Credits.**

This course is designed for future science teachers prior to the onset of student teaching. The goal is to prepare students for success as a secondary science teacher. The focus is on junior high and high school science classrooms and identifying attributes of teaching and learning science that are critical to effective instruction. This course continually builds on knowledge of effective teaching strategies to plan for standards-based units of instruction. Students engage in authentic scientific investigations, design science learning experiences for students, write and implement unit plans, read and reflect. They also assemble a collection of science education resources supportive of science teaching. The course concludes with the creation of a research-based rationale for teaching science.

**Prerequisites:** Take ED 573 or ED 409;

**Offered:** Every year, Fall

**ED 504. Methods II: Teaching English. 3 Credits.**

This course explores pedagogical theories and their practical application to the teaching of English language arts on the secondary level. The course prepares the teacher candidate to use a variety of strategies in the classroom instruction of reading, writing and the critical examination of literature. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of English.

**Prerequisites:** Take ED 573 or ED 409.

**Offered:** Every year, Fall

**ED 505. Methods II: Teaching History/Social Studies. 3 Credits.**

This course provides the teacher candidate with a theoretical and practical foundation for the teaching of history/social studies. It examines the issues, practices and materials involved with the study of the discipline. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of history/social studies, technology and the assessment of students.

**Prerequisites:** Take ED 573 or ED 409.

**Offered:** Every year, Fall

**ED 506. Methods II: Teaching Mathematics. 3 Credits.**

This course prepares teacher candidates to teach mathematics on the secondary level. Central concepts, tools of inquiry, and the structure of the discipline are addressed through the development of instructional units and lesson plans. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of mathematics, technology and the assessment of students.

**Prerequisites:** Take ED 573 or ED 409.

**Offered:** Every year, Fall

**ED 507. Methods II: Teaching a World Language. 3 Credits.**

This course examines the current philosophies, objectives and methods of teaching a world language. Teacher candidates examine theories of second language acquisition and develop instructional units and lesson plans across the broad range of world language curriculum. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of a world language, technology and the assessment of students.

**Prerequisites:** Take ED 573 or ED 409.

**Offered:** Every year, Fall

**ED 509. Reading and Writing Across the Curriculum. 3 Credits.**

This course presents an overview of language arts development in the secondary grades with an emphasis on reading and writing across the curriculum. Teacher candidates explore literacy strategies to help all students learn and apply current theories of integrated learning, i.e., the reading-writing-thinking connection. Attention is given to the particular needs of students for whom English is a second language.

**Prerequisites:** Take ED 573.

**Offered:** Every year, Fall

**ED 510. Adolescent Development. 3 Credits.**

The major theories of human development are studied in order to provide an understanding of the normative and exceptional development patterns of adolescents and pre-adolescents. The social, emotional, cognitive and physical changes of adolescence are addressed from the perspective of their implications for education.

**Prerequisites:** Take ED 500.

**Offered:** Every year, Spring

**ED 512. Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts. 2 Credits.**

In this course, students explore teaching and learning of science, especially as they connect to the implementation of the Next Generation Science Standards (NGSS) and the new vision for K-12 Science Education. This vision is described in the underlying policy document from the National Academy of Sciences: A Framework for K-12 Science Education Practices, Crosscutting Concepts, and Core Ideas. Participants inquire into the relationship among equity and diversity in science education, key concepts of the NGSS, and how each contribute to the reimagining of science teaching.

**Prerequisites:** Master of Science in Teacher Leadership: take EDL 501;

Course may be waived at the director's discretion. Master of Arts in Teaching: take ED 573 or ED 409.

**Offered:** Every year, Summer

**ED 514. Internship I. 1 Credit.**

This course aims to support teacher candidates who are working as interns in secondary schools through discussion of the issues and challenges they experience. Students examine issues of leadership, ethics and social justice. The goal is to help teachers understand what it means to be a leader or change agent in schools in the current climate of educational reform.

**Prerequisites:** Take ED 409.

**Offered:** Every year, Fall

**ED 515. Internship and Career Development Seminar. 1 Credit.**

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as Resume and Cover Letter Writing, Team Interviews, Mock Interviews, Interview Preparation, Certification and Licensure procedures.

**Corequisites:** Take ED 601.

**Offered:** Every year, Spring



**ED 521. Social and Philosophical Foundations of Education. 3 Credits.**

This course is an inquiry into the institutional structures, social values and philosophical foundations of education. Teacher and student reflections focus on issues pertaining to the teaching-learning process, including freedom/authority/discipline; cultural diversity; multiplicity of learning modes; mind-body integration; community; alienation/violence; sexism/racism/elitism; and teacher/student roles. Admission to the MAT program is required.

**Offered:** Every year, Fall

**ED 525. Diversity in the Classroom. 3 Credits.**

This course helps teacher candidates understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. This course helps students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice. Admission to the MAT program or permission of program director is required.

**Offered:** Every year, Spring

**ED 535. Elementary Internship and Seminar I. 1 Credit.**

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 525 Diversity in the Classroom, this course allows students to study first-hand the issues surrounding diversity and multiculturalism in actual practice through their observations, reflections and participation in school settings. Admission to the MAT program is required.

**Offered:** Every year, Fall

**ED 544. Developing Literacy in the Primary Grades. 3 Credits.**

This course is designed to provide pre-service teachers with the knowledge of the Common Core State Standards in the language arts, and diagnostic assessment and instructional strategies for the development of early literacy. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.

**Prerequisites:** Take ED 571.

**Offered:** Every year, Spring

**ED 545. Elementary Internship and Seminar II. 1 Credit.**

This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching.

**Prerequisites:** Take ED 535.

**Offered:** Every year, Spring

**ED 550. Issues and Research in Education. 2 Credits.**

This course introduces pre-service teachers to some of the primary genres of educational research: action-based qualitative, theoretical and quantitative. In addition, the course begins to help students understand what constitutes good educational research and to recognize the link between theory and practice. Finally, the course helps students develop the tools and mindset of a teacher-researcher to help them become truly reflective practitioners.

**Prerequisites:** Take ED 468L ED 409L ED 501 or ED 545.

**Offered:** Every year, Summer

**ED 554. Internship and Seminar I. 2 Credits.**

This course aims to support teacher candidates who are working as interns in elementary schools through discussion of the issues and challenges they experience. Students examine issues of leadership, ethics and social justice. The goal is to help teachers understand what it means to be a leader or change agent in schools in the current climate of educational reform.

**Offered:** Every year, Fall

**ED 555. Internship and Career Development Seminar. 1 Credit.**

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as Resume and cover Letter Writing, Team Interviews, Mock Interviews, Interview Preparation, Certification and Licensure procedures.

**Corequisites:** Take ED 601.

**Offered:** Every year, Spring

**ED 556. Teaching Literacy in Grades 4-6. 3 Credits.**

This course provides teacher candidates with the knowledge of the Common Core State Standards in the language arts, and diagnostic assessment and instructional strategies for the development of literacy in grades 4-6. Emphasis is on the development of teaching strategies necessary for the success of readers and writers in grades 4-6.

**Prerequisites:** Take ED 436 or ED 544.

**Offered:** Every year, Fall

**ED 558. Elementary School Science: Content and Pedagogy. 3 Credits.**

This course leads students to an understanding of science concepts and scientific inquiry at the elementary school level through active investigations with common phenomena and everyday materials. Topics include: inquiry-based science focused on national standards and integration with the Common Core State Standards; increased knowledge of resources for science learning; and management considerations in such areas as material preparation, groupings and safety.

**Prerequisites:** Take ED 571.

**Offered:** Every year, Summer

**ED 562. Facilitating the Arts in the Elementary Classroom. 2 Credits.**

This course focuses on the development of the teacher-as-facilitator in incorporating the arts into the elementary classroom. An emphasis is placed on the relationship of the arts to teaching, learning and the integration of the arts into other content areas. Students explore a variety of media, movement, music and theatrical skills for selecting materials and activities appropriate to a child's age/stage of development. Attention also is given to the music and art of many peoples, with particular emphasis on developing a repertoire representative of different cultures and languages.

**Prerequisites:** Take ED 571.

**Offered:** Every year, Summer

**ED 566. Elementary School Social Studies: Content and Pedagogy. 2 Credits.**

This course provides elementary teacher candidates with information, strategies and knowledge of the pedagogy of teaching social studies. The course incorporates other disciplines with Common Core State Standards and expands views of civic education. Students work collaboratively and independently to build understandings of the field of social studies and learn how to teach it creatively and effectively in a diverse community.

**Prerequisites:** Take ED 571.

**Offered:** Every year, Summer



**ED 568. Teaching Mathematics in the Primary Grades. 3 Credits.**

This course introduces teacher candidates to the Common Core State Standards in mathematics and the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades. Candidates learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Students are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades.

**Prerequisites:** Take ED 535 or ED 571

**Offered:** Every year, Spring

**ED 569. Teaching Mathematics in Grades 4-6. 3 Credits.**

This course introduces pre-service teachers to the Common Core State Standards in mathematics and the instructional methods and curricular materials used to enhance the instruction of mathematics in grades 4-6. Teacher candidates learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades 4-6. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the upper elementary grades.

**Prerequisites:** Take ED 468 or ED 568.

**Offered:** Every year, Fall

**ED 571. Learning and Teaching the Developing Child. 3 Credits.**

This course provides an introduction to the basic concepts of cognitive, social and emotional development of school age children (Ages 4-18) and how the pedagogy of learning and teaching is designed to enhance and support this development. Major topics of inquiry include brain-based learning research, motivation, engagement of learners, lesson planning and curriculum development. This course is taken during the first internship semester and includes field-based assignments and analyses. Admission to the MAT program is required.

**Offered:** Every year, Fall

**ED 572. Advanced Learning and Teaching. 3 Credits.**

This course focuses on advanced concepts and skills related to teaching and learning elementary-level learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

**Prerequisites:** Take ED 571.

**Offered:** Every year, Spring

**ED 573. Advanced Teaching and Learning - Secondary. 3 Credits.**

This course focuses on advanced concepts and skills related to teaching and learning. Topics include adolescent learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

**Prerequisites:** Take ED 571.

**Offered:** Every year, Spring

**ED 575. Teacher Discourse: Language and Communication Issues in the Elementary Classroom. 3 Credits.**

The course provides the teacher candidate with the knowledge and skills necessary to design classroom environments that enhance and support the social and emotional development of elementary-level learners. This course examines the communication systems of educational settings—in particular the communication systems of the classroom, the school/family dynamic and the individual developing child. The course analyzes and considers instructional language and its impact on the classroom community, student learning and student behavior. Candidates also focus on teacher communication with parent/guardian populations and its impact on student learning. Enrollment in the MAT program is required.

**Offered:** Every year, Fall and Summer

**ED 576. Teacher Discourse in the Secondary Classroom. 3 Credits.**

The course provides the teacher candidate with the knowledge and skills necessary to design classroom environments that enhance and support the social and emotional development of adolescent learners. The course analyzes instructional language, the language of discipline and how teacher language influences the climate of contemporary classrooms. The impact of teacher discourse on the classroom community, student learning and student behavior are all considered. The major focus is on managing classroom behaviors and supporting and respecting adolescent learners to enhance academic achievement. Enrollment in the MAT program is required.

**Offered:** Every year, Fall and Summer

**ED 577. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.**

This course introduces the pre-service teacher candidate to the knowledge and skills that are needed to provide effective instruction to ELs in the mainstream 1-12 classroom. Topics of study include instructional methods across content areas, the influence of language and culture on learning, teaching, and assessment history and legislation related to ESL and bilingual education in the United States, and second language acquisition.

**Prerequisites:** Take ED 572 ED 573 or ED 436.

**Offered:** Every year, Fall and Summer

**ED 599. Independent Study. 1-6 Credits.**

**Offered:** As needed

**ED 601. Student Teaching. 6 Credits.**

This 10-week student teaching placement at the elementary, middle or secondary level allows students to demonstrate the skills, understandings and dispositions needed to assume full responsibility as a classroom teacher.

**Prerequisites:** Take ED 501 ED 514 ED 545 or ED 554.

**Offered:** Every year, Spring

**ED 603. Student Teaching under a DSAP. 6 Credits.**

This course is designed for students who are teaching under a Durational Shortage Area Permit (DSAP) issued by the Connecticut State Department of Education. Students receive supervision and support from a university supervisor on a regular basis during the first semester of the academic year and as needed throughout the second semester. Prerequisite: Permission of the program director.

**Offered:** Every year, All

**ED 614. Elementary Education Internship III.****1 Credit.**

This online course is designed for interns in the graduate, five-semester elementary education program. It aims to help teacher candidates develop the leadership skills needed to serve as agents of change in elementary schools. The course focuses on issues of leadership, ethics and social justice in the current climate of educational reform and increased levels of teacher accountability.

**Prerequisites:** Take ED 545.

**Offered:** Every year, Fall

**ED 615. Internship and Career Development Seminar.****1 Credit.**

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as Resume and cover Letter Writing, Team Interviews, Mock Interviews, Interview Preparation, Certification and Licensure procedures.

**Corequisites:** Take ED 601.

**Offered:** Every year, Spring

**ED 616. Secondary Education Internship III.****1 Credit.**

This online course is designed for interns in the graduate, five-semester secondary education program. It aims to help teacher candidates develop the leadership skills needed to serve as agents of change in secondary schools. The course focuses on issues of leadership, ethics and social justice in the current climate of educational reform and increased levels of teacher accountability.

**Prerequisites:** Take ED 501.

**Offered:** Every year, Fall

**ED 617. Internship and Career Development Seminar.****1 Credit.**

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as Resume and cover Letter Writing, Team Interviews, Mock Interviews, Interview Preparation, Certification and Licensure procedures.

**Corequisites:** Take ED 601.

**Offered:** Every year, Spring

**ED 693. Research I.****2 Credits.**

This course assists students in the development and design of a research study complete with methods of data collection and analysis.

**Prerequisites:** Take ED 550.

**Offered:** Every year, Fall

**ED 694. Research II.****2 Credits.**

This course is intended as a culminating research course in which the work of the previous two semesters is brought to closure through the analysis of data and the writing of a research paper.

**Prerequisites:** Take ED 550 ED 693.

**Offered:** Every year, Spring

## English (EN)

**EN 541. Poetry for Prospective High School Teachers.****4 Credits.**

This course is an examination of the way poetry operates as a social practice, one that uses many forms and one that has served different purposes at different times. To that end, students examine a range of British and American poetry throughout literary history, in both form and technique, and attempt to situate it culturally. Although this is considered a genre course, it focuses on why students might want to read poetry and what they do with it, rather than defining it as a stable and universal category.

**Offered:** Every year, Fall

**EN 551. Advanced Studies in Writing.****4 Credits.**

This course aims to make students metacognitive practitioners of writing. It is a course in applied linguistics designed to immerse students in English language practice by reading and writing, making them conscious of the grammatical components, structures and semantics involved in producing writing.

**Offered:** Every year, Summer

**EN 554. Young Adult Literature.****4 Credits.**

This is a multi-genre course that asks students to consider the evolving category of young adult literature with an emphasis on literary and cultural analysis. By pairing primary texts with both seminal and recent criticism, students consider historical and contemporary examples of young adult literature, focusing on questions of coming-of-age, ethnicity, sexuality, canonicity, trauma and identity.

**Prerequisites:** Take EN 460.

**Offered:** Every year, Spring

**EN 699. Independent Study.****3 Credits.**

## Entrepreneurship (ENT)

**ENT 610. Entrepreneurship and Franchising.****3 Credits.**

Franchising is a \$1 trillion direct sales business. To some financial analysts, franchising is the purest form of capitalism and entrepreneurship. This course looks at how entrepreneurs can expand their business model by adapting the franchise model. Students examine the benefits of franchising, and the hurdles and pitfalls to avoid. Participants use actual cases of entrepreneurs, develop a franchise model and make a final presentation to a panel of entrepreneurs and successful franchisors.

**Offered:** Every year, Fall

**ENT 620. Corporate Entrepreneurship.****3 Credits.**

This course is designed for intrapreneurs who want to apply their entrepreneurial spirit to innovate within established organizations, as well as for managers whose goal is to build and manage innovation processes in the organization. Students learn techniques and best practices that combine innovation strategies, start-up thinking and entrepreneurial methods to accomplish organizational innovation in its many forms, from product/service innovation and business model innovation, to innovation for social and environmental purposes. The course uses case studies, readings and projects.

**Offered:** Every year, Fall

**ENT 625. Entrepreneurship Independent Study. 3 Credits.**

The course deals with the creation and management of new businesses and the institutionalization of innovation in existing businesses. Students are introduced to a body of knowledge on the successful planning, implementation, and management of entrepreneurial ventures. The objective of the course is to provide the knowledge and the ability to identify and assess business opportunity and estimate the resource requirements necessary to success. Production of a business plan is required.

**Offered:** As needed

**ENT 626. Business Plan Competition. 3 Credits.**

The course assumes the competencies acquired in ENT 625 and requires that class members, working individually or in teams, write a business plan for a new venture or the growth of an existing business to be entered in statewide or national competition with plans from other entrepreneurs or graduate programs.

**Offered:** As needed

**ENT 688. Entrepreneurship Ind Study. 3 Credits.**
**ENT 689. Entrepreneurship Ind Study. 3 Credits.**

**Offered:** As needed

## Finance (FIN)

**FIN 604. Risk Management. 3 Credits.**

This course provides a broad perspective of risk management including traditional risk management and insurance practices as well as financial risk management and hedging with derivative contracts. Emphasis is on making risk-management decisions that maximize shareholder value.

**Prerequisites:** Take MBA 640.

**Offered:** As needed

**FIN 610. Global Investments Analysis. 3 Credits.**

This course focuses on the theory and practice of investment analysis in a global environment. Topics include relative, intrinsic and no-arbitrage valuation models, classical and modern theories of risk and return, introductory asset allocation and portfolio optimization techniques, market structure, and the role of institutions. The emphasis is on equity products, but fixed income and derivative securities also are covered.

**Prerequisites:** Take MBA 640.

**Offered:** Every year, Fall

**FIN 612. Fixed Income Investments. 3 Credits.**

This course rigorously evaluates fixed-income securities, including default-free bonds, floating-rate notes and corporate bonds. Closely related financial instruments, such as forwards and futures on fixed-income securities, bond options and interest rate swaps are strongly emphasized. In addition to analyzing specific types of fixed-income securities, students examine the tools used in bond portfolio management.

**Prerequisites:** Take MBA 640.

**Offered:** Every year, Fall

**FIN 613. Management of Financial Institutions. 3 Credits.**

This course examines the issues and problems facing bank management with an emphasis on evaluating and measuring bank performance. Extensive case studies are used to illustrate the techniques in the management of assets, liabilities and investments, as well as current studies pertaining to bank regulation, mergers, acquisitions and valuation. Discussions of bank services and competition with other industries also are included.

**Prerequisites:** Take MBA 640.

**Offered:** As needed

**FIN 615. Emerging Financial Markets. 3 Credits.**

This course is an introduction to emerging financial markets. Market instruments, regulations and players in these markets are thoroughly covered. The risk and return framework of investing in emerging markets also is explored.

**Prerequisites:** Take MBA 640.

**Offered:** Every year, Summer

**FIN 616. Derivatives. 3 Credits.**

This course provides an in-depth analysis of derivative securities (futures, options, swaps, and other contingent claims). Topics include valuation, hedging, market structure, trading strategies and the application of option pricing theory to agency problems, financial contracting and capital budgeting.

**Prerequisites:** Take MBA 640.

**Offered:** Every year, Spring

**FIN 630. Portfolio Theory and Practice. 3 Credits.**

This course provides a rigorous examination of modern portfolio theory and practice. Emphasis is on the design of portfolio objectives, advanced asset allocation and portfolio optimization techniques, and the use of futures and options in portfolio management. Legal and ethical obligations also are discussed.

**Prerequisites:** Take FIN 610.

**Offered:** Every year, Spring

**FIN 660. Cases in Corporate Finance. 3 Credits.**

An applications-oriented course, FIN 660 deals with cases involving working capital, mergers, corporate valuation and capital budgeting analysis and planning. The course reinforces and applies concepts and techniques from accounting and financial economics in a practical setting.

**Prerequisites:** Take MBA 640.

**Offered:** Every other year, Spring

**FIN 665. Issues in Equity Compensation. 3 Credits.**

This course is a seminar in the theory and practice of equity compensation. Students are introduced to the economic and managerial incentives for utilizing equity compensation as well as the agency, corporate governance, valuation and accounting issues that arise when firms utilize equity compensation.

**Prerequisites:** Take MBA 640.

**Offered:** As needed

**FIN 670. Trading and Exchanges. 3 Credits.**

This course introduces students to the market microstructure of equity markets. The impact of the design, organization and regulation of equity markets on trading is explored. Students utilize real-world trading simulations to learn and reinforce concepts.

**Prerequisites:** Take FIN 610.

**Offered:** As needed

**FIN 688. Independent Study - Finance. 3 Credits.**

Permission of the MBA director and School of Business dean is required.

**Offered:** As needed

**FIN 689. Independent Study - Finance. 1-6 Credits.**

Permission of the MBA Director and School of Business Dean is required.

**Offered:** As needed

**FIN 697. Special Topics in Finance. 3 Credits.**

**Offered:** As needed

## Health Management (HM)

### **HM 600. Foundations of Health Care Management. 3 Credits.**

This course expands the student's understanding of: 1) the organization and functions of various health services organizations/systems and their interrelationships; 2) basic concepts of management planning, organizing, leading, staffing and controlling as they relate to issues critical to the mission and strategic positioning of the organization/system; and 3) the utilization of scarce resources to deliver optimum health care at reasonable cost.

**Offered:** Every year, Fall

### **HM 621. Quality Management in Health Care Facilities. 3 Credits.**

This course provides a broad perspective on improving quality in health care facilities. Students gain a working knowledge of accreditation organizations and health care regulatory requirements including the JCAHCO and patient-safety legislation. The course explores patient safety and quality methods as well as the role of consumers in evaluating the quality of the health care services they receive. At course completion, students are able to competently participate in health care quality/patient safety endeavors at all levels of provider, payer, regulatory and accreditation organizations. Students may participate in an onsite project.

**Offered:** Every year, Fall

### **HM 626. Epidemiology and Population Health. 3 Credits.**

This course familiarizes students with the principles and methods of epidemiology and their application to the study of the health of populations—skills becoming increasingly important for health care managers given the advent of Accountable Care Organizations. Students focus on the determinants and distribution of diseases among groups of people, examining infectious and chronic diseases, including diseases and conditions caused by accidents and violence. Emphasis is placed on using epidemiologic data for planning and managing health care services, including preventive services, developing health policy and measuring the outcomes of health care programs.

**Offered:** Every other year, Fall

### **HM 630. Corporate Compliance in the Health Care Industry. 3 Credits.**

This course addresses both the managerial and legal aspects of health care corporate compliance. Essential elements of a compliance program are presented with a focus on various pieces of federal legislation and enforcement initiatives conducted by the U.S. Department of Justice and the Office of Inspector General in the Department of Health and Human Services.

**Offered:** Every year, Spring

### **HM 635. Advanced Health Care Compliance: The Legal Issues. 3 Credits.**

This course provides an in-depth review of the laws and legal issues facing the health care compliance officer and the health care organization. This course is designed primarily for the non-lawyer who needs a comprehensive understanding of the compliance legal issues facing the health care industry. Lawyers wishing to practice in the health care compliance field would also benefit from this course's analysis of the laws in this area and the application of the laws to specific issues pursued by the U.S. Department of Justice and by the Office of Inspector General in the area of health care compliance.

**Offered:** Every other year

### **HM 640. Special Topics. 3 Credits.**

**Offered:** As needed

### **HM 643. Managed Health Care. 3 Credits.**

This course is graded on a pass/fail basis.

**Offered:** As needed

### **HM 644. Healthcare Industry Regulation. 3 Credits.**

This course analyzes and discusses the statutory, regulatory and private contract provisions that govern the delivery of health care by licensed providers. The course is graded on a pass/fail basis.

**Offered:** As needed

### **HM 646. Law and Medicine. 3 Credits.**

A basic, introductory course for students interested in law and medicine, this course covers the legal regulation of the medical profession in such areas as medical education, physician licensure and disciplinary proceedings, hospital organization, alternative structures for providing health care, efforts to control health care costs, the control of drugs and medical devices by the Federal Food and Drug Administration, and the Statutory Regulation of Medical Malpractice Actions. This course is graded on a pass/fail basis.

**Offered:** As needed

### **HM 647. Health Care Business Transactions. 3 Credits.**

This elective course is for students wishing to study health care private law. The course is structured around a trio of (fairly standard) health care business transactions, pursuant to which: 1) the physicians currently affiliated with a local hospital form a physical practice group; 2) the group and the local hospital create a Physician-Hospital Organization (PHO) that provides various services to the MD group; and 3) the PHO enters into a contract with an HMO to provide medical services to a number of patients. This course is graded on a pass/fail basis.

**Offered:** As needed

### **HM 648. Advanced Law and Medicine. 3 Credits.**

This course provides for in-depth study of issues related to reproductive issues. Both classic and new cases are discussed, as well as some pending cases and legislation. Possible topics include the right to marry; contraception; abortion; forced sterilization in lieu of incarceration; surrogate motherhood; frozen embryos; cloning; homosexuality; etc. Other topics related to reproduction and of interest to the students also may be considered. This course is graded on a pass/fail basis.

**Offered:** As needed

### **HM 657. Health Care Compliance Law. 3 Credits.**

This course illuminates the legal aspects of health care compliance. At both the federal and state levels, the course addresses the statutory, regulatory, and case law that comprises the complex legal backdrop in which the healthcare industry operates. The course introduces the history, purpose, and substance of health care regulatory compliance programs and addresses legal doctrines concerning reimbursement law and related fraud and abuse, legal restrictions on physician referral and related anti-kickback laws, antitrust law, compliance issues in healthcare business transactions, compliance mandates in the Affordable Care Act, and the law governing healthcare research.

**Prerequisites:** Take HM 668.

### **HM 660. Human Resource Management in Health Care**

#### **Administration. 3 Credits.**

The policies, organization, procedures and techniques required to develop a positive personnel program and a favorable working climate specific to health care organizations are studied. Labor law for health care facilities is identified as it relates to collective bargaining, unfair labor practices, disputes, union security, reporting and disclosure requirements, contract negotiations and conciliation and mediation procedures. The importance of positive human resource programs in the labor-intensive health care industry is emphasized.

**Offered:** Every year, Summer



**HM 663. Integrated Health Systems and Managed Care. 3 Credits.**

This course focuses on the integration of provider networks to create more efficient and better coordinated health care systems. The impact of activity on traditional health care provider roles is analyzed. Capitation and other managed care reimbursement techniques and the successes and failures of integrated health systems are examined critically.

**Prerequisites:** Take HM 600 HM 621 HM 664.

**Offered:** Every year, Spring

**HM 664. Financial Management in Health Care Organizations. 3 Credits.**

This course equips the student with a basic understanding of financial management techniques as well as the application of financial theory to the practice of health care administration. Unique problems of financing health care organizations are covered, with special attention paid to using allocation decisions to develop structured financial management systems.

**Offered:** Every year, Spring

**HM 668. Legal Aspects of Health Care Delivery. 3 Credits.**

This course provides a fundamental knowledge of law and the legal system, examining how they affect health care administration. Three areas of law of special importance to the health care setting are emphasized: tort law, contract law and administrative law. The course also examines the legal responsibilities and liabilities of an institution's governing board, its administrators, and its clinical staff. Finally, the course analyzes the legal and ethical rights of the patient and considers the patient's right to informed consent, confidentiality and commitment.

**Offered:** Every year, Spring

**HM 669. Organization and Management of Long-Term Care Facilities. 3 Credits.**

This course covers the organization and administration of long-term care facilities. The sociology and psychology of aging as they affect long-term health care also are explored. Concepts of safety and security, labor market trends, city and state codes, and major legislation regulating these facilities are reviewed. The course fulfills the educational requirement for licensure in Connecticut.

**Offered:** As needed

**HM 671. Health Policy and Politics. 3 Credits.**

This course outlines the role of government in U.S. health policy. Government agencies and other institutions affecting health policy making are covered. The course discusses how the media, advocacy organizations and campaign contributions affect health policy making. It focuses on key interest groups in the U.S. health policy-making process.

**Offered:** As needed

**HM 780. Internship I (degree students only). 3 Credits.**

This residency offers field experience under the direction of a qualified preceptor in a health services institution. It is designed primarily for those without significant health services administration experience. It is the responsibility of the candidate to locate a residency opportunity appropriate to his or her interests, although faculty will offer suggestions and provide assistance. Minimum of 250 clock hours per semester.

**Offered:** As needed

**HM 781. Internship II (degree students only). 3 Credits.**

This residency offers field experience under the direction of a qualified preceptor in a health services institution. It is designed primarily for those without significant health services administration experience. It is the responsibility of the candidate to locate a residency opportunity appropriate to his or her interests, although faculty will offer suggestions and provide assistance. Minimum of 250 clock-hours per semester.

**Offered:** As needed

**HM 783. Consulting Practicum I (degree students only). 3 Credits.**

This practicum is available for students as an alternative to a residency.

This practical experience is designed to have a student solve a real problem for a health care organization under the guidance of a faculty member. The practicum includes establishing a relationship in the health care organization in which the practicum is performed; having initial meetings with the responsible faculty member to determine the problem to be solved; gathering pertinent data; analyzing and interpreting information; and preparing a written report for both the organization and the supervising faculty member.

**Offered:** As needed

**HM 784. Consulting Practicum II (degree students only). 3 Credits.**

A continuation of HM 783, this practicum is available for students as an alternative to a residency. This experience is designed to have a student solve a real problem for a health care organization under the guidance of a member of the faculty. The practicum includes establishing a relationship in the health care organization in which the practicum is performed; having initial meetings with the responsible faculty member to determine the problem to be solved; gathering pertinent data; analyzing and interpreting information; and preparing a written report for both the organization and the supervising faculty member.

**Offered:** As needed

**HM 790. Residency I (non-degree students only). 4 Credits.**

This 450 clock-hour residency (one semester of a two-semester licensure requirement) is required for students who want to take the state nursing home administrator licensure examination through the LTC certificate program.

**Offered:** As needed

**HM 791. Residency II. 4 Credits.**

This 450 clock-hour residency (one semester of a two-semester licensure requirement) is required for students who want to take the state nursing home administrator licensure examination through the LTC certificate program.

**Offered:** As needed

## Health Science (HSC)

**HSC 505. Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 205). 1 Credit.**

This course has an 8-10 hour community experience component, during which the student is able to observe and apply the concepts of wellness and safety education and program implementation in a community-based service setting with various age groups. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners.

**Offered:** Every year, Summer

**HSC 506. Interprofessional Community-Based Service Learning Seminar: International (HSC 206). 1 Credit.**

This seminar course includes 8-10 hours of community experience, during which the student is able to observe and apply the concepts of wellness and safety education and program implementation in a community-based service setting. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners. This community component provides both lecture/discussion and service learning related to the impact working with population health in the community abroad. The classroom/service learning schedules will be determined.

**Offered:** Every year, January and Summer



**HSC 507. Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207). 1-2 Credits.**

This seminar course includes 8-10 hours of community experience, during which the student is able to observe and apply the concepts of educating an at-risk population on improving health and wellness and program implementation in a community-based service setting. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners. This community component provides both lecture/discussion and service learning related to the impact working with population health in the local community. The classroom/service learning schedules will be determined.

**Offered:** Every year, Fall and Summer

## History (HS)

**HS 500. Special Topics in History. 3 Credits.**

**Offered:** As needed

**HS 501. Special Topics. 4 Credits.**

**Offered:** As needed

**HS 524. Approaches to World History. 4 Credits.**

This course examines various approaches to, and interpretations of, world history. The course has a topical format, with the specific focus shifting depending on contemporary global issues, recent interpretive innovations in the field and the interests of the instructor and the students. A specific goal of the class is to offer future teachers approaches to modern world history that will aid them in lesson planning and development. More generally, the goals of this class include the improvement of written and oral communication skills and the development of critical thinking skills through the examination of primary and secondary sources and the construction of interpretative arguments.

**Offered:** Every year, All

**HS 525. History of the Atlantic World From the 15th to 19th Century. 4 Credits.**

This course explores the world made by contact, exchanges and clashes between European, Africans and Americans between the early 1400s to the late 1800s. The key assertion underpinning this course is that, despite social and cultural distinctiveness, Europe, Africa and America were interconnected, and are best understood as a "regional system" where each part is most intelligible by investigating its relationship to the whole. Using a thematic and chronological approach, this course explores critical themes that not only link these sub-regions but also give them distinctive historical character. Global trade networks, migration and settlement, colonization and imperialism, cultural and epidemiological transmission, race and gender relations and demographic reconfigurations are among the topics investigated in this course.

**Offered:** Every other year, All

**HS 526. Approaches to U.S. History. 4 Credits.**

This course examines various approaches to, and interpretations of, U.S. history. The course focuses on a specific topic in American history and varies according to contemporary global issues, recent historiographical shifts, methodological innovations and/or the interests of the instructor and the students. One goal of this class is to offer future and present primary, middle and secondary schoolteachers approaches to U.S. history that may aid them in content and lesson planning. This course also uses typical historical methods, including the examination of primary and secondary sources and the construction of interpretative arguments, to develop written and oral communication skills as well as critical thinking.

**Offered:** Every year, Spring

**HS 527. Approaches to Modern European History. 4 Credits.**

This course examines modern European history from a variety of standpoints. The course has a topical format—the specific focus shifts depending on contemporary issues and events, recent interpretive innovations in European history and the interests of the instructor and the students. In addition to deepening their knowledge of recent European history, the course also aids future teachers in developing rigorous and historically rich lessons for their students.

**Offered:** Every year, Fall

**HS 563. Dynamics of American Social Structure. 3 Credits.**

This course considers continuity and change in values/beliefs and group structure as documented in the life of one American community. The relation between life chances and the lifestyle of minority groups at different periods and the responses of the dominant group are analyzed; the social, economic and political factors that shape the opportunity structure and the struggle for equality also are considered.

**Offered:** As needed, All

**HS 564. Topics in East Asian History. 3 Credits.**

Students are introduced to Chinese and Japanese civilizations from the dawn of history to the end of the 20th century. The course stresses the artistic, cultural and intellectual traditions that evolved in East Asia.

**Offered:** As needed

**HS 565. Topics in Geography for the 21st Century (GP 565). 3 Credits.**

Students are introduced to the general structure and methodology of geographic study in a cultural setting. The interaction among environments, populations, ways of life and locations are studied in a coherent, organized way. The distribution of people, food, energy and resources are analyzed, and there is an assessment of how to evaluate environmental potential, to deal with other peoples, to maximize available opportunities, and to determine which course of action to follow for progress and growth.

**Offered:** As needed

**HS 566. Chinese Civilization. 3 Credits.**

In this introduction to Chinese civilization from the dawn of Chinese history until the end of the dynastic cycle in 1911, students are first introduced to the geography of China. Next, they learn about the evolution of the Chinese written language. Following this, the class considers the three ways of thought—Confucianism, Taoism and Buddhism—which provided the ideological "glue" that held traditional Chinese society together. Last, students explore the worlds of Chinese literature, art and architecture.

**Offered:** As needed, All

**HS 567. Popular Culture in American History. 3 Credits.**

**Offered:** As needed, All

**HS 599. Independent Study. 3 Credits.**

**Offered:** As needed, All

# Instructional Design (IDN)

**IDN 525. Instructional Design for Digital Environments. 3 Credits.**

This course introduces students to the instructional design process. Each phase of the process is investigated, including conducting a research-based problem analysis, analyzing the target audience, selecting delivery media and designing, implementing and evaluating an instructional resource. This course requires students to identify a local organization (e.g., school, community center, corporation), conduct a needs assessment in that setting to identify an instructional problem and, based on their findings, prepare a design proposal for an appropriate educational resource.

**Offered:** Every year, Fall and Spring

**IDN 526. Cognitive Science and Educational Design. 3 Credits.**

This course covers theoretical approaches to learning, discussion of learning processes, current research in mind and brain, and theories of multimedia learning. Focus is on the application of theory to guide design decisions. Readings include empirical studies as well as theoretical material to help students become comfortable with the task of reading, interpreting and applying empirical research. The final project for the course is a design document and proof of concept for an instructional media resource.

**Offered:** Every year, Fall

**IDN 527. Society, Culture and Learning. 3 Credits.**

This course investigates a number of learning paradigms commonly applied to digital resources for instruction, including problem-based learning, cognitive apprenticeship, distributed cognition, anchored instruction and computer-supported collaborative learning. Social and cultural influences on design and implementation of digital resources are discussed. The class examines a range of resources and deconstructs them to analyze the paradigms and influences that shape them. Readings include theoretical and philosophical material as well as empirical studies.

**Offered:** Every year, Spring

**IDN 528. Collaborative Design of Digital Environments. 3 Credits.**

This course focuses on the design of learning environments as a collaborative effort. Concurrent with ongoing discussion and analysis of existing digital learning resources of many types (e.g., learning management systems, games, simulations, microworlds, social media networks), students work in small teams to create a needs analysis, design specifications for and prototype of their own learning resource.

**Offered:** Every year, Fall

**IDN 529. Educational Media Design Lab. 3 Credits.**

This course examines the principles, techniques and current practices used to produce and/or deliver interactive multimedia applications for education. Through a series of project-based assignments, students gain experience with a range of software tools used to create media artifacts such as text, graphics, animation, audio, video, games or wireframes. Course makes use of a variety of applications based on each student's specific interests, needs and level of proficiency.

**Offered:** Every year, Spring

**IDN 530. Web Design for Instruction. 3 Credits.**

In this course, students investigate web-based instructional resources. They examine relevant theoretical frameworks and use these principles to analyze the design of existing web resources, including graphics and functionality. Students develop a design document and a working prototype of a web-based instructional resource using a web design tool such as Dreamweaver. Topics include principles of graphic design, basic literacy in HTML and approaches to content organization.

**Offered:** Every year, Spring and Summer

**IDN 531. Design of Interactive Educational Environments. 3 Credits.**

This course examines the design of interactive environments, including games, simulations and microworlds, from both theoretical and practical perspectives. Topics include information representation, types of interactivity, user control and pedagogical implications of interactivity, as well as the effective design of these resources for education. Students develop proficiency in the use of an interactive authoring environment or game design platform, depending on the individual's technical background, creating a functioning prototype of their design.

**Offered:** Every year, Fall and Summer

**IDN 532. Design and Development of Online Learning. 3 Credits.**

What does it take to design a compelling online learning experience, one that engages students and fosters their construction of new understandings? This class examines current approaches to planning, development, and implementation of online courses. Students will apply research-based principles and methods to develop an online "mini-course," designed to support a successful learning experience for the user. IDN 532 provides excellent foundational training in Learning Management Systems.

**Offered:** Every year, Fall and Spring

**IDN 533. Producing Educational Video and Digital Training. 3 Credits.**

Video segments are commonly found as stand-alone resources as well as embedded in websites, games, online learning environments, etc. Students in this course examine the use of video in education, including theoretical approaches to visual learning as well as practical considerations of how to write, plan, produce and integrate video resources. Depending on the students' levels of technical preparation, they use a range of applications to plan and produce a short video segment.

**Offered:** Every year, Fall and Summer

**IDN 534. Implementing Digital Media for Learning. 3 Credits.**

This course examines the challenges of implementing digital environments for learning in real-world contexts. Through research articles and case studies, students explore issues such as selecting, budgeting and evaluating technology resources. Within the structure of the class, students may choose to focus on implementing media in K-12 environments (in and out of school), higher education, industry or public spaces.

**Offered:** Every year, Summer

**IDN 535. New Directions in Digital Environments for Learning. 3 Credits.**

As new digital resources are developed, instructional designers need to be able to understand and evaluate their practicality and value for educational use. This course allows students to explore new and changing technologies, applications and approaches. By definition, topics in this course change each time it is offered, but may include such areas as augmented reality, handheld devices and the maker.

**Offered:** Every year, Spring

**IDN 536. Independent Study.****3 Credits.**

This course includes supervised study of special topics in instructional design. This option is designed to allow a student to further customize his or her course of study if needed. Each student must submit a proposed course of study including assessment plan for approval prior to enrolling.

**Offered:** Every year, Fall and Spring

**IDN 540. Capstone Experience: Thesis and ePortfolio.****3 Credits.**

The capstone experience is composed of two parts: 1) e-Portfolio: throughout their course work, students are required to post their best work on their e-portfolio for critique. At this time, the candidate presents the final portfolio for review; and 2) Thesis project: each student creates and presents a design document and working prototype of a proposed instructional resource. This project serves to demonstrate the candidate's fluency with elements of an instructional design analysis as well as using theory to inform design.

**Offered:** As needed

**IDN 541. Capstone Experience: Project and Presentation.****3 Credits.**

The capstone experience is composed of two parts: 1) e-Portfolio: throughout their course work, students are required to post their best work on their e-portfolio for critique. At this time, the candidate presents the final portfolio for review; and 2) Thesis project: each student creates and presents a design document and working prototype of a proposed instructional resource. This project serves to demonstrate the candidate's fluency with elements of an instructional design analysis as well as using theory to inform design.

**Offered:** As needed

## Interactive Media (ICM)

**ICM 500. Special Section.****3 Credits.**

Professional media production involves creating a consistent vision for a concept or company. In a world of continuously streaming screens, visual communication begins with an understanding and command of the static shot. As digital photography makes image creation instantaneous and commonplace, revisiting traditional photographic and filmmaking processes develops more formal skills and disciplines. In this course, students use different photographic tools and image editing applications to develop a unique interactive vision across multiple digital environments. They explore different technologies and forms from the shutter, iris and contact sheet to Instagrams, Twitpics, Snapchats and Vines. They read different theories of the image from Cartier-Bresson and Adams to Berger and Sontag.

**Offered:** As needed

**ICM 501. Foundations in Graduate Studies.****3 Credits.**

A sequence of readings, practices, and exercises introduces the students to the "deep work" required of Master's level study. Through structured discussions, presentations, projects, and readings, students build the knowledge base and critical skills required to formulate methodological research and practice across media. Each student will set up a portfolio site for the collection of research and practice artifacts created throughout the Master's coursework.

**Offered:** Every year, Fall and Spring

**ICM 502. Visual Design.****3 Credits.**

This course covers the principles and practices associated with graphic design as a way to make complex information easier to understand and use. With a primary focus on typography as the fundamental means of conveying content, the course emphasizes the creative process of organizing and visualizing type and images through hierarchy, spatial organization of grid structures, positive and negative space, depth perception, transparency, and color theory. Readings locate design and typography within the larger history of visual art and graphic design and in relation to technology developments.

**Offered:** Every year, Spring

**ICM 504. Motion Across Media.****3 Credits.**

This course covers the concepts of motion design across multiple platforms. Students are challenged to analyze and create effective animations using the entire design process, including research, preproduction, storyboarding, and production techniques. Analysis of navigation, storytelling, visual design, and message delivery inform the application of methods. The focus is on communicating ideas to the audience effectively through motion in its many forms, whether on desktops, smart phones, tablets, or kiosks.

**Offered:** Every year, Fall

**ICM 505. Web Technologies.****3 Credits.**

This course introduces the foundational techniques of creating web-based content. Through a series of exercises, participants learn how interactive networks are organized, where to find the information necessary to create standards-based systems, and gain elementary experience designing and building sites.

**Offered:** Every year, Spring

**ICM 506. Writing for Interactive Media.****3 Credits.**

Good writing skills are a necessity for professional communication in spite of the changing media landscape. In this course students create, develop and hone a distinct written voice within varied media environments. Much of professional media work involves creating a consistent voice or presence for a person, organization or company. Participants focus on how to accomplish (or enhance) this process using effective compositional techniques.

**Offered:** Every year, Fall and Summer

**ICM 508. Audio and Video Design.****3 Credits.**

This course covers the aesthetic and technical principles and practices used to create video and audio content for cross platform and device delivery. Effective storytelling and message delivery concepts are emphasized while exploring various production techniques including storyboarding, script, an introduction to audio production, cinematography, lighting, interviewing, editing, and effective media distribution.

**Offered:** Every year, Summer

**ICM 512. Principles of User Experience Design.****3 Credits.**

This course explores the ever-changing processes and methods of user experience design. The Human Centered Design and Design Thinking process are studied through readings and hands-on projects that cover empathy, the psychology of the user, problem definition, and ideation methods.

**Offered:** Every year, Spring

**ICM 513. Content Strategy.****3 Credits.**

Content is critical in today's media landscape, but without a strategic plan, it can remain invisible to the audience you wish to reach. In this course, students will learn the best ways to design and implement a content strategy to engage a targeted audience. They will be immersed in the planning for the creation and distribution of engaging stories and information. Students will become content strategy practitioners that know how to use words, pictures, video, and social and mobile media to build an audience and communicate value.

**Offered:** Every year, Fall**ICM 514. Understanding Your Audience.****3 Credits.**

Usability is the study of discrepancies between expected and actual user behavior. The course introduces students to empirical user research methods such as contextual inquiry, ethnographic studies, card sorting, and cognitive walkthroughs, that provide the foundation for user-centered interaction and communications design. In addition, students conduct effective usability tests, interviews, and surveys.

**Offered:** Every year, Fall**ICM 517. Ideation, Prototyping and Testing.****3 Credits.**

Ideation, prototyping and testing teaches students how to use low and high-fidelity sketching, information architecture, flowcharts, wireframes, user interface design, and functional prototypes for a variety of design problems. Through a series of creative projects, students learn various methods for each of these steps in the development of design products.

**Offered:** Every year, Spring**ICM 518. Visual Storytelling.****3 Credits.**

The course provides an introduction to the concept of visual storytelling and immerses students in the theory and practice of creating and delivering visual narratives in digital environments. The course includes both the history of visual storytelling as well as contemporary approaches used in a variety of information related disciplines. Students analyze examples of work and apply that knowledge to create their own visual narratives

**Offered:** Every year, Fall**ICM 522. Social Media Practice and Techniques.****3 Credits.**

The widespread use of social media in society has created a communications environment built on platforms that encourage contribution and collaboration through user-created media and interaction. This course explores the underlying concepts, development and management of social media platforms as well as the creation of effective approaches to facilitate a viable social media presence.

**Offered:** Every year, Summer**ICM 524. Social Media Analytics.****3 Credits.**

This course gives students a working knowledge of the social media analytics process and analytics tools, along with their application to communications objectives within real-world situations.

**Offered:** Every year, Fall**ICM 528. Content Creation.****3 Credits.**

In this course, we explore the creation of engaging content. Students are guided through the process of planning and creating a suite of related projects in the medium(s) of their choice (writing, video, audio, image making.) The focus is on the conceptual processes and practices used in developing a unique and persuasive body of work to be distributed across mediums. Areas of interest are researched and then developed into a series of related pieces.

**Offered:** Every year, Summer**ICM 529. Data Visualization.****3 Credits.**

This is a course in finding and telling visual stories from data. Students will explore fundamental principles of data analysis and visual techniques, chart types and when to use them, and how to acquire, process and filter data. Through an understanding of data visualization best practices and audience analysis, students will be able to identify and articulate what makes a successful information design. Industry-standard software tools will be used to create static and interactive graphics including charts, maps, and diagrams, that make information more accessible to their intended audiences.

**Offered:** As needed, Fall**ICM 530. Independent Study.****3 Credits.**

This is an elective course offered to accommodate students who seek advanced study in an area of the discipline. The topic and scope of the course are developed by the student in consultation with a faculty adviser, subject to approval by the program director and department chair.

**Offered:** As needed, All**ICM 531. Graduate Internship.****3 Credits.**

This elective course provides interactive media students with the opportunity to work in a professional setting to acquire additional skills and insights into their chosen area of study. Students completing this course are required to work in a supervised environment. All internships must be approved by the graduate program director.

**Offered:** As needed, All**ICM 601. Master's Capstone.****3 Credits.**

Students create a professional quality web portfolio selected from the best work from their courses and experiences in the Master's program. Each student is facilitated through the process of identifying and packaging works, creating a consistent message and image using the products of their research and practice.

**Offered:** Every year, Spring and Summer

## International Business (IB)

**IB 611. International Corporate Finance.****3 Credits.**

This course provides students with an understanding and appreciation of the additional risks and opportunities once a firm goes international, and working knowledge of tools used by international firms to deal with those risks and opportunities. The topics include international financial markets, foreign exchange risk measurement and management, political risk, financial engineering, investment project evaluation, managing short-term funds, etc.

**Prerequisites:** Take MBA 640 MBA 660.**Offered:** As needed**IB 623. International Business Negotiation.****3 Credits.**

This course analyzes different forms of negotiations and related themes in an international context. Topics include the negotiation process, communication, conflict resolution, value creation, value claiming, influence strategies, closing and renegotiation. Special emphasis is placed on examining how culture affects negotiation. Negotiation behavior and styles of a few selected nationalities also are discussed.

**Prerequisites:** Take MBA 660 or permission of instructor.**Offered:** Every year, Spring and Summer



**IB 652. Multinational Management.****3 Credits.**

This course specifically addresses global management and how management decision-making across a range of areas impacts global, as well as local, business strategies and tactics. Within the framework of multiple regional, national and organizational cultures, this course addresses five major areas including: foundations of multinational management such as institutional contexts and ethical challenges in a multinational environment; strategy content and formulation for multinational companies (small and large); management processes in strategy implementation design choices for multinational companies; strategy implementation for multinational companies with an emphasis on human resource management; and strategy implementation for multinational companies with an emphasis on interaction and communication processes.

**Prerequisites:** Take MBA 615.**Offered:** As needed**IB 688. Independent Study-International Business.****3 Credits.**

Permission of the MBA director and School of Business dean is required.

**Offered:** Every year, All**IB 689. Independent Study-International Business.****3 Credits.**

Permission of the MBA director and School of Business dean is required.

**Offered:** Every year, All

## Journalism (JRN)

**JRN 500. Special Topics in Journalism.****3 Credits.**

This course consists of seminar-based classes that consider emerging areas of scholarly research or industry developments in journalism, with a particular focus on how a specific research activity or industry development illustrates issues regarding economic, gender and social groups.

**Offered:** As needed**JRN 501. Reporting and Fact-Checking.****3 Credits.**

Students are introduced to the basic practices and tools of journalism, which include interviewing, identifying and accessing public documents, writing leads and constructing organized, balanced stories.

**Offered:** Every year, Fall**JRN 503. Analytics for News Reporting.****3 Credits.**

Unpacking the volumes of data produced by public and private institutions throughout the world is one of the key challenges facing journalists. This course introduces students to the concept of big data and how to extract and deploy statistical information in news reports.

**Offered:** Every year, Fall**JRN 504. Digital Essentials.****3 Credits.**

The capacity to gather information and report the news remains at the core of the journalism profession. This course focuses on the fundamentals of news writing while also engaging students in emerging social media and other tools to present comprehensive news stories to all audiences.

**Offered:** Every year, Spring**JRN 521. Audio Storytelling.****3 Credits.**

Writing for the ear requires skills in preparing scripts, natural sound and audio recording and editing. This course prepares students to compose stories for radio news and podcasts, with a focus on developing the style of conversational broadcast writing common to National Public Radio.

**Offered:** Every year, Fall**JRN 524. TV Reporting.****3 Credits.**

Visual news stories as broadcast by networks, affiliates and cable news channels and in evolving digital formats require skills in both storytelling and technology for shooting and editing video. This course covers the essentials of shooting video, editing and field reporting and producing.

**Offered:** Every year, Fall**JRN 525. Media Management (ICM 525).****3 Credits.**

This course covers the challenges and prospects of serving as a manager in a media enterprise, with a particular focus on the demands of running a news or online operation. Students review and analyze case studies and hypothetical situations that focus on managerial decisions and the decision-making process.

**Offered:** As needed**JRN 526. Copyediting.****3 Credits.**

Copyediting and the composition of headlines and captions are among the practical elements of the professional copyeditor covered in this course. Students also study the complex professional dynamics that occur daily among editors, writers and readers.

**Offered:** As needed**JRN 527. Covering Government and Politics.****3 Credits.**

This elective course sharpens the reportorial skills of students who wish to pursue coverage of local, state and national politics, with an emphasis on how to cover the day-to-day policy debates and electoral processes that reside at the core of a democratic society.

**Offered:** As needed**JRN 528. Data Journalism.****3 Credits.**

Information graphics are now an integral component of news, conveying big data into readily understood formats such as diagrams and charts. This course teaches students how to visually organize information and apply it to news stories for broadcast or online presentation.

**Offered:** Every year, Spring**JRN 530. Independent Study (ICM530).****3 Credits.**

This is a special course offered to accommodate students who seek advanced practical training or advanced research in an area not directly included in the curriculum. The topic and scope of the course is developed by the student in consultation with a faculty adviser, subject to approval by the dean.

**Offered:** Every year, All**JRN 531. Graduate Internship.****3 Credits.**

Experience in association with working professionals is essential to securing career opportunities. Students completing an elective internship to secure such experience are required to work in a supervised environment, approved by the graduate program director.

**Offered:** Every year, All**JRN 532. Advanced Broadcast Journalism.****3 Credits.**

This course focuses on the production of long-form television news or other non-fiction programming for series or documentaries. Students learn how to develop story ideas and follow the production trajectory from preproduction planning and story research to videography and postproduction work.

**Prerequisites:** Take JRN 524.**Offered:** As needed



- JRN 533. Advanced Reporting and Writing. 3 Credits.**  
Students explore the conceptual reasoning and practical skills required for developing ideas and reporting and writing long-form narratives that tackle complicated subjects not easily resolved in traditional newswriting. Work completed for the class will be distributed to news websites and online magazines for publication upon acceptance.  
**Offered:** As needed
- JRN 536. Opinion Journalism. 3 Credits.**  
As cable television hosts and social networks continue to thrive as hothouses for political opinion, journalists who desire to express measured views in carefully crafted and balanced arguments remain essential to the general discourse. This elective course teaches students to do just that.  
**Offered:** As needed
- JRN 539. History of Journalism. 3 Credits.**  
Students examine the origins and development of American journalism in this course. Emphasis is placed on significant persons, events and trends that have most influenced the profession as it is practiced today, thus acquainting students with the history of their chosen profession.  
**Offered:** Every year, Fall
- JRN 540. Broadcast Performance. 3 Credits.**  
This course explores the variety of skills required to communicate effectively through radio and television. Study focuses on the performance techniques, creativity, writing and analytical skills needed to communicate effectively within the context of broadcast interviews, editorials, commercials and newscasts.  
**Offered:** As needed
- JRN 541. Sporting Culture Through Nonfiction. 3 Credits.**  
It has often been said that sport is a microcosm of society, but many rhetoric scholars have begun to suggest that sport plays a role in constituting society and is "defined by a range of political practices, including allocations of resources, representations of identity, projections of nationalism and globalization, activism and change." This directed readings course examines American culture, as well as comparative values, through nonfictional accounts of sport.  
**Offered:** Every year, Summer Online
- JRN 542. Graduate Seminar. 3 Credits.**  
From time to time, the university invites media professionals and scholars or creates a team-teaching environment to present emerging topics at the intersection of media, culture and technology, among other things. Students are encouraged to pursue original research in connection with the topic.  
**Offered:** As needed
- JRN 543. Literary Journalism in the '60s. 3 Credits.**  
The 1960s stand out as an era of change and turbulence in 20th-century America. Throughout the 1960s and 1970s, these nonfiction writers and journalists wrote in a personal style that became known as "Literary Journalism," or "the New Journalism." This directed reading course requires students to analyze the historical and contemporary views of major literary journalists.  
**Offered:** Every year, Summer Online
- JRN 545. TV Production. 3 Credits.**  
This course introduces students to the technical production skills that go into a daily news telecast. Newsroom organization, story development (from idea to the air) and the principles and practices of professional producers are studied.  
**Offered:** Every year, Fall
- JRN 546. Digital News Production. 3 Credits.**  
This course explores topics related to social media, such as the viral video clip from a Tweet or the verified source through social media. Students learn the skills, tools and best practices of digital and video content production, as well as social coordination in the news arena. They also explore logistical and ethical concerns in the social medium.  
**Offered:** Every year, Spring
- JRN 550. Sportswriting Traditions. 3 Credits.**  
The history of sportswriting stretches from classical Greece to Bristol, Connecticut, home to ESPN, documenting the phenomenon described by writer Geoff Dyer as "the biggest thing on the planet—possibly the universe," sports. Students study the works of the great writers who did much more than keep score across the ages.  
**Offered:** As needed
- JRN 552. Media Law & Ethics. 3 Credits.**  
A thorough knowledge of laws and ethical behavior is essential to the professional practice of journalism. As such, this course covers the legal and ethical dimensions of media communications across platforms, with an emphasis on First Amendment, privacy and copyright issues.  
**Offered:** Every year, Summer
- JRN 560. Multimedia Sports Reporting. 3 Credits.**  
Sports coverage has expanded beyond the immediacy of the games and now includes culture, health and other areas once seen as disconnected from the fields, gyms, rinks and half pipes where competition occurs. This course focuses on covering sports as both a game and an essential part of culture.  
**Offered:** Every year, Fall
- JRN 562. Sports Law and Ethics. 3 Credits.**  
Federal antitrust law and regulations show that college and professional sports are treated as special components of American culture. This course examines the legal structure that grants special privileges to sports and to the ethical challenges sports journalists confront in going beyond the games to find the story.  
**Offered:** Every year, Summer
- JRN 563. Sports Analytics. 3 Credits.**  
Deciphering the volumes of data produced by high school, college and professional sports teams is an essential part of sports reporting. This course introduces students to the ever-growing volumes of statistics across major sports and shows how to transform such data into useful information.  
**Offered:** Every year, Spring
- JRN 564. Presenting and Producing Radio Sports. 3 Credits.**  
Radio remains an essential and effective medium for listening to games and for engaging the audience with live talk shows that discuss teams, players, sports and the action of the competition. This course presents students with the principles and practices of radio sports.  
**Offered:** Every year, Fall
- JRN 565. Presenting and Producing Television Sports: Remote. 3 Credits.**  
Students in this course write, produce and distribute a 30-minute sports program for broadcast featuring stories that illustrate intriguing and inspiring stories of a Division I college athletic department. Every student engages in shooting, editing, writing, interviewing, presenting and distributing the final product. Additionally, students originate and perform local and national style sports highlight segments along with live in-depth interviews.  
**Offered:** Every year, Spring

**JRN 566. Presenting and Producing Television Sports: Studio. 3 Credits.**  
Pre-game, post-game and intermission reports are among the most important aspects of televised sports, as each reveals and promotes the storylines through which games are covered. This course introduces students to the concepts and content behind the production of studio shows.

**Offered:** Every year, Fall

**JRN 570. Crafting the News Feature. 3 Credits.**  
News stories that reveal personality, explain how things work, reveal trends or otherwise represent an in-depth portrait of people, places and things are grouped in a category labeled as the feature story. Students completing this course are expected to pursue fresh and creative approaches to the genre.

**Offered:** As needed

**JRN 572. Researching and Writing the News Documentary. 3 Credits.**  
The complexities of producing the news documentary range from finding the right story to pursue to uncovering the proper visuals to help tell it. This course provides students with the skills to research, write, and produce visual nonfiction, long-form projects rooted in history or current events.

**Offered:** As needed

**JRN 573. Sports Literature. 3 Credits.**  
Sports serve as a critical metaphor for American life in nonfiction works such as "Friday Night Lights," in novels such as "End Zone," in plays such as "Death of a Salesman" and in films such as "Raging Bull." This course examines why sports are prominent in cultural works that attempt to reveal the meaning of America.

**Offered:** Every year, Fall

**JRN 574. Crafting the Sports Feature. 3 Credits.**  
Feature writers capture athletes when they are most noble, frail or otherwise vulnerable or heroic. They also capture the moment when a game means more than that. This course teaches students to apply creative vitality to their ideas and writing on sports outside of game stories.

**Offered:** As needed

**JRN 575. Critical Issues in Journalism. 3 Credits.**  
Reporters confront a widening tableau of subjects that are baffling to the reader unless presented in a clear and concise form. By studying issues in coverage techniques extracted from the daily torrent of news, students sharpen their news judgment, using reason, analysis and writing to critique coverage and become better journalists in the process.

**Offered:** Every year, Spring

**JRN 580. Investigative Reporting. 3 Credits.**  
The purpose of this class is to prepare students to recognize investigative opportunities in all stories and to equip them with the practical skills necessary to succeed in investigative and project reporting, including knowledge of state and federal laws regarding access to governmental information.

**Offered:** Every year, Spring

**JRN 582. American Sports History. 3 Credits.**  
This course examines how sports such as baseball, basketball and football tunneled their way into American consciousness in the 19th and 20th centuries and have sustained the attention of spectators despite the proliferation of other distractions.

**Offered:** As needed

**JRN 588. Researching and Writing the Sports Documentary. 3 Credits.**  
ESPN's "Sports Century" and "30 for 30" series and the NFL Network's "A Football Life" express in cinematic form the totality of the triumph and tragedy of contemporary sports. This course instructs students on how to develop and complete a documentary script.

**Offered:** As needed

**JRN 589. Critical Issues in Sports. 3 Credits.**  
From health concerns to labor conflicts, the workaday world often intrudes on the bubble that protects the mythology of sport. Through reason, analysis and writing, students interact with vital issues that emerge from the seemingly routine day-to-day coverage of games.

**Offered:** Every year, Spring

**JRN 590. Newsroom Clinical (SPS 490). 3 Credits.**  
This course focuses on advanced reporting for multimedia reports, broadcast news, news documentaries and magazine stories. Students produce daily, weekly and long-term stories in their area of expertise for the journalism department's tablet application, among other platforms.

**Offered:** Every year, Spring

**JRN 595. Sports Clinical. 3 Credits.**  
Students completing the sports journalism program must participate in the Sports Clinical. This course focuses on advanced broadcast, multimedia, documentary and long-form reporting and to deepen the experience and training in a given area of specialization in terms of platform and subject matter.

**Offered:** Every year, Spring

**JRN 600. Capstone Proposal. 3 Credits.**  
Students completing the journalism program conduct research and do preliminary reporting to write a capstone project proposal based on their area of inquiry. The faculty adviser and graduate program director must approve the topic. This course is graded on a pass/fail basis.

**Offered:** Every year, All

**JRN 601. Capstone Project. 3 Credits.**  
Students completing the journalism program must complete a capstone project. Under the guidance of the their faculty adviser, students create an original, in-depth, professional-quality journalism project. This course is graded on a pass/fail basis.

**Offered:** Every year, All

## Laws (LAWS)

**LAWS 100. Independent Research Project. 1 Credit.**  
The independent research project permits a student to conduct a major research and writing project under the supervision of a full-time member of the law school faculty. The student should prepare a written assignment that is 20 or more pages in length, exclusive of footnotes, per credit assigned. A student who wishes to write an independent research paper must submit to the supervising faculty member a written proposal that demonstrates that he or she has a viable topic for research. The student must register for the course, with the approval of the faculty member, by the beginning of the student's next-to-last semester of law school.

**Offered:** Every year, All

**LAWS 101. Civil Procedure I.****2-3 Credits.**

This year-long, first-year course includes an examination of the Adversary System and an introduction to claims and remedies; selection of the proper court; jurisdiction and venue; Res Judicata; collateral estoppel; joinder of claims and parties; pleading; disposition without full trial; discovery; jury and non-jury trials; post-trial motions; and review of the disposition. Both state and federal procedural systems are studied.

**Offered:** Every year, Fall

**LAWS 102. Civil Procedure II.****2-3 Credits.**

This year-long, first-year course includes an examination of the Adversary System and an introduction to claims and remedies; selection of the proper court; jurisdiction and venue; Res Judicata; collateral estoppel; joinder of claims and parties; pleading disposition without full trial; discovery; jury and non-jury trials; post-trial motions; and review of the disposition. Both state and federal procedural systems are studied.

**Offered:** Every year, All

**LAWS 103. Contracts I.****2-3 Credits.**

This year-long course provides an introduction to the law relating to agreements. It addresses such topics as formation of contracts, liability in the absence of an agreed exchange between parties, the meaning and the content of contracts, bases for avoiding enforcement of contracts, the performance of contracts, the consequences of non-performance of contracts, and the remedies available for breach of contract.

**Offered:** Every year, All

**LAWS 104. Contracts II.****3-4 Credits.**

This year-long course provides an introduction to the law relating to agreements. It addresses such topics as formation of contracts, liability in the absence of an agreed exchange between parties, the meaning and the content of contracts, bases for avoiding enforcement of contracts, the performance of contracts, the consequences of non-performance of contracts, and the remedies available for breach of contract.

**Offered:** Every year, All

**LAWS 105. Property.****4 Credits.**

This course provides an introduction to the law of property, primarily real property, with some coverage of personal property law. Topics covered include gifts, historical development and basic common law principles of property law, estates in land, easements, restrictive covenants, future interests in real property, contracts for the sale of land, conveyancing, mortgages, possessory rights, the real property recording system, and governmental land-use regulation.

**Offered:** Every year, All

**LAWS 107. Torts.****4 Credits.**

This course provides an introduction to tort liability. The course includes a study of topics such as intentional torts, negligence, strict liability and no-fault theories, and concepts of damages.

**Offered:** Every year, All

**LAWS 108. Torts II.****3 Credits.****LAWS 110. Constitutional Law.****4 Credits.**

The course is a study of basic principles of constitutional law as interpreted by the U.S. Supreme Court. The primary focus is on judicial review, relationships in the federal system, powers of congress, powers of the president, residual powers of the state, and an introduction to civil rights and their protection.

**Offered:** Every year, All

**LAWS 111. Legal Skills I.****2 Credits.**

This year-long course trains students in the fundamentals of legal research and analysis, and legal writing and argument. Students are taught how to locate cases and statutes and to apply legal principles in a factual setting. The program focuses on preparing students to think and communicate effectively in written and spoken communications in the legal context. Students prepare such documents as intra-office memoranda, client opinion letters, complaints and appellate briefs, and present oral arguments in a courtroom setting. Clear and effective writing and speaking are indispensable in the successful practice of law and are emphasized throughout the law school curriculum.

**Offered:** Every year, All

**LAWS 112. Legal Skills II.****2 Credits.**

This year-long course trains students in the fundamentals of legal research and analysis, and legal writing and argument. Students are taught how to locate cases and statutes and to apply legal principles in a factual setting. The program focuses on preparing students to think and communicate effectively in written and spoken communications in the legal context. Students prepare such documents as intra-office memoranda, client opinion letters, complaints and appellate briefs, and present oral arguments in a courtroom setting. Clear and effective writing and speaking are indispensable in the successful practice of law and are emphasized throughout the curriculum.

**Offered:** Every year, All

**LAWS 113. Criminal Law.****3 Credits.**

The purpose of this course is to give students a working knowledge of the substantive law of crimes. It covers general definitions, construction of criminal statutes, elements of crimes, causation, parties to crime, criminal responsibility and capacity, justification and excuse, and defenses. The course also covers the inchoate offenses of solicitation, attempt, and conspiracy, and offenses against persons and property.

**Offered:** Every year, All

**LAWS 114. Administrative Law.****3 Credits.**

This course comprises a consideration of the origin and growth of administrative process. Among other topics, it deals with: the constitutional position of agencies; administrative discretion in formulating policy; the choice between regulation and adjudication; the binding effect of rules; declaratory orders; administrative jurisdiction and the right to invoke it; primary and discretionary jurisdiction; the investigative function; problems growing out of notice and right; time and extent of a hearing; the process of the institutional decision; the right to judicial review of agency decisions; and the scope of judicial review.

**Offered:** Every year, All

**LAWS 115. The Bar Exam: Fundamentals & Strategies.****1-2 Credits.**

This course is intended to help prepare students to take the bar examination. The course utilizes materials from the Multistate Bar Exam (MBE), the Connecticut Bar Exam, a commercial bar-prep company, and professor-created materials. The curriculum includes multiple-choice questions, essay questions and performance test questions; students respond to questions in all formats, and the class reviews and explains answers. The course also includes discussion of study techniques and effective exam-taking strategies.

**LAWS 116. Unfair and Deceptive Trade Practices. 3 Credits.**

The course involves an in-depth study of the principal state and federal statutes prohibiting unfair and deceptive conduct in business, including the Connecticut Unfair Trade Practices Act ("CUTPA") and similar statutes in other states, the Federal Trade Commission Act, and the federal Lanham Act. Because of the extensive private remedies provided by many state statutes, claims under those statutes, including those of Connecticut, Massachusetts, Illinois, New Jersey, California, Washington and Florida, have become staples of private business and consumer litigation. The goal of this course is to help students develop an understanding of the policies underlying those state and federal statutes and how they relate to each other and to prepare them to advise clients and litigate cases concerning them.

**LAWS 117. Trademarks and Copyright in the Digital Age. 2 Credits.**

This course provides a practical understanding of trademarks and copyrights and their importance in the business world, from the vantage point of a practitioner in this field. The course includes creation of rights, statutory protection, and enforcement of rights, with emphasis on the ever-changing digital world and the overall evolution of copyright and trademark laws in the context of protecting clients' brands and works of authorship. Grading is based on a paper submitted at the end of the semester, together with class participation and some practical writing exercises throughout the semester.

**LAWS 200. Field Placement II. 1-10 Credits.****LAWS 205. Business Organizations. 4 Credits.**

This course examines the main forms of business organization, (corporation, partnership, limited partnership, & unincorporated association) and the concepts, risks and consequences of doing business through representatives. Consideration is given to the promotion, organization and management of the private business enterprise. The course examines the legal relationships existing between the corporation and its directors, officers, stockholders, and creditors; devices to reduce risks; formation, dissolution and termination of partnerships; partnership property and distribution of assets; and agency relationships, concepts, and responsibilities. Attention is given to selected provisions of the Federal Securities Laws and their judicial interpretation.

**Offered:** Every year, All

**LAWS 250. Symposium: Originalism & Its Competitors. 1 Credit.**

This is a 1-credit, pass-fail course that meets for 50 minutes each week for 14 weeks. The course involves seven two-week units. For each unit, students read a scholarly article prepared by a member of the faculty. During the first week of that unit, students prepare a one-page response to the article and come to class prepared to discuss the article. In the second week, the author of the article makes a presentation of the work, followed by discussion. Each student also completes one 3-5 page "discussant's" paper during the semester.

**Prerequisites:** Take LAWS 104 LAWS 102;

**LAWS 251. Symposium. 1 Credit.**

This year's Symposium focuses on seven of the major cases to be decided by the U.S. Supreme Court this year. Two classes are devoted to each of the seven cases. At the first class for each case, the professors lecture about the case's factual/legal background and why it's of significance to warrant Supreme Court review. (On occasion we may invite guests who are involved as party or amicus counsel to the real case.) At the second class for each case, students present moot-court-style oral arguments (based on the briefs submitted by the real parties to the case). All students are required to attend every class, to read the briefs and related materials for each case, to prepare and present an oral argument (10-15 minutes) for one of the seven cases, and to act as justices with prepared questions for the oral arguments presented by other students for other cases. This course is suggested for students with an interest in how the Supreme Court works and in appellate practice in general.

**LAWS 252. Symposium: Readings in Legal Thought. 1 Credit.**

Students in this symposium read a selection of important works in the development of American legal thought from the late 19th century to the present. Authors to be discussed include Oliver Wendell Holmes, Karl Llewellyn, Ronald Coase, Ronald Dworkin, Robert Cover and Catharine A. MacKinnon. Topics include Legal Process, Economic Analysis of Law, the Law and Society Movement, and Critical Legal Studies. Several short papers are required.

**LAWS 253. Animal Law. 2 Credits.**

This course canvasses much of the existing legal regulation of animals, such as, at the federal level, the Endangered Species Act, EPA's CAFO regulations of feed lots, the Humane Slaughter Act, the Animal Welfare Act, regulation of food by the FDA and USDA, and regulatory conflicts with constitutional rights, such as First Amendment restrictions on the regulation of depictions of animal cruelty and on regulation of ritual or religious practices of animal slaughter. At the state level, the course discusses cruelty statutes, pet trusts, laws regulating veterinary medicine, hunting regulations, property rights in animals, tort damages for loss of animals, food libel laws, and local regulation of farm animals and food production. It also touches on the pervasive influence in this area of private regulation through industry or university-based standards as well as the influence of international markets and international standards. (2 or 3 credits)

**LAWS 254. Symposium. 1 Credit.****LAWS 255. Judicial Clerkship Seminar - W. 3 Credits.**

This course prepares students for judicial clerkships at either the state or the federal trial or appellate levels. It supplements the substantive courses that future clerks should take by providing intensive writing experience and by exposing students to a variety of issues important to law clerks. The writing component of the course requires each student to write a bench memorandum, a ruling on a procedural motion, a majority opinion and a dissenting opinion. Each of the writing exercises deals with a different area of substantive law, which may include federal habeas corpus actions, state constitutional law questions, or any of a wide variety of administrative agency matters. Students gain experience in research of the types of done by law clerks and will explore matters of court structure, court procedures, clerkships ethical issues and conflicts of interest. Faculty members with clerkship experience teach the course, with federal and state judges as guest lecturers. Limited enrollment. Full-time students must have completed three semesters, and part-time students must have completed five semesters. Enrollment preference is given to students whose academic performance indicates that they may be competitive in applying for federal and state appellate clerkships.



**LAWS 256. Sympos: Police Accountability.****2 Credits.**

This discussion-based seminar evaluates the methods law uses to oversee police conduct, such as the exclusionary rule, warrant requirements, and civil liability. In addition to studying relevant legal doctrines, students read sociology, social psychology and political science literature about the relationship between policing and democracy. From this perspective, the course asks whether the legal methods for holding police accountable are sufficiently effective. Students also evaluate various proposals for enhancing police accountability. While this course touches on the rules of criminal procedure governing police investigations, the focus is different from a criminal procedure course: The emphasis is less on specifics of the rules governing police investigations and more on critically analyzing those rules. The course also addresses areas outside criminal procedure, such as civil liability, qualified immunity and executive branch oversight of police. Grades are based on in-class discussion, weekly reading responses, and two practice-oriented writing assignments.

**LAWS 290. Connecticut Research-P.****2 Credits.**

In this course, students learn advanced research skills, focusing on state and federal sources of law that Connecticut attorneys should be familiar with.

**Prerequisites:** Take LAWS 111 LAWS 112;

**LAWS 291. Adv. Writing & Research S,W.****2 Credits.**

This course offers upper-level students intensive practice in writing and research. It builds on and reinforces skills introduced and developed in Legal Skills classes while focusing on writing and advanced research. Satisfactory completion of the major writing assignment of the class satisfies the substantial paper component of the advanced writing requirement.

**Prerequisites:** Take LAWS 102; Take LAWS 104; Take LAWS 112;

**LAWS 292. Independent Research Project W.****2 Credits.**

The independent research project permits a student to conduct a major research and writing project under the supervision of a full-time member of the law school faculty. Each student prepares a written assignment that is 20 or more pages in length, exclusive of footnotes, per credit assigned. A student who wishes to write an independent research paper must submit to the supervising faculty member a written proposal that demonstrates that he or she has a viable topic for research. The student must register for the course, with the approval of the faculty member, by the beginning of the student's next-to-last semester of law school. An independent research project may satisfy the substantial paper component of the advanced writing requirement if the project is for either 2 or 3 credits.

**Offered:** Every year, All

**LAWS 293. Independent Research Project W.****3 Credits.**

The independent research project permits students to conduct a major research and writing project under the supervision of a full-time member of the law school faculty. Each student prepares a written assignment that is 20 or more pages in length, exclusive of footnotes, per credit assigned. A student who wishes to write an independent research paper must submit to the supervising faculty member a written proposal that demonstrates that he or she has a viable topic for research. The student must register for the course, with the approval of the faculty member, by the beginning of the student's next-to-last semester of law school. An independent research project may satisfy the substantial paper component of the advanced writing requirement if the project is for either 2 or 3 credits.

**Offered:** Every year, All

**LAWS 294. Civil Justice Clinic P.****2-6 Credits.**

Students represent low-income clients in a variety of civil matters in superior and probate courts and before administrative bodies and school officials. Typically, students in the Civil Clinic can expect to represent clients in employment, housing, family, education and health matters, and also engage in legislative and administrative advocacy. Automatic short paper credit; one or two class meetings per week. Evening Civil Clinic: Students represent low-income clients in a variety of civil matters in superior and probate courts and before administrative bodies and school officials. Typically, students in the Evening Civil Clinic can expect to represent clients in employment, housing, family, education, and health matters, and also engage in legislative and administrative advocacy. Students are required to reserve at least one two-hour block of time per week for class and supervision sessions. Students also are required to reserve at least one four-hour block of time per semester for daytime client representation; adequate notice is provided to students. Automatic short paper credit.

**LAWS 295. Tax Clinic-P.****2-6 Credits.**

**Prerequisites:** Take LAWS 305;

**LAWS 296. Judicial Externship P.****2-5 Credits.**

Students enrolled in this course are placed with state or federal judges and magistrates. Students may be asked to write and present seminar papers as well as to research and write for their judges. Each student enrolled is supervised by a faculty member. Grading on a pass-fail basis is the responsibility of the supervising faculty members after consultation with the judge and seminar leader.

**Offered:** Every year, All

**LAWS 297. Law Review I.****1-2 Credits.**

The Quinnipiac Law Review Association is a student-operated association. It publishes the Quinnipiac Law Review (QLR), a law journal that includes articles and book reviews written by legal scholars, as well as case comments and notes written by student members. A board of student editors solicits, organizes, edits and publishes material for QLR. Membership is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to 4 academic credits and credit for the substantial paper component of the Advanced Writing Requirement.

**Offered:** Every year, All

**LAWS 298. Health Law Clinic-P.****2-6 Credits.****LAWS 299. Appellate Clinic I-Defense.****1 Credit.**

Students represent criminal defendants in appeals of their convictions under the supervision of a visiting professor from the Public Defender's Appellate Unit. Students write one or two briefs and usually argue an appeal before the Connecticut Appellate or Supreme Court. Pre- or co-requisites: Criminal Procedure and Evidence. 6-credit, year-long program beginning each fall: 4 credits in 1st semester; 2 credits in 2nd semester.

**Corequisites:** Take LAWS 311

**LAWS 300. Appellate Clinic II-Defense-P.****1 Credit.**

Students represent criminal defendants in appeals of their convictions under the supervision of a visiting professor from the Public Defender's Appellate Unit. Students write one or two briefs and usually argue an appeal before the Connecticut Appellate or Supreme Court. Pre- or co-requisites: Criminal Procedure and Evidence. 6-credit, year-long program beginning each fall: 4 credits in 1st semester; 2 credits in 2nd semester.

**Prerequisites:** Take LAWS 299;

**LAWS 301. Clinic Seminar.****2 Credits.**



**LAWS 302. Appellate Clinic I-Prosecutorial-P.****3 Credits.**

Students represent the state of Connecticut in appeals of criminal convictions under the supervision of a visiting professor from the Chief State's Attorney's Office Appellate Bureau. Students write one or two briefs and usually argue an appeal before the Connecticut Appellate or Supreme Court. Pre- or co-requisites: Criminal Procedure and Evidence (6-credit, year-long program beginning each fall: 3 credits in 1st semester; 3 credits in 2nd semester).

**Corequisites:** Take LAWS 311

**LAWS 303. Appellate Clinic II-Prosecutorial-P.****1 Credit.**

Students represent the state of Connecticut in appeals of criminal convictions under the supervision of a visiting professor from the Chief State's Attorney's Office Appellate Bureau. Students write one or two briefs and usually argue an appeal before the Connecticut Appellate or Supreme Court. Pre- or co-requisites: Criminal Procedure and Evidence. 6-credit, year-long program beginning each fall: 3 credits in 1st semester; 3 credits in 2nd semester.

**Prerequisites:** Take LAWS 302;

**LAWS 305. Federal Income Tax.****4 Credits.**

This course deals with the Federal Income Tax System and its impact on individuals and business activity. Emphasis is placed on the following: an intense analysis of the key Internal Revenue Code provisions, treasury regulations, and judicial decisions; fundamental principles and common threads of federal tax policy, economics, and public finance; the relationship of federal income taxation to other areas of the law; and how federal tax laws are actually made (including a continual evaluation of tax preferences available to certain groups). Some specific areas of code included are: items included in gross income, permissible deductions, tax accounting problems, and capital gains and losses.

**Offered:** Every year, All

**LAWS 306. Tax I.****2 Credits.**

(LLM) This is an advanced study of selected problems in federal income taxation, including choice and change of accounting methods, inclusion of laws, income items and deductability of expenses for cash and accrual method taxpayers, cancellation of indebtedness income and other bankruptcy tax issues, limitations of deductability of interest, tax aspects of divorce, taxation of annuities, time value of money concepts in the context of below market interest loans, and the Individual Alternative Minimum Tax.

**Offered:** Every year, All

**LAWS 307. Trusts and Estates.****3 Credits.**

This course looks at the law of gratuitous transfers, including consideration of interstate succession, wills, gifts, trusts, and marital property. The choices adopted by Uniform Probate Code are compared with choices made by other statutes.

**Prerequisites:** TAKE LAWS 105

**Offered:** Every year, All

**LAWS 308. Estate and Financial Planning.****2 Credits.**

This course considers techniques of creating, transforming and disposing of wealth, with emphasis on the impact of federal estate, gift, and income tax laws.

**Prerequisites:** Take LAWS 305 LAWS 307 LAWS 309;

**Offered:** Every year, All

**LAWS 309. Estate and Gift Taxation.****2 Credits.**

This course examines the Federal Unified Transfer taxes on gratuitous transfers during life and at death and the generation skipping transfer tax.

**Prerequisites:** Take LAWS 305 LAWS 307;

**Offered:** Every year, All

**LAWS 310. Accounting Concepts for Lawyers.****2 Credits.**

The course is designed to impart an understanding of the basic principles of accounting with which lawyers should be familiar.

**LAWS 311. Evidence.****3-4 Credits.**

This course considers the rules regulating the introduction and exclusion of evidence in civil and criminal trials. Specific subjects dealt with are: relevancy of evidence; the burden of producing evidence and the burden of persuasion; presumptions; competency of witnesses; examination of witnesses; privileges; the hearsay rule and its exceptions; demonstrative evidence; writings and judicial notice and functions of judge and jury.

**Offered:** Every year, All

**LAWS 312. Partnership Tax.****2-3 Credits.**

A study of the tax problems associated with organizing and operating a partnership include those problems arising from the death or withdrawal of a partner, transfer of interests and dissolutions.

**Prerequisites:** Take LAWS 305;

**Offered:** Every year, All

**LAWS 313. Adv. Individual Income Tax.****3 Credits.**

This course covers topics that may be of interest to students who plan to practice in the areas of federal income taxation, employee law, or family law. Topics include advanced issues of tax accounting, issues concerning special forms of income, and issues resulting from financial transactions. (Prerequisite: Federal Income Tax)

**Prerequisites:** Take LAWS 305;

**LAWS 314. Employee Benefits.****2 Credits.**

This course provides students with an overview of pension and welfare benefit plans covered under the federal income tax and ERISA (labor) laws. The course covers traditional employee benefits, such as medical, accident, disability, vacation, and unemployment benefits, and defined contribution retirement plans, such as flat benefit plans, ESOP's, profit-sharing plans, 401(k) plans, and IRAs, together with a brief introduction to executive compensation. (Prerequisite: Federal Income Tax)

**Prerequisites:** Take LAWS 305;

**LAWS 315. Trial Practice.****2-3 Credits.**

This course provides an opportunity for students to coordinate their knowledge of procedure and evidence with their knowledge of substantive law in a realistic and dramatic setting, with the aim of developing some facility in the techniques of trial practice. The course focuses on the trial and pre-trial process, including: interviewing of clients; investigation of facts; preparation of witnesses; examination and cross-examination of witnesses; choosing a jury; use of experts; discovery and other pre-trial preparations; motion practice; and trial tactics. Students draft motions and memoranda and appear in simulated proceedings. Audio-visual equipment may be used.

**Offered:** Every year, All

**LAWS 316. Advanced Trial Practice.****2 Credits.**

This course teaches more advanced practice techniques than the basic Trial Practice course, including the skills of taking depositions, jury selection, direct and cross examination, opening and closing arguments, and evidence. (Prerequisites: Trial Practice and Evidence or Civil Clinic, or Criminal Justice Clinic)

**Offered:** Every year, All

**LAWS 317. Adv. Mock Trial.****2 Credits.****LAWS 318. Mock Trial.****1-2 Credits.**

**LAWS 319. Housing.****3 Credits.**

This course is devoted to a study of the landlord/tenant relationship, public housing, and other problems incident to a growing demand for rental housing.

**Offered:** Every year, All

**LAWS 320. Public Health Law.****3 Credits.**

Students examine the legal, ethical and public health challenges posed by contemporary issues such as drug-resistant infectious disease, renewed resistance to childhood vaccination, firearms regulation, controversial testing and screening programs, programs targeting tobacco use and obesity, and potential threats of bioterrorism. Each of these challenges raises the core issue of the extent to which governments may restrain individual citizens and individual choice for the promotion of collective health and safety. When and to what extent must the constitutionally protected rights of individuals yield to the state's inherent obligation to exercise its police power for the protection of the broader community? How does the law function as an instrument of social and public health policy? The historical legal constructs on which public health law is grounded are fundamental to understanding the constraints within which public health authorities must function. Students examine the way in which established public health law principles, legislation, regulation and ethics intersect as public health programs and community health care interventions are designed and delivered.

**Offered:** Every year, All

**LAWS 321. Lawyers' Professional Responsibility.****2-3 Credits.**

This course examines the ethical obligations of all attorneys in the practice of law. Our focus is on the ABA Model Rules of Professional Conduct and understanding the basic requirements and conundrums that confront attorneys throughout the client representation, counseling and advocacy process. Among other topics, students explore the duties of competence, communication, confidentiality, candor to the court, and the identification and treatment of conflicts of interest. How should an attorney choose between the interests of a client, one's self, and the public in general? Active class discussion based on factual examples.

**Offered:** Every year, All

**LAWS 322. Therapeutic Jurisprudence.****2 Credits.**

This course focuses attention on the consequences of law for the psychological functioning and emotional well-being of clients and other persons affected by the legal system. Acknowledging the law as a force that can have both therapeutic and antitherapeutic consequences, this interdisciplinary perspective urges the legal community to attend to the mental health effects of what we do.

**Corequisites:** Take LAWS 599 and LAWS 321

**LAWS 323. Commercial Law.****4 Credits.**

This course is an introduction to the Articles on Sales, Commercial Paper, and Bank Deposits and Collection of the Uniform Commercial Code.

**Offered:** Every year, All

**LAWS 324. Dignitary Torts.****2-3 Credits.**

The course explores various dignitary torts, including defamation, invasion of privacy, tortious litigation, and interference with family relations. Prerequisite: Torts.

**Prerequisites:** Take LAWS 107;

**LAWS 325. Securities Regulation.****3 Credits.**

This course involves a study of the Securities Act of 1933 and the Securities Exchange Act of 1934. Particular emphasis is placed on the registration, distribution, and sale of securities; distribution of corporate information; and liability under the 1933 Act and the 1934 Act.

**Offered:** Every year, All

**LAWS 326. Ethics and Corporate Compliance.****2 Credits.**

This course examines: 1) the historical development of ethics and compliance programs in organizations; 2) the organization and function of a compliance program and its role in operations, including the types of compliance structures and processes used to comply with different regulatory and legal requirements; 3) the roles that organizational leaders (CEOs, boards of directors and committees), managers, lawyers and compliance officers play in establishing and maintaining an organization's ethics and compliance program; 4) different examples of substantive legal and regulatory requirements and how organizations and their compliance programs respond to those legal requirements, and 5) the importance of an effective compliance program in reducing an organization's exposure to legal and regulatory damages and penalties, criminal sanctions, other administrative remedies, and reputational loss as well as the important role that compliance professionals play in interacting with law enforcement, regulators, management and employees.

**LAWS 327. Labor Law.****3 Credits.**

The course covers relations in the private sector between employers and employees regulated by the National Labor Relations Act and associated legislation. The organization of employees, the selection of bargaining representatives and employer responses to these and related activities are considered. Where time permits, the course also considers the legal framework in which collective bargaining occurs. (Strongly recommended: Administrative Law)

**Offered:** Every year, All

**LAWS 328. Collective Bargaining.****3 Credits.**

The problem method is used to provide a basic understanding of major legal principles underlying collective bargaining and contract administration. The class considers, in a representative collective bargaining context, legal procedures and practical methods to achieve labor management objectives and to resolve labor-management disputes in private and public employment.

**Prerequisites:** Take LAWS 327;

**Offered:** Every year, All

**LAWS 329. Communications Laws.****3 Credits.**

This course involves a study of selected issues related to the role of the press in a free society. It may include a brief survey of First Amendment theory as it relates to the press and communications media; defamation; privacy; free press and fair trial; reporter privilege; access to and use of governmental information; right of access to the press; and regulation of radio and television broadcasting, encompassing such questions as regulation of debate, the fairness doctrine, and various forms of antitrust regulation in the communications industry. Future regulatory and First Amendment issues spawned by fast-developing communications technology are considered.

**Offered:** Every year, All

**LAWS 330. Adv. Intellectual Property.****2 Credits.**

The course covers various topics in intellectual property that cannot be covered in the introductory course. This includes topics such as extended study of fair use in copyright and trademark, identity on the internet, idea submission, right of publicity, relationship of intellectual property and competition policy, and related federal preemption of state law.

**Prerequisites:** Take LAWS 331;

**LAWS 331. Intellectual Property.****3-4 Credits.**

This course is concerned with law relating to expression, creativity, invention, and identity. The course covers topics such as copyright, trademark, and trade secret law and materials dealing with the social and economic context of this law.

**Offered:** Every year, All

- LAWS 332. Patent Law.** **2 Credits.**  
The course covers the fundamentals of patent law and the relationship of patent law to other means of protecting ideas.  
**Offered:** Every year, All
- LAWS 333. Advanced Patents.** **2-3 Credits.**  
A continuation of the study of the fundamentals of patent law.
- LAWS 334. Advanced Contracts.** **3 Credits.**  
This course deals with selected problems in contract law of current or continuing interest.  
**Offered:** Every year, All
- LAWS 335. Patents Litigation.** **2 Credits.**  
This course involves the study of litigation in U.S. state and federal courts in cases involving patent law.
- LAWS 336. Intellectual Property Licensing.** **2 Credits.**  
This course covers intellectual property assignments and licenses, including express and implied licenses, negotiation, valuation, standard contract terms, antitrust concerns, enforcement, and contract issues of particular importance in licensing.
- LAWS 337. Jurisprudence.** **3 Credits.**  
A survey of the problems and perspectives of legal philosophy and an analysis of selected issues.
- LAWS 338. Visual Persuasion in the Law.** **3 Credits.**  
Students learn to make legal arguments using images as well as words. Students read and discuss interdisciplinary materials including rhetoric, visual perception, social psychology, narrative theory, art history, media studies, and advertising; perform hands-on visual exercises to gain practice in making and responding to images; and listen to guest lectures and see examples of work done by legal visual displays for use as demonstrative evidence and in closing argument in highly realistic hypothetical cases. No prior visual arts experience is required or expected.
- LAWS 339. Conflict of Laws.** **3 Credits.**  
This is a study of problems arising from the coexistence of states within the American Federal Union and of nations within the world order. In particular, the course considers the issues of the choice of the law governing transactions related to more than one jurisdiction, constitutional limitations on the jurisdiction of courts, and recognition of sister-state and foreign judgments.  
**Offered:** Every year, All
- LAWS 340. Corp Compliance in Healthcare Industry.** **3 Credits.**  
This course addresses both the managerial and legal aspects of health care corporate compliance. Essential elements of a compliance program are presented. Special focus is placed on various pieces of federal legislation and enforcement initiatives conducted by the U.S. Department of Justice and the Office of Inspector General in the Department of Health and Human Services.
- LAWS 341. Insurance.** **2 Credits.**  
This course is a study of the legal principles applicable to the control of insurance and to the state regulation of insurance. These principles are examined in the light of their institutional setting. Legal and non-legal material is utilized in this course. Topics studied are: formation of a contract; insurable interest; premiums; construction of life, property, accident liability and group contracts; concealments; warranties; conditions; exceptions; waiver; and estoppel.  
**Offered:** Every year, All
- LAWS 343. Land Use Planning.** **3 Credits.**  
This course involves a critical examination of governmental and private attempts to control land use. Investigation are made of common law principles and of constitutional restrictions upon 1) private controls such as the Law of Nuisance and Restrictive Covenants; and 2) statutory regulation such as zoning, subdivision controls, growth controls, and land trusts.  
**Offered:** Every year, All
- LAWS 344. Law, Science and Technology.** **3 Credits.**  
This course explores several areas in which scientific and technological advances have had an impact on the legal system, either by calling for changes in the system itself, of by provoking attempts to impose legal controls on the conduct of scientific research or the uses of scientific knowledge. The different approaches of law and science to problems of causation and proof are discussed. Specific topics that may be discussed as illustrative of the problems arising at the interface of law and science include (time permitting): behavioral research and the application of social science data to the legal system, the use of scientific and statistical evidence in court, problems created by the computer, legal regulation of scientific research that poses apparent ethical or health problems, and legal control of technology that poses real or apparent hazards to public health (e.g., nuclear reactors).  
**Offered:** Every year, All
- LAWS 345. Health Law.** **2 Credits.**  
This introductory course is recommended for students who are interested in the major state and federal legal and policy issues governing health care, particularly the Affordable Care Act. The course focuses on how the law impacts health care access, quality and costs together with topics such as the patient-provider relationship, and private and public insurance regulation. Students study how to counsel health care clients on dealing with the impact of legislation, regulation, administrative agencies, and case law. This course is cross listed for the Health Care Compliance Certificate (offered in conjunction with the School of Business) and the Scholarly Reflection and Concentration/Capstone Course at the Frank H. Netter MD School of Medicine. (2 or 3 credits)  
**Offered:** Every year, All
- LAWS 346. Food and Drug Law.** **3 Credits.**  
This course explores both the historical background and current state of U.S. Food and Drug law, including the foundation and evolution of the Food and Drug Administration ("FDA") the pre-market approval processes for branded and generic drugs, biologics, and medical devices, as well as regulation of post-marketing promotion, manufacturing, distribution, and safety surveillance of prescription-only products; regulation of cosmetics, food, dietary supplements, and food additives; FDA inspection and enforcement procedures; federal preemption and tort liability.
- LAWS 347. Remedies.** **3-4 Credits.**  
This course commences with an examination of remedial goals in torts, contracts, and unjust enrichment cases, with an emphasis on aspects of the modern law of damages. This analysis is continued in specific contexts throughout the course. There is some coverage of equity and on particular aspects of equitable remedies. The course considers remedies for injuries to real and personal property, tangible and intangible interests, persons and status. There also is a consideration of remedies for nominally unenforceable transactions. (3 credits)  
**Offered:** Every year, All

**LAWS 348. Advanced Law & Medicine. 2 Credits.**

This course provides for in-depth study of issues related to reproductive issues. Both classic and new cases are discussed, as well as some pending cases and legislation. Possible topics to be discussed include: the right to marry; contraception; abortion; forced sterilization and sterilization in lieu of incarceration; surrogate motherhood; frozen embryos; cloning; homosexuality; etc. Other topics related to reproduction and of interest to the students may also be considered.

**LAWS 349. Antitrust. 3 Credits.**

This course examines the application of the Sherman Act, Clayton Act, Federal Trade Commission Act, and Robinson-Patman Act as controls on economic activity. The course examines the legal responses to problems of monopolization; collaboration among competitors; vertical controls on dealing; horizontal, vertical, and conglomerate mergers; and price discrimination.

**Offered:** Every year, All

**LAWS 350. Health Care Antitrust. 3-4 Credits.**

This course deals with the application of antitrust laws in the health care setting. It examines antitrust economics, the basic antitrust offenses and defenses, and applies these to the health care market, including branded and generic prescription drugs. Students discuss antitrust restrictions on hospital mergers, on the formation of physician groups, joint ventures, drug marketing, professional organizations' activities, and managed care. It is not necessary to have taken basic antitrust in advance of taking this course. The beginning of the course includes a review of the major U.S. antitrust statutes and concepts; after that the emphasis shifts to new health care cases, and health care-specific issues affecting the health care industry, particularly its regulation by the U.S. Department of Justice and the Federal Trade Commission, as well as joint U.S. and EU enforcement activities.

**LAWS 351. Regulated Industries. 2 Credits.**

This course explores legal and economic aspects of regulation of business. It covers various problems that are common to regulations such as price control, control of entry, control of supply, control of quality, of service, safety regulation, and the interplay of competition and regulation. Several different industries are discussed.

**Prerequisites:** Take LAWS 114;

**Offered:** Every year, All

**LAWS 352. Health Care Business Transactions. 3 Credits.**

This course gives students the opportunity to study health law as it relates to transactions in the health care industry. The course is structured around a set of standard health care business transactions. For instance: 1) A health system desires to provide professional medical services; students evaluate options for corporate organization, physician compensation, and related employment or service contracts; 2) A tax-exempt health system desires to create a joint venture with physicians to provide ambulatory surgery services; students evaluate corporate organization, tax-exemption and fraud and abuse issues, and review key terms of an Operating Agreement; 3) A health system is considering corporate governance issues; students evaluate different options and good governance practices and review key terms in relevant corporate documents; 4) A health system is considering contracting for medical equipment; students evaluate fraud and abuse issues and various key contract issues and provisions. (The professor may elect to use other types of transactions as new developments arise in the health care field.)

**LAWS 353. Local Government Law. 3 Credits.**

This course examines the nature, powers, organization of, and liabilities of municipal corporations and other units of state and local governments. Consideration is given to federal, state, local, and interlocal relations; the role of local police powers; constitutional restrictions upon the local governments; land use planning and control; and the financing of local government improvements.

**Offered:** Every year, All

**LAWS 354. Jurisprudence: Feminist Legal Theory. 3 Credits.****LAWS 355. Corporate Finance. 3 Credits.**

This is a study of the elements legally required for securities valuation in reorganization, recapitalizations, and dissenters' appraisals; rights and priorities accorded different types of securities; and obligations of corporations toward shareholders, together with dividend requirements and policies. Legal accounting and tax aspects of mergers, acquisitions, and tender offers are considered, including an overview of related disclosure and behavioral requirements under securities laws.

**Prerequisites:** Take LAWS 205

**Offered:** Every year, All

**LAWS 356. Arbitration. 2-3 Credits.**

This course surveys the expanding field of arbitration, which is now a primary institution in American and international commerce for resolution of civil disputes. Students review laws and concepts central to arbitration, formation and enforcement of arbitration agreements, the process itself, and judicial enforcement of awards. They also survey the uses of arbitration in a variety of fields such as employment, commercial, labor, and health care law.

**LAWS 357. Federal Courts. 3 Credits.**

This course considers jurisdictions of the federal courts and jurisdictions of the federal courts and conflicts between the federal and state judicial systems. Topics may include the nature of the judicial power; federal question, diversity, and removal jurisdiction; amount in controversy; application of federal or state law; abstention; injunctions of state proceedings; jurisdiction of the Supreme Court; jurisdiction of cases involving joinder of parties and claims and related devices, and procedural questions. Problems may be assigned and discussed.

**Prerequisites:** Take LAWS 110;

**Offered:** Every year, All

**LAWS 358. Law of the Sea. 3 Credits.****LAWS 359. Admiralty. 3 Credits.**

This course involves a study of the jurisdiction of admiralty courts and the laws affecting maritime rights and obligations. Areas included are the history of maritime law, choice of law in admiralty cases, maritime property interests, rights of seamen, carriage of goods, salvage, and collision.

**LAWS 360. International Criminal Law. 3 Credits.**

This course focuses on the jurisdiction, investigation and adjudication of international crimes within two procedural settings: 1) international organizations, and 2) national courts.

**Prerequisites:** laws 113



**LAWS 361. International Law.****3 Credits.**

This broad survey course examines public international law and the principles that determine to what extent this law is incorporated within the U.S. domestic legal system. Students study a wide range of treaties and customary international law, as well as several of the major international institutions such as the United Nations that play a role in the international legal framework. They also consider to what extent international law operates as a rule of decision for our courts and as authority for or constraint on actions of the President, Congress, and U.S. states.

**Offered:** Every year, All

**LAWS 362. National Security Law.****2-3 Credits.**

This course surveys United States law as it relates to national security. Topics include some or all of the following: separation of powers in national security matters, presidential war powers, congressional and presidential emergency powers, the role of the judiciary, the domestic effect of international law, the use of military force abroad, intelligence operations, investigating terrorism and other national security threats, prosecuting terrorists, the Freedom of Information and Privacy Acts, access to national security information, and restraints on leaking and publishing national security information. Prerequisite: Constitutional Law

**Offered:** Every year, All

**LAWS 363. International Comparative Health Law.****2 Credits.**

This course surveys and compares the world's major health laws. It begins with a comp analysis of health care systems, including an inquiry in comparative costs, the comparative populations served by various systems and a comparison of the health outcomes produced systems. The course then turns to comparative analysis of relevant legal concepts, including addressing liability of health care providers, reimbursement of health care providers, health bioethics, including right to refuse treatment and the right to die, and international conventions of right to health care.

**LAWS 364. Federal Regulation of Health Care Fraud.****2 Credits.****LAWS 365. Comp. National Security Law.****2 Credits.****LAWS 366. Energy Law.****3 Credits.**

This course examines common law cases dealing with land, water, oil, and gas, mining and alternative energy sources. The course considers the place and effect of federal and state regulation, and problems arising from this regard to allocation and conservation. Conflict resolution in this area is discussed, with emphasis on the influence of litigation and litigation strategy.

**Offered:** Every year, All

**LAWS 367. Counterterrorism Law.****2 Credits.**

This course is a survey of legal, constitutional and international issues relating to homeland security and the struggle against international and domestic terrorism. Topics may include intelligence gathering at home and abroad, criminal investigations of terrorist activity, detention and interrogation of terrorist suspects, civil detention, military commissions, planning responses to terrorist attacks (and natural disasters), the domestic role of military forces, and the protection of sensitive government information. This course is designed to complement the 2-credit course in National Security Law, which deals primarily with separation of powers and checks and balances in the federal government, in the context of national security, foreign affairs, and the war powers. Without the permission of the instructor, this course is not open to those who have taken a 3 or 4-credit course in National Security Law.

**LAWS 368. Medicare Law & Policy.****2 Credits.**

This course focuses on the rights and responsibilities of the beneficiary. It does not cover provider and plan rights and obligations, except as necessary to understand the rights and responsibilities of the Medicare beneficiary. This course provides an overview of eligibility, and scope of benefits for Medicare Part A (hospital), Medicare Part B (out-patient), Medicare Part C (Medicare Advantage, private plans), and Medicare Part D (prescription drug coverage), overview of supplemental coverage (Medigap policies) and low-income programs for people with Medicare, such as Medicare Savings Programs and the Part D Low-Income Subsidy, and beneficiary appeals for all Medicare programs.

**LAWS 369. Real Estate Transactions.****3 Credits.**

This course provides an introduction to the law of real estate transactions, with an emphasis on mortgage financing.

**Prerequisites:** Take LAWS 105;

**Offered:** Every year, All

**LAWS 370. Family Law.****2-3 Credits.**

This course involves a study of the family as a legal institution. Particular attention is given to rights and obligations during marriage and upon dissolution of the marriage. Federal Income Tax is a pre or co-requisite.

**Corequisites:** Take LAWS 305

**Offered:** Every year, All

**LAWS 371. Divorce and the Divorcing Family.****2 Credits.**

This course examines divorce, custody and visitation, analyzing the emotional impact of these legal processes on children and parents in divorcing and post-divorce families. Students critique the current family law system with the aid of recent legal and social science research materials. The course requires students to analyze the role that lawyers play in exacerbating and ameliorating the effects of the divorce process on adult and child parties. Students examine ethical and practical constraints of integrating an interdisciplinary perspective to a family law practice and explore the benefits and limitations of divorce-related communication between family lawyers and mental health clinicians.

(Prerequisite: Family Law)

**Prerequisites:** Take LAWS 370;

**LAWS 372. Representation in Mediation.****2 Credits.**

The principal focus of this course is to explore mediation advocacy issues for the practitioner representing a client in a mediation. Mediation concepts and implications for developing skills for client representation are examined. Mediation-oriented styles, skills and techniques are contrasted with the techniques required in litigation and arbitration. The exclusive emphasis is on the practitioner's role as an advocate rather than as a neutral/mediator. (1 credit)

**Corequisites:** Take LAWS 428

**LAWS 373. Products Liability.****3 Credits.**

This course examines the emerging field of products liability law with emphasis on negligence, warranty, fraud, and strict liability in tort. Consideration is given to problems of proof and evidence, especially in the areas of drugs, automobiles and industrial machinery.

**Offered:** Every year, All

**LAWS 374. Introduction to Mediation.****2 Credits.**

This course introduces students to basic mediation skills, practice and theory, including the benefits and limitations of mediation as a dispute resolution method. Class time is divided nearly equally between developing mediation skills as an impartial third party and discussing conceptual issues and challenges facing third-party neutrals.



- LAWS 375. Legislation. 2 Credits.**  
This course considers the legislature in perspective, examining it in its working relationships with other institutions of the American Legal System. The course is designed to develop an understanding of the potentialities and limitations of the legislative process. Students select an enumerated problem and propose a legislative solution.  
**Offered:** Every year, All
- LAWS 376. Advanced Land Use Writing Seminar. 2 Credits.**  
The objective of the course is to research and write a publishable article of about 6,000 words on a narrowly focused issue of land use law. Students also have an opportunity to present in class several times, receive reviews of their work by classmates, and critique the work of others.
- LAWS 377. Energy Regulation and Public Policy. 2 Credits.**  
Energy regulation touches core environmental, economic and social issues. The interplay of traditional utility regulation and recent restructuring initiatives that rely on markets to deliver reliable and reasonably priced power creates many political, economic and regulatory tensions. Focusing on the regulation and design of U.S. electric power systems (i.e., the generation, transmission and distribution of electricity) and related markets, with some limited exposure to natural gas developments and their impacts on electric markets, this course provides an introduction to the explicit and implicit policy tradeoffs inherent in the current and evolving system of energy regulation at the state, regional and federal levels. Topics covered include the classic cost of service regulation, competitive generation, wholesale market structures, regional transmission organizations, microgrids, "behind the meter" generation, net metering, submetering, renewable portfolio standards, the emerging role of demand response and efficiency as supply resources, retail competition and retail rate design. Guest speakers from industry and government provide diverse perspectives based on their experience in the regulatory and policy arena. The course introduces students to the roles, jurisdiction and tension of the Federal Energy Regulatory Commission and the Connecticut Public Utilities Regulatory Authority.
- LAWS 378. Climate Change. 2 Credits.**  
This course explores legal and policy developments pertaining to climate change and the regulation of greenhouse gas emissions. Approaches considered range in jurisdictional scale (state and local, regional, national, international), temporal scope (incremental measures, near-term targets, multi-decade emissions goals), policy orientation (voluntary initiatives, disclosures rules, subsidization, tort litigation, command-and-control regulation, cap-and-trade schemes, emissions taxes), regulatory target (industry and manufacturing, commercial and retail firms, financial and insurance companies, consumers and workers), and regulatory objective (stabilization of greenhouse gas concentrations, reduction of emissions levels or intensity, energy security, optimal balancing of costs and benefits, adaption to unavoidable impacts). Although course readings and discussion focus on existing and actual proposed legal responses to climate change, the overarching aim of the course is to anticipate how climate change affects our laws and our lives in the long run. Students are required to complete a research paper on a related topic of their choosing, which may satisfy the substantial paper component of the Advanced Writing Requirement.
- LAWS 379. Environmental Law. 3 Credits.**  
This course examines the legislative, administrative and judicial responses to environmental problems. Students primarily focus on the major federal environmental statutes, including the Clean Air Act, the Clean Water Act, the Resource Conservation and Recovery Act, the National Environmental Policy Act, and protections for endangered species and wilderness. Students also evaluate common law remedies, state environmental protections, and major international environmental issues, including climate change.  
**Offered:** Every year, All
- LAWS 380. Secured Transactions. 2-3 Credits.**  
Security interests in personal property under Article 9 of the Uniform Commercial Code are considered. (Depending on the professor, Commercial Law may be a pre- or corequisite.)  
**Offered:** Every year, All
- LAWS 381. Law and Economics. 2 Credits.**  
This course explores the use of economic analysis in the study of specific legal problems, of the existing legal system, and of proposed modifications to existing legal structures. It begins by examining the nature of economic reasoning and limitation of applying economic theory, the course explores the economic foundations of property law, including entitlement theory, pollution problems, monopoly problems, government allocation of resources, and public property rights. It then examines the economic theory as applied to criminal sanctions and criminal law, tort negligence theory, strict liability, economic foundations of contract law, and contract impossibility. The direction of the course from that point is partially determined by the interest of the class but may include problems of population control, allocation of scarce medical resources, justification of inheritance, economic analysis of rent control and housing code enforcement, consumer problems, and military service. In general, the course avoids delving into areas that are covered in depth in other courses such as tax policy, antitrust law, and regulated industries.  
**Offered:** Every year, All
- LAWS 382. Law of European Union. 3 Credits.**
- LAWS 383. Sec. Trans/Creditors' Rights. 4 Credits.**
- LAWS 384. Juvenile Law. 3 Credits.**  
The course examines the legal rights and responsibilities of minors. Topics to be studied include delinquency, abuse and neglect, representation of children in custody disputes, and educational rights of handicapped children. The course devotes attention to the role of the attorney, juvenile court and social and diagnostic services available to children and youths.  
**Offered:** Every year, All
- LAWS 385. Adv. Juvenile Law - Child Protection Practices. 2 Credits.**
- LAWS 386. Domestic Violence: Law, Practice and Pol. 2 Credits.**  
This course examines domestic violence from a legal perspective. It includes a historical analysis of intimate partner violence and the various legal and societal changes that have evolved to form the current legal responses. Students explore a wide range of topics, including police and prosecutorial responses, expert witness testimony, battered women as criminal defendants, cultural differences, domestic violence in divorce and child custody disputes, legal remedies for battered immigrants, and domestic violence as a human rights and public health concern. The course is interactive and affords students the opportunity to utilize written and oral advocacy skills in applying the rules of evidence and ethics to civil and criminal issues around domestic violence.

**LAWS 387. Adv. Juvenile Law: Delinquency Proceedings. 2 Credits.**

This course covers selected topics in juvenile law of current or continuing interest. Issues may include child custody, adoption, technological advances in childbearing, and the costs and benefits of indeterminacy in standards for child custody. There is no prerequisite but students should have taken either Juvenile Law or Family Law.

**LAWS 388. Elder Law. 2-3 Credits.**

This course integrates such topics as estate planning, retirement planning, planning for Medicare, Medicaid, and other governmental entitlements, contracts for long-term nursing care, etc.

**Offered:** Every year, All

**LAWS 390. Consumer Law. 3 Credits.**

This course addresses problems of formation of consumer transactions, the substance of consumer transactions, and the remedies available to the parties. The focus is on whether any intervention to protect the consumers is warranted, what forms intervention might take, and evaluating the cost and benefit of intervention. (Prerequisite: Commercial Law)

**LAWS 391. Civil and Political Rights Equal Protection. 2 Credits.**

This course is a study of the law of individual liberties and civil rights, with emphasis upon the Fourteenth Amendment's equal protection clause and civil rights legislation.

**Prerequisites:** Take LAWS 110;

**Offered:** Every year, All

**LAWS 392. Laws & Psychology. 3 Credits.**

The course explores selected areas of interaction between the legal system and the psychology of human behavior. It attempts to answer the questions: "What does the science of psychology teach us concerning the goals that a legal system should strive to attain?" and "What limits does the legal system impose on what is permissible in the name of social science research?" Specific areas of study may include: the jury system, the control of human behavior and the criminal law system, uses and abuses of psychological testing, the impact of laws on human behavior and the impact of public opinion on the law.

**Offered:** Every year, All

**LAWS 393. Business Planning. 4 Credits.**

This course represents an opportunity for students to integrate their work in previous substantive courses by examining a series of common business transactions. Students work in groups to consider and make recommendations to their "clients" on the choice of entity, capitalization, control, valuation, compensation, and management. They consider the opportunities for expansion if the business is successful, including "going public," merger or acquisition, or sale of the business. They also consider the consequences of failure: liquidation or dissolution of the business.

**Prerequisites:** Federal Income Taxation.

**Corequisites:** LAWS 305

**Offered:** Every year, All

**LAWS 394. Advanced Business Planning. 2 Credits.**

**Offered:** Every year, All

**LAWS 395. Corporate Tax. 2 Credits.**

This is a study of the basic concepts of the federal income taxation of corporations and shareholders with emphasis on the tax consequences of characterization, incorporation, dividends, redemptions, and liquidations. Included is an examination of the corporation as taxpayer, focusing on the corporation's liability under the regular and corporate alternative minimum tax.

**Offered:** Every year, All

**LAWS 396. Bankruptcy and Creditors' Rights. 3 Credits.**

As events of the Great Recession have demonstrated, insolvency and the potential for insolvency affect many transactions and complicate efforts to enforce judgments and to resolve disputes. Practitioners in many fields including lending, commercial transactions, general litigation and family law will confront a bankruptcy issue at some point in their careers. This class begins with an overview of the various state law creditor remedies and debtor protections. The course focuses primarily on relief available for consumer and business debtors and the treatment of claims of secured and unsecured creditors under the Bankruptcy Code. Students explore issues in Chapter 7 (liquidation), Chapter 13 (individual reorganization) and Chapter 11 (business reorganization) bankruptcies. They survey out-of-court procedures such as workouts, sales under the UCC, compositions, receiverships and assignments for the benefit of creditors. Class discussion focuses more on problems than cases. The class applies legal principles in discussing solutions to practical problems. To the extent feasible, the class invites guests who practice in the field, examines pleadings in actual cases and provides practice pointers to assist students in the transition to becoming a lawyer.

**Offered:** Every year, All

**LAWS 397. Bankruptcy. 3 Credits.**

The course focuses on considerations of state law including prejudgment remedies, with recent constitutional limitations; judgments and post-judgment remedies; systems for administering claims outside of bankruptcy, including assignment for the benefit of creditors, composition and trust mortgage; application of the Federal Bankruptcy Act; rights of bankrupt and creditors; advantages in utilizing rehabilitative sections of the Bankruptcy Act; and the effect of bankruptcy on secured transactions created under the Uniform Commercial Code.

**Offered:** Every year, All

**LAWS 398. Bankruptcy Tax. 2-3 Credits.**

This course covers provisions of the Bankruptcy Code applicable to federal tax claims, including rules for distributions, priority, and non-dischargeability. Topics include taxation of individual bankruptcy estates, corporate reorganizations, net operating losses, and relief of Indebtedness Income Rules.

**Prerequisites:** Take LAWS 305;

**Offered:** Every year, All

**LAWS 399. Advanced Bankruptcy. 3 Credits.**

This course examines selected topics in bankruptcy law. (Prerequisite: Bankruptcy) (2 or 3 credits)

**Prerequisites:** Take LAWS 397;

**Offered:** Every year, All

**LAWS 400. American Legal History. 3 Credits.**

This seminar examines the historical interaction between the American social and legal systems in the treatment of race relations. The seminar reviews the major Supreme Court cases applying and interpreting the constitutional rights created under the Thirteenth and Fourteenth Amendments, with an emphasis on the historical and social contexts in which the decisions were rendered. The course involves an intensive analysis of the early precedents establishing the foundation for the more recent decisions and of the legal questions and social implications raised by these cases. The interface between the American legal system and American race relations has historically been an evolving and controversial process which will be illustrated through the issues raised by the cases studied. The seminar is designed to engage the students not only about the history of this area of the law, but also about how this history influences current legal issues in American race relations and the students' own perceptions about racial issues generally.

**Offered:** Every year, All

**LAWS 401. Law, Language & Ethics.****3 Credits.**

This course involves a study of the decision dilemmas faced by lawyers, and the search for and soundness of the authority used to attempt solutions to the dilemmas. The dilemmas are caused by the circumstances of choice in relation to role, rule, and reason. Authority is sought in perception concepts, facts, issues, and language. The course cuts through the compartments of other law courses and uses other disciplines to illuminate the study and understanding of law and lawyering.

**Offered:** Every year, All**LAWS 402. Advanced Environmental Law S.****2 Credits.**

This course will cover advanced topics in federal and Connecticut environmental law, including detailed case studies. (Prerequisites: Administrative Law and Environmental Law.) (2 or 3 credits)

**Prerequisites:** Take LAWS 379;**Offered:** Every year, All**LAWS 403. English Legal History.****3 Credits.**

This course, which focuses on government and law in the broader context of English history, begins with Anglo-Saxons and concludes with the Americanization of Common Law Courts, the Courts of Chancery and Equity, the legal profession, Magna Carta, origins of Parliament, real and personal property, torts, contracts, criminal law, and family law. Historiography and case analysis also constitute important aspects of this course.

**Offered:** Every year, All**LAWS 404. Criminal Justice Externship.****2-5 Credits.**

Students work in federal and state prosecution and public defender offices in Connecticut and, in some instances, in neighboring states. Pre- or co-requisites: Criminal Procedure and Evidence

**Offered:** Every year, All**LAWS 405. Soviet Law.****3 Credits.**

This course will examine law and legal institutions since the Bolshevik Revolution in 1917 and the establishment of the U.S.S.R. in 1922. Special attention will be given to the legislation since Stalin, the Constitution of 1977, and a prospective of the Gorbachev Reforms.

**Offered:** Every year, All**LAWS 406. Comparative Const. Law.****2 Credits.**

This course deals with selected problems in comparative law of current or continuing interest. The instructor may from time to time, impose prerequisites, depending upon the topic.

**Prerequisites:** Take LAWS 110;**Offered:** Every year, All**LAWS 407. Legal Drafting & Writing.****2-3 Credits.**

This is a practical course, designed to teach students the fundamental skills of advocating a client's position in an appellate court, on appeal after an interlocutory order or trial court judgment. The course is designed to develop various lawyering skills including oral advocacy, legal writing and drafting, and legal research. Taught by a veteran appellate litigator, the course will also explore real life ethical and professional issues that arise in appellate litigation, as well as strategies on appeal. Completion of the course automatically satisfies the substantial paper requirement. (2 credits)

**LAWS 408. Bankruptcy Lab.****1 Credit.**

This course is designed to assist students in making the transition from law school to practice in a business setting. Using their knowledge of bankruptcy law, students will write memos; participate in mock client-counseling, negotiation and advocacy exercises; and comment on each other's work. In addition to bankruptcy law, course material and presentations will emphasize business concepts, including financial literacy and rehabilitation of small to mid-sized troubled businesses. Although the course focuses specifically on insolvency, the practice skills emphasized, such as understanding the business contexts in which legal problems can arise, are also required for success in other business settings. Prerequisite: Concurrent or prior enrollment in Bankruptcy 396 01.

**Corequisites:** Take LAWS 396**LAWS 409. Drug and Device Law.****2-3 Credits.**

This course explores both the historical background and current state of the regulation of prescription brand-name and generic drugs, over-the-counter drugs, medical devices, biological products, and cosmetics, including the process for premarket approval of these products. The relevant provisions of the Federal Food, Drug and Cosmetic Act will be covered, as well as the Food and Drug Administration's authority to enforce the statute through administrative regulations and court enforcement. The relationships between FDA, Congress, and industry will be explored and analyzed. Students will consider the development and marketing of "biosimilar" products pursuant to the Biologics Price Competition and Innovation Act of 2009. Other topics will include the regulation of advertising and promotional activities including off-label promotion, federal preemption in cases involving injury to patients from branded or generic drugs, FDA's inspection and enforcement procedures, and criminal liability for individuals and corporations. (May be offered for 2 or 3 credits dependent on instructor)

**LAWS 410. Theories of Punishment S,W.****2 Credits.****LAWS 411. Am.Leg.Hist-History of Race Relations.****2 Credits.**

This seminar will examine the historical interaction between the American social and legal systems in the treatment of race relations. The seminar will analyze major Supreme court cases applying and interpreting the constitutional rights created under the Thirteenth and Fourteenth Amendments, with an emphasis on the historical and social contexts in which the decisions were rendered.

**LAWS 412. Habeas Corpus.****2 Credits.**

This course will examine the legal and pragmatic place of habeas corpus and other post-conviction remedies in our criminal justice system, including cases of wrongful conviction and innocence. Topics will include the function of habeas in relationship to the other stages of a criminal case, with emphasis on actual innocence and the death penalty, and the role of DNA and other forensic science tools. This course will also explore the duties of the prosecution, involuntary confessions, racial discrimination and ineffective assistance of counsel. Students will receive an introduction to the contrasting procedural rules governing habeas corpus in state and federal court, and a comparison of habeas corpus versus other remedies (including non-adversarial remedies) for addressing wrongful convictions and claims of innocence. Prerequisite: Criminal Procedure Adjudicative or Investigative (2 or 3 credits)

**Prerequisites:** Take LAWS 431 or LAWS 432

- LAWS 413. Community Needs Assessment Lab.** **1-3 Credits.**  
Increasingly, law school students and graduates are expected to create their own practices or generate a new book of business, rather than being able to rely upon a book of existing business being handed down from senior and retiring attorneys. In order to build a new practice, attorneys must identify existing unmet legal needs in the community and then both leverage existing resources and develop new capacities to meet these needs. This course is designed to provide law students an opportunity to explore and apply community needs assessment tools developed by public health professionals to better define unmet needs in a community, understand barriers to meeting those needs, assess existing internal and external resources, and build effective practices or programs. Anticipated to take place in the spring semester, this course is specifically framed to allow the week of spring break to be spent collecting data in communities where travel is necessary. Prerequisites (needs at least 1): Current or prior enrollment in Public Health Law, Poverty Law, Environmental Law, Immigration Law, Family Law, Juvenile Law, Alternative Dispute Resolution, Negotiation, Education Law, Federal Criminal Law, Federal Income Taxation of Individuals, or International Law
- LAWS 414. Food Law.** **2-3 Credits.**  
This course is designed to examine the legal and policy issues associated with the Food and Drug Administration's regulation of foods and dietary supplements and tobacco products. The class will review the statutory provisions of the Federal Food, Drug, and Cosmetic Act, as well as the governing case law, implementing regulations, and administrative actions that govern the development/formulation, product positioning and approval/clearance, and labeling/marketing of these products. The course will also cover food safety issues, focusing on the Food Safety Modernization Act of 2011 and FDA's rules on restaurant menu and vending machine labeling. There will be some coverage of the U.S. Department of Agriculture, its authority over meat and poultry products, and its regulation of organic programs under the Organic Foods Production Act. Students will receive a comprehensive overview of the historical background and current state of FDA, and will explore FDA's expanding authority over novel technologies, enforcement and inspection powers, and post-marketing surveillance to address safety concerns. (2 or 3 credits dependent on instructor)
- LAWS 415. Business Law Externship.** **2-5 Credits.**
- LAWS 416. Health Law Externship.** **2-5 Credits.**
- LAWS 417. Intellectual Property Externship.** **2-5 Credits.**
- LAWS 418. Advanced Constitutional Law - Civil Right.** **2 Credits.**
- LAWS 419. Adv.Con.Law-1st Amendment Religion Claus.** **3 Credits.**  
**Prerequisites:** Take LAWS 110;
- LAWS 420. Adv.Civ.Pro-CT Prac -S.** **2-3 Credits.**  
This course deals with selected problems in civil procedure of current or continuing interest.  
**Prerequisites:** Take LAWS 110;  
**Offered:** Every year, All
- LAWS 421. Advanced Con. Law.** **2-3 Credits.**  
This course deals with selected problems in constitutional law of current or continuing interest.  
**Prerequisites:** Take LAWS 110;  
**Offered:** Every year, All
- LAWS 422. Adv.Con.Law-Family & Educ..** **3 Credits.**
- LAWS 423. State Constitutional Law.** **2-3 Credits.**  
**Prerequisites:** Take LAWS 110;  
**Offered:** Every year, All
- LAWS 424. Adv.Con.Law-Civil Rts. Litg'tn.** **2 Credits.**
- LAWS 425. Interview., Counsel.& Negotia..** **2 Credits.**  
This course aims to develop lawyering skill in three critical areas. Each skill will be introduced by lecture, discussion, and videotaped or transcribed examples. Each student will engage in a series of simulations, which are taped and critiqued by the professor and fellow students.  
**Offered:** Every year, All
- LAWS 426. Employment Discrimination Law.** **3 Credits.**  
This course examines the multitude of statutes- federal, state, and local- that provide for equal employment opportunities regardless of race, color, religion, sex, national origin, age, or physical or mental handicaps. The effectiveness of the various remedies is explored and the administrative processing of complaints is reviewed. Litigation strategies are also considered.  
**Offered:** Every year, All
- LAWS 427. Adv.Con.Law-Const. Research.** **2 Credits.**
- LAWS 428. Negotiation.** **2-3 Credits.**  
In this course students will study negotiation from theoretical and practical perspectives. The course will use lecture, discussion, film, and simulations to introduce students to the key features of negotiation. Each student will engage in a series of role play exercises, with an opportunity for critique and debriefing with faculty and fellow students. Spring 2016 January 15 & 22 (Fridays) 12:00 - 4:00 February 6 & 20 (Saturdays) 9:00 - 3:00 March 4 (Friday) 12:00 - 4:00 April 1 (Friday) 12:00 - 4:00
- LAWS 429. International Human Rights.** **2 Credits.**  
This course considers human rights under the United Nations Charter, the Universal Declaration of Human Rights, and other U.N. documents and resolutions, as well as U.N. investigation of human rights violations. The course also examines regional arrangements to protect human rights, exemplified by the European Human Rights Convention and its inter-American counterpart. It is desirable but not essential that the student have completed a course in international law.  
**Offered:** Every year, All
- LAWS 430. International Trade.** **3 Credits.**  
The course will cover domestic and international laws and institutions governing foreign trade, including the legal consequences of U.S. participation in the GATT, UNCTAD, and other international forums, law regulating customs and tariffs, government procurement, subsidies, dumping, unfair foreign trade practices, disruptive imports under the escape clause, the generalized system of preferences, most-favored nation treatment, exports under the Export Administration Act, and foreign assets control; the impact of Friendship, Commerce, and Navigation treaties. Specialized problems will include foreign corrupt practices, and restrictive business practices. NAFTA, Custom Unions and Free Trade Areas.
- LAWS 431. Criminal Procedure - Adj..** **3 Credits.**  
This course deals with the adjudicative stage of the criminal justice process. It includes the initial appearance following arrest, the decision to prosecute, the preliminary hearing, bail, indictment, pleas and plea bargaining, the trial, and double jeopardy. The major emphasis is on the constitutional limitations on the adjudication of criminal matters.  
**Offered:** Every year, All



- LAWS 432. Criminal Procedure Inv..** 3 Credits.  
This course deals with the investigative stage of the criminal justice process. It focuses on the police function, emphasizing the constitutional limitations on that function and the means of enforcing those limitations. The course includes a consideration of such matters as arrest, stop and frisk, search and seizure, eavesdropping, wiretapping, identification procedures, and questioning of suspects.  
**Offered:** Every year, All
- LAWS 433. Comparative Criminal Procedure.** 2 Credits.  
This course will broadly examine the rights of individuals under investigation and prosecution in continental and common law jurisdictions, with emphasis on the United States and Ireland and on the historical roots of some present day rules. We will examine individual rights involving police investigation (search and seizure of evidence, interrogation, and arrest) and criminal trial (the right to counsel, the right to a jury, evidentiary constraints, and sentencing). We will also discuss the special challenges posed by the threat of terrorism. Our main text will be Stephen C. Thaman, "Comparative Criminal Procedure: A Casebook Approach" (Carolina Academic Press 2d ed. 2008), with substantial supplemental and online materials.
- LAWS 434. Employment Law.** 3 Credits.  
This course presents an introduction to the laws that apply to the employer-employee relationship. It reviews issues that confront the employment lawyer practicing within the myriad regulatory laws and regulations governing employer and worker rights under federal, state and common law. The course examines a selection of various issues that arise in employment law such as the development of employment law, and sources of modern employment law in public employment, collective bargaining, non-discrimination, employment-at-will, judicial modification of employment-at-will, establishment of the employment relationship, a brief survey of the laws against discrimination, a review of wage and hour laws, pay equity and comparative worth, fringe benefits, conditions of employment in the work environment, OSHA and workers compensation, regulations and laws governing discharge, termination employment, unemployment and retirement.
- LAWS 435. Advanced Family Law I - S.** 2 Credits.  
This course deals with selected problems in family law of current or continuing interest.  
**Prerequisites:** Take LAWS 370;  
**Offered:** Every year, All
- LAWS 436. Adv.Fam.Law/Child/Fam& State.** 3 Credits.
- LAWS 437. Computer and Internet Law.** 2 Credits.  
This course covers computer hardware and software applications of copyright, patent, and unfair trade practices law, contracts for computer services and technology, invasion of privacy, and other related topics.
- LAWS 438. Advanced Family Law II.** 2 Credits.  
**Prerequisites:** LAWS 435  
**Corequisites:** Take LAWS 370
- LAWS 439. Computer Crime: Definitions, Investigati.** 3 Credits.  
**Prerequisites:** Take LAWS 432;
- LAWS 442. Sports & Entertainment Externship.** 2-5 Credits.
- LAWS 443. Tax Law Externship.** 2-5 Credits.
- LAWS 444. Employment Law Externship.** 2-5 Credits.
- LAWS 445. Film Music Law in the Digita.** 2 Credits.  
This is an advanced copyright seminar that explores the relationship among law, art, and commerce, with a particular focus on how law regulates artistic expression in the use of music in film. The course also investigates how the development of digital media and attendant distribution mechanisms have challenged the legal framework and impacted creative expression. Our focus in film will begin with an investigation of how film producers must "clear" music - obtain legal rights to its use - before placing it in a film. In this course you will learn the legal concepts that govern the "clearing" process, read a screenplay and corresponding director's track listing of music to be used in the film, and your graded assignment will be to "clear" a song for the film and to write a reflective essay about the experience. Co/Prerequisites: Intellectual Property or Entertainment law  
**Prerequisites:** LAWS 506 Entertainment Law LAWS 331 Intellectual Property  
**Corequisites:** Take LAWS 506 and LAWS 331
- LAWS 446. Environmental Law Externship.** 2-5 Credits.
- LAWS 450. Non-Profit Organizations.** 2 Credits.  
This course explores the historical development and principal theoretical rationals for the non-profit sector. It examines the formation, classification, peration, and goverances of non-profit organizations under both state and federal law. Particular emphasis will be given to state corporation law and federal tax exemption issues, including responsibilities and liabilities of directors, officers, and volunteers; financial management; the public policy issues involving commercial, lobbying, and other political activities; and constitutional issues affecting non-profit organizations.  
**Prerequisites:** Take LAWS 305;
- LAWS 451. Sales & Exchange.** 2 Credits.  
This is a study of tax consequences of property dispositions including discussion of basis, capital gains and losses, Section 1231 Assets, non-recognition transactions, wash sales, straddles, related party sales, and depreciation recapture.  
**Offered:** Every year, All
- LAWS 452. Tax Accounting.** 2 Credits.  
This is a study of the proper timing of the inclusion of income items and deductability of expenses under certain provisions of the Internal Revenue Code, including discussion of installment sales, imputed interest and time value of money concepts, net operating losses, inventories, limitation of losses from passive activities, the At-Risk Rules, the Tax Benefit Rule, and the Claim-of-Right Doctrine.  
**Offered:** Every year, All
- LAWS 453. Corp. Reorganizations.** 2 Credits.  
This is a study of the tax consequences to corporations and shareholders resulting from the various types of acquisitive and divisive reorganizations, recapitalizations, and reincorporations. Included also, will be a discussion of the rules concerning bankruptcy reorganizations.  
**Prerequisites:** Take LAWS 205;  
**Offered:** Every year, All
- LAWS 454. Advanced Corp. Tax.** 2 Credits.  
This course explores the federal income tax consequences that follow when a corporate business is transferred to new owners. Principal topics of study are taxable asset and stock transfers and the statutorily prescribed scheme for nontaxable corporate reorganizations. (2 credits)  
**Prerequisites:** Take LAWS 305 LAWS 580;  
**Offered:** Every year, All



**LAWS 455. Advanced Real Estate Trans..****2 Credits.****Prerequisites:** Take LAWS 369;**Offered:** Every year, All**LAWS 457. Healthcare Compliance Law.****3 Credits.**

This course illuminates the legal aspects of health care compliance. At both the federal and state levels, the course addresses the statutory, regulatory, and case law that comprises the complex legal backdrop in which the healthcare industry operates. The course introduces the history, purpose, and substance of healthcare regulatory compliance programs and addresses legal doctrines concerning reimbursement law and related fraud and abuse, legal restrictions on physician referral and related anti-kickback laws, antitrust law, compliance issues in healthcare business transactions, compliance mandates in the Affordable Care Act, and the law governing healthcare research.

**LAWS 460. Aviation Law.****2 Credits.**

This course deals with laws, treaties, and regulatory policies uniquely applicable to air transportation. It examines conflicts and problems created by differing governmental objectives and regulatory philosophies, and the processes of negotiation and dispute settlement by which these problems are resolved. Consideration is given to the altered nature of the tasks confronting American lawyers in the light of deregulation and other policies pursued by the United States.

**Offered:** Every year, All**LAWS 462. Adv. Securities S,W.****2 Credits.****Offered:** Every year, All**LAWS 463. Advanced Torts (Med. Malprac.).****2 Credits.**

This course will cover the principles of medical negligence and their application in selected cases. Specific topics will include the physicians' duty to patients, the standard of care in medical malpractice actions, causation in law and medicine, the standard of proof, the damages obtainable, medical records and other evidence used to prove malpractice, the use of expert testimony, and the physician-patient privilege. Other areas to be discussed are hospital liability, the role of insurance, recent statutory reforms, and alternatives to litigation.

**Offered:** Every year, All**LAWS 464. Legislative Externship.****2-5 Credits.**

This internship places students in positions with members of the Connecticut legislature, and in the offices of the governor. Successful completion of a course in legislation may be a prerequisite.

**Offered:** Every year, All**LAWS 465. Advanced Torts.****2 Credits.****Offered:** Every year, All**LAWS 466. Adv.Torts:Defamation&Fraud.****2 Credits.****Prerequisites:** Take LAWS 107;**LAWS 467. Adv. Torts:evading Torts Liability.****2 Credits.**

This course will examine the legal rules that enable individuals to shelter their assets from tort liability, consider the possible justifications for these rules, and explore alternatives for reform. Topics considered will include post-judgment remedies, exemptions from collection, discharge in bankruptcy, spendthrift trusts, offshore asset protection trusts, tenancy by the entirety, and family limited partnerships.

**Prerequisites:** Take LAWS 107;**LAWS 470. Legislative Externship Seminar.****1 Credit.****LAWS 471. Education Law.****2 Credits.**

This course covers those aspects of education which are regulated or influenced by law. Areas of study include; the rights of teachers, students, and parents in a school system; state compulsory education laws; school disciplinary processes; teacher tenure and union issues; and regulation of public, parochial and private education.

**Offered:** Every year, All**LAWS 475. Tax Procedure - Civil.****2 Credits.**

This is a study of practice before the IRS and the tax courts, as well as a study of refund litigation. Included will be a discussion of court procedures, statutes of limitation, ruling requests, and deficiency assessments.

**Prerequisites:** Take LAWS 305;**Offered:** Every year, All**LAWS 477. International Tax.****2 Credits.**

An analysis of the US tax treatment of nonresident aliens and foreign corporations, the US tax treatment of US individuals and corporations engaged in international transactions, calculations of the foreign tax credit, and US taxation of controlled foreign corporations.

**Offered:** Every year, All**LAWS 479. Marital Property.****2 Credits.**

"Marital Property" has been defined as "Any interest, (right, power, privilege, or immunity) or aggregate of interests which arise in one spouse, with respects to things owned or acquired by the other spouse, solely by virtue of existence of the marital relation, but excluding from it the 'Bare Expectancy' of inheriting upon the death interstate of the other" (Marsh, 1952). This seminar, designed for third year students, will explore the variety of American Marital Property Regimes, whether instituted by voluntary act of spouses, operation of the law, or judicial discretion; and the incidents of these regimes during the ongoing marriage and upon termination of the marriage through divorce or death. Either a paper, which will satisfy the advanced writing requirement, or short memoranda on mini-research topics will be required in lieu of an exam.

**Offered:** Every year, All**LAWS 481. Appellate Clinic.****3-7 Credits.****Offered:** Every year, All**LAWS 497. Law Review II W.****1-3 Credits.**

The Quinnipiac Law Review Association is a student operated association. It publishes the Quinnipiac Law Review (QLR), a law journal that includes articles and book reviews written by legal scholars, as well as case comments and notes written by student members. A board of student editors solicits, organizes, edits, and publishes material for QLR. Membership is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to four academic credits and credit for the substantial paper component of the Advanced Writing Requirement.

**Offered:** Every year, All**LAWS 499. Advanced Commercial Problems.****2 Credits.**

This course examines selected topics in commercial law and creditors rights. The first three weeks will be used to review the field and examine the current literature of the subject. Students will then select topics for papers.

**Offered:** Every year, All**LAWS 500. Western Legal Tradition.****3 Credits.**

Topics in the historical development of Roman, Canon, and Soviet Law and Anglo-American Common Law. This course may fulfill both the jurisprudential requirement and the substantial paper component of the advanced writing requirement.

**Offered:** Every year, All

**LAWS 502. Tax Procedure-Crim.. 2 Credits.**

This is an in-depth study of the substantive and procedural problems involved in civil and criminal fraud litigation. Also discussed will be the methods employed to prove income indirectly such as the bank deposits method and the net worth analysis.

**Prerequisites:** Take LAWS 305;

**Offered:** Every year, All

**LAWS 503. Deferred Compensation. 2 Credits.**

A study of methods available to defer compensation, including both qualified and unqualified plans, HR 10 plans, IRA and ESOP plans. This course is concerned with a study of some of the contemporary problems of tax reform and tax policy. The student will be required to draft a bill revising some tax law and to prepare committee reports explaining the revision.

**Prerequisites:** Take LAWS 305;

**Offered:** Every year, All

**LAWS 504. Tax Policy- S, W. 2-2 Credits.**

**Prerequisites:** Take LAWS 305;

**Offered:** Every year, Spring

**LAWS 505. Mergers & Acquisitions. 2 Credits.**

This course will examine the purchase and sale of business entities through a presentation and discussion of the acquisition process. It will introduce the student to acquisition transactions through an examination of the reasons for acquisitions, the types of acquisitions, the structure of acquisition transactions, the documentation and negotiation of the principal agreements and documents to effect an acquisition transaction and certain corporate governance matters related to the approval of acquisitions. The course will focus on private company transactions but will also consider matters regarding public company transactions. This examination will also include a presentation and analysis of the purchaser and the seller issues frequently encountered in the acquisition process. This course is designed to explain to the student the lawyer's role in an acquisition and to promote an understanding of the theory and the practice of law as it applies to the purchase and the sale of business entities.

**Prerequisites:** Take LAWS 205;

**Offered:** Every year, All

**LAWS 506. Entertainment Law. 2 Credits.**

This course examines the legal principles and business practices of several entertainment industries including music, motion picture, television, live theater, and print publishing.

**Offered:** Every year, All

**LAWS 507. Agency & Partnerships. 2 Credits.**

This course is based on a series of problems involving common business transactions in the context of business planning and counseling. Emphasis is placed upon problems of closely held corporations; the allocation of stock and control; issuance of securities and capital structure; valuation; Securities Act problems dividends; reduction of capital; buying out of stockholders; acquisitions via merger or purchase of stock or assets; redemption of stock; liquidations; and other problems of closely held and publicly held corporations.

**Offered:** Every year, All

**LAWS 508. Worker's Compensation. 2 Credits.**

The course will cover the law of workers' compensation, with attention given, where appropriate, to the Connecticut Act. The course generally will deal with the liability of employers for work-related injuries to employees. In particular, the course will consider: employees' remedies prior to and apart from workers' compensation; the Compensation Principle; the necessary employer-employee relationship required to activate coverage; the concept of accident; accidents during the course of the employment; accidents arising out of employment; occupational disease; proof of causation and independent causes after the accident; compensation for non-fatal injury; death benefits; administration of workers' compensation laws; and third party suits.

**Offered:** Every year, All

**LAWS 509. Sports Law. 2 Credits.**

This course will examine the legal issues involved in amateur, collegiate, and professional sports, including coach and player contracts, NCAA regulation and litigation, athlete-agents, torts involving players and fans and professional player drafts. The course will be taught using a hybrid approach of traditional case method, current cases and issues in sports law, as well as practical exercises such as mock negotiations. Class participation, oral presentations and weekly writing assignments will be required. Sports Law is designed for students with an interest in a career in sports law, or a deep interest in the legal issues surrounding the business of sports.

**LAWS 510. Commercial Transactions Workshop. 2 Credits.**

This workshop will serve as an introduction to some of the practical aspects of transactional practice. Through participation in a simulated common transaction, students will review and draft or edit (or both) portions of documents such as a contract for the sale of goods, an asset purchase agreement, a commercial lease, a promissory note, and a security agreement. The work with the documents will be based on both legal principles and business considerations. Other exercises will include drafting memoranda explaining documents to clients and assisting clients in resolving disputes that arise during performance of an ongoing agreement. The course objectives will include inculcating professional skills in interactions with clients and opposing counsel in deal making. The course should prove useful for students who are interested in transactional work as well as those who are interested in commercial litigation or arbitration.

**LAWS 512. Historic Preservation. 2 Credits.**

This course will explore the extent to which legal protection should be provided for the preservation of historic buildings and the policy reasons for and against such protection. We will study federal statutes governing preservation, religious land use, and archaeological treasures; constitutional issues ranging from the First Amendment to takings law; innovations in building codes that encourage rehabilitation; environmental policy; tax credits; and the utility of nonprofit organizations, stateside and worldwide. We will consider the interaction of those laws with aesthetic and political issues. We will also survey state and local laws across the country with a focus on Connecticut. Satisfies the substantial paper requirement. No prerequisite.

**LAWS 513. Land Use Practicum.****3 Credits.**

In this practicum, students will participate in some classroom meetings, team meetings, and meetings before local land use agencies, primarily during regularly scheduled class time. Students will meet with the local land use agencies in a Connecticut town and will attend their meetings on a regular basis, analyzing applications and reporting to the rest of the class. Teams will be assigned to review selected regulations, present what they find during public sessions in the town, research and draft improvements to the regulations, and present those drafts at public meetings. The course will enable students to gain a real-world understanding of local land use regulations (many of which are profoundly imperfect), critique administrative proceedings, research and draft regulations, and make at least two public presentations. 3 credits

**LAWS 514. Tax of Trusts & Estates.****2 Credits.**

This is a study of the income tax problems of estates and trusts including a discussion of income in respect of a decedent and grantor trusts.

**Prerequisites:** Take LAWS 305;

**Offered:** Every year, All

**LAWS 515. Alternative Dispute Resolution.****2-3 Credits.**

This course examines a number of alternative approaches to the traditional resolution of disputes through litigation. These include: adjudicative processes, such as arbitration; consensual processes, such as interest-based negotiation and mediation, including a diverse range of theories and approaches to mediation; and other emerging alternative processes, such as collaborative lawyering. The focus of this course is upon examining and demonstrating how practicing lawyers classically trained for the courtroom must adapt and adjust to a wide spectrum of ADR processes increasingly being used to resolve disputes outside of court. This is an introductory course and is one of the courses required for the Civil Advocacy and Dispute Resolution Concentration.

**Offered:** Every year, All

**LAWS 516. International Business Trans..****3 Credits.**

Within a framework of the political and jurisprudential underpinning of international law, consideration is given to the problems of the lawyer with a commercial clientele. These are relevant both to governments and private participants. Specific topics covered will include aspects of multinational enterprises, the overseas reach of the antitrust laws, the general agreement on tariffs and trade, the European Common Market, economic warfare, (i.e. blacklists, boycotts, etc.) confiscation of foreign-owned property, trans-national aspects of income taxation, and the role of international institutions such as the World Bank, and the International Monetary Fund.

**Offered:** Every year, All

**LAWS 517. Int'l Humanitarian Law of Armed Conflict.****2 Credits.**

International Humanitarian Law of Armed Conflict Course Description: International Humanitarian Law (also known as the law of armed conflict and the laws of war) concerns the rules and principles governing the conduct of armed conflict. This course will consider the origins and development of IHL, the Geneva Conventions, and the interaction between IHL and other law, such as international human rights law, international criminal law, and U.S. constitutional law. Specific topics may include the Israeli-Palestinian conflict, the Iraq and Afghan wars, the treatment of detainees at Guantanamo Bay, the applicability of IHL to international terrorism, and mechanisms for holding violators accountable, including ad hoc international tribunals and the International Criminal Court. Although the focus of the course will be *jus in bello*, the law regulating the conduct of war, there will be some discussion of *jus ad bellum*, the law relating to the legality of armed conflict, aggression, and self defense.

**LAWS 518. Municipal Externship.****3 Credits.**

This program allows students the opportunity to intern for a semester with the law department of a municipal corporation. Interns work a minimum of nine hours a week under the direction of the corporate counsel and are exposed to a variety of matters relating to municipal law. Periodically, interns meet with their faculty supervisor to discuss their progress. A grade is awarded on a pass-fail basis after a joint evaluation by the corporate counsel and the faculty supervisor. To be eligible, students must be in good academic standing and have completed at least 31 credits.

**Offered:** Every year, All

**LAWS 519. State & Local Tax.****2 Credits.**

This is a study of the major ways state and local governments tax multi-state businesses. Included will be a discussion of the problems of apportionment and constitutional limitations on state taxation.

**Offered:** Every year, All

**LAWS 520. Public Interest Externship.****2-5 Credits.**

This program encompasses a broad range of placements in legal departments of public agencies and private not-for-profit organizations. Past placements have included Attorney General's offices, various State's Attorneys offices, Public defender offices, The Connecticut Fund for the Environment, and the Internal Revenue Service. Students are assigned to work with supervising attorneys and devote at least ten hours a week to the internship.

**Offered:** Every year, All

**LAWS 521. Family&juvenile Law Externship.****2-5 Credits.**

Students will work in Legal Services offices (New Haven Legal Assistance, Connecticut Legal Services, or Greater Hartford Legal Assistance) or in private law offices, representing low- to middle-income clients in family and child abuse and neglect matters. Family Law and/or Juvenile Law is strongly recommended in the same or prior semester. Optional short paper credit; one two-hour class every other week. (Pre- or co-requisite: Evidence)

**LAWS 523. Mediation Externship.****1-5 Credits.**

**Prerequisites:** LAWS 374

**Corequisites:** Take LAWS 374

**LAWS 525. Moot Court I.****1 Credit.**

Participation on the Moot Court Board allows students to build upon the writing and advocacy skills developed in the first year Legal Skills Program. Students practice advocacy skills by preparing and presenting both written briefs and oral arguments, which are usually made before a panel of judges. Members of the student board, elected through an intramural competition held each Fall, compete in national and regional competitions with teams from other law schools. Successful completion of a student's first academic year of membership on the board, including participation in the intramural competition used to select members, entitles the student to one credit. One additional credit may be earned for participation as a competitor or competition editor in an interscholastic Moot Court competition. A maximum of three credits may be gained for all participation in Moot Court Board activities. Moot Court Board credits are granted with the grade of "pass". Any award or credit is based in part on the student's own preparation of a written memorandum or brief assented to by a faculty member and is subject to the faculty member's evaluation and review of the student's entire work in the competition.

**Offered:** Every year, All

**LAWS 526. Moot Court II.**
**1-2 Credits.**

Participation on the Moot Court Board allows students to build upon the writing and advocacy skills developed in the first year Legal Skills Program. Students practice advocacy skills by preparing and presenting both written briefs and oral arguments, which are usually made before a panel of judges. Members of the Student Board, elected through an intramural competition held each Fall, compete in national and regional competitions with teams from other law schools. Successful completion of a student's first year of membership on the board, including participation in the intramural competition used to select members, entitles a student to one credit. One additional credit may be earned for participation as a competitor or competition editor in an interscholastic Moot Court competition. A maximum of three credits may be gained for all participation in Moot Court activities. Moot Court Board credits are granted with the the grade of "pass". Any award of credit is based in part on the student's own preparation of a written memorandum or brief assented to by a faculty member, and is subject to the faculty member's evaluation and review of the student's entire work in the competition.

**Offered:** Every year, All

**LAWS 527. Corporate Counsel Externship.**
**2-5 Credits.**

Students work in the legal departments of area corporations and membership organizations. One two-hour class every other week.

**Offered:** Every year, All

**LAWS 528. Moot Court III.**
**1 Credit.**

Participation on the Moot Court Board allows students to build on the writing and advocacy skills developed in the first year Legal Skills Program. Students practice advocacy skills by presenting both written briefs and oral arguments, which are usually made before a panel of judges. Members of the Student Board, elected through an intramural competition held each Fall, compete in national and regional competitions with teams from other law schools. Successful completion of a student's first academic year of membership on the board, including participation in the competition used to elect members, entitles the student to one credit. One additional credit may be earned for participation as a competitor or competition editor during interscholastic Moot Court competition. A maximum of three credits may be gained for all participation in Moot Court activities. Moot Court Board credits are granted with the grade of "pass". Any award of credit is based in part on the student's own preparation of a written memorandum or brief assented to by a faculty member and is subject to the faculty member's evaluation and review of the student's entire work in the competition.

**Offered:** Every year, All

**LAWS 529. Advanced Topics in Mediation.**
**1 Credit.**

This seminar will require the students to draw on their prior Mediation Course or training (required pre-requisite) and their externship experiences in the field (pre- or co-requisite) and will focus on the integration of their practice with new and advanced concepts. The emphasis of the course is to: . Compare and contrast the differences between the theory of mediation and the practice of mediation; . Study in greater depth the ethical issues encountered in mediation; . Offer opportunities to continue to develop core Mediation skills, including, for example, in more complex, multi-party settings; . Examine the policies and contexts where mediation is in full use, and where there is resistance to its use; and . Explore opportunities for the expansion of the use of mediation and dialogue tools in a greater range of problem-solving contexts, such as consensus building, public dialogue. 1 credit; seven 2-hour classes - Paper; no final exam. Paper will be a 10-12 page compilation of report on experiences with application and integration of theory on methods, roles and ethical issues.

**Prerequisites:** LAWS 523

**Corequisites:** Take LAWS 523

**LAWS 530. Probate Law Journal I.**
**1-3 Credits.**

The Quinnipiac Probate Law Journal is a student-edited law journal covering developments in probate law and practice. The Journal includes scholarly articles, as well as noteworthy judicial opinions from probate courts throughout the nation. Membership on the Journal is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to four academic credits and credit for the substantial paper component of the Advanced Writing Requirement.

**Offered:** Every year, All

**LAWS 531. Probate Law Journal II W.**
**1-2 Credits.**

The Quinnipiac Probate Law Journal is a student-edited law journal covering developments in probate law and practice. The Journal includes scholarly articles, as well as noteworthy judicial opinions from probate courts throughout the nation. Membership on the Journal is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to four academic credits and credit for the substantial paper component of the Advanced Writing Requirement.

**Offered:** Every year, All

**LAWS 533. The Jury.**
**2 Credits.**

Topics may include, among others, the right to a jury, the right to an impartial jury, jury selection practices and techniques, counsel's impression on the jury, techniques of persuasion, and the experience of being a juror. Emphasis will be placed on jury instruction practices, the comprehensibility of instructions, and reform of instruction practices. The student may be required to design and perform a simple experiment concerning mock jurors' understanding of instructions. Simulation work, if any, will be limited.

**Offered:** Every year, All

**LAWS 535. Adv. Securities Reg. (RICO).**
**2 Credits.**

The focus in this course will be on selected problems in securities litigation, including insider trading; fraud on the market, secondary liability; and the Racketeer Influenced Corrupt Organizations Act.

**Prerequisites:** Take LAWS 325;

**Offered:** Every year, All



**LAWS 539. Intro. to Dispute Res. in Healthcare. 2-3 Credits.**

This course will introduce students to the potential role of ADR in resolving some of the most compelling disputes in the healthcare field. As this course will emphasize both conflict resolution skill-building and content-based learning, by the end of the course, students will be familiar with a spectrum of dispute resolution processes and context specific strategies for resolving conflicts in different healthcare settings. This is an intermediate course designed for students who have some familiarity with alternative dispute resolution and/or healthcare law.

**LAWS 540. Family & Juvenile Law Externship. 2-5 Credits.**

**Prerequisites:** Take LAWS 311;

**LAWS 541. Fam&Juv. Law Seminar. 1 Credit.****LAWS 542. Healthcare Industry Regulation & Control. 3 Credits.**

This course will analyze and discuss the statutory, regulatory and private contract provisions that govern the delivery of healthcare by licensed providers.

**LAWS 544. Advanced Health Law, SW. 2 Credits.**

This is a limited enrollment course, open only to students who have taken the introductory Health Law course (LAWS 345) or who have professional training in medicine, nursing, or a related field. Students will be expected to do independent research in an area of health law to be approved by the instructor. In addition to producing a paper of substantial legal scholarship, students will be required to make class presentations on their research. This course is cross listed for the Health Care Compliance Certificate (offered in conjunction with the School of Business) and the Scholarly Reflection and Concentration/Capstone Course at the Frank H. Netter School of Medicine. [Prerequisite: Health Law ([LAWS 345]) (2 credits)]

**Prerequisites:** LAWS 345

**LAWS 545. Healthcare and Hospital Administration. 2 Credits.**

This introductory course in healthcare and hospital administration will introduce students to the field of hospital administration and healthcare management. It will give an overview of contemporary issues relating to government healthcare regulation, hospital administration, medical staff credentialing, financial reimbursement, personnel management and federal efforts for universal healthcare coverage.

**Offered:** Every year, All

**LAWS 546. Law & Psychiatry. 2 Credits.**

This course will cover the definition of mental illness, the scope of the problem of mental illness and its societal effects, the training of psychiatrists and other mental health professionals, the institutions providing treatment for mental illness, the law with respect to civil commitment, the rights of mental patients, the criminal and civil liability of the mentally ill, and the role of mental health professionals as expert witnesses in selected areas of the law.

**Offered:** Every year, All

**LAWS 547. Civ.&Pol Rts-1st Amendment. 2 Credits.**

This course is a study of the law of the individual liberties and civil rights, with emphasis on the First Amendment speech, press, and religion causes.

**Prerequisites:** Take LAWS 110;

**Offered:** Every year, All

**LAWS 548. Foreign Tax II. 2 Credits.**

This course includes a detailed analysis of U.S. tax treatment of U.S. individuals and corporations engaged in international transactions, including selected aspects of the "Pentapax" (Sections 531, 541, 551, 951, 1246-47, and 1248), detailed consideration of controlled foreign corporations, calculation of the foreign tax credit, and application of Section 482.

**Prerequisites:** Take LAWS 305;

**Offered:** Every year, All

**LAWS 549. Bioethics. 3 Credits.**

This course will cover the legal and ethical issues involved in such areas as human experimentation, novel means of reproduction made possible by advanced technology, medical treatment of patients who are incompetent to consent, genetic screening and counseling, abortion, the treatment of defective newborns, the definition of death, organ transplantation, AIDS, and drug and alcohol addiction.

**Offered:** Every year, All

**LAWS 550. Advanced Administrative Law. 2 Credits.**

This course deals with selected problems in administrative law of current or continuing interest.

**Offered:** Every year, All

**LAWS 551. Federal Criminal Law. 2 Credits.**

This course examines Federal Substantive Criminal Law. It includes a re-examination of the constitutional authority of the national government; judicial, legislative and administrative approaches to limiting federal authority; and the state-federal relationship in the criminal process. The bulk of class time will be devoted to close examination of several statutory offenses, such as racketeering, mail fraud, and conspiracy. The course also focuses on ethical and policy issues confronting attorneys involved in the Federal Criminal Justice System.

**Prerequisites:** Take LAWS 110; Take LAWS 113;

**Offered:** Every year, All

**LAWS 553. Law Practice Management. 2 Credits.**

**Offered:** Every year, All

**LAWS 555. Consolidated Returns. 2 Credits.**

**Offered:** Every year, All

**LAWS 556. Supreme Court Seminar. 2 Credits.**

In this course, students will examine a cross-disciplinary selection of cases on the United States Supreme Court's current docket. They will be asked to predict the outcome of these cases, justice by justice, based upon their readings of similar cases (supplemented by law review articles) which the present justices have already decided. One of the purposes of the course will be to demonstrate that the same judicial philosophies manifest themselves in a variety of seemingly unconnected subjects. While one faculty member will be primarily responsible for the coordination of the course, it may involve participation by a number of individual faculty members representing the breadth of expertise required by the subject.

**Offered:** Every year, All

**LAWS 557. Analytical Methods-P. 2-3 Credits.**

The course introduces and examines the analytical concepts and quantitative techniques of economics, accounting, finance, and statistics, as tools of effective legal argumentation and for the giving of sound legal advice. Topics covered include the fundamentals of decision analysis, basic game theory, contracting, accounting, finance, microeconomics, economic analysis of law, fundamentals of statistical analysis, and multivariate analysis.



- LAWS 559. Comparative Law.** 3 Credits.  
The principle focus of this course is on the history and present state of the civil law. About one-third of the course is devoted to the evolution of Roman law and its reception in Western Europe. This is followed by an examination of the main institutions of the substantive private law of such leading civil law countries as France and Germany, with some attention also to jurisdictions closer to the English-speaking world such as Louisiana, Puerto Rico, Quebec, Scotland, and South Africa. A brief account is given of the peculiarities of the Continental European Procedure, legal education, and legal profession. There are continual comparisons with the Anglo-American Common Law System.  
**Offered:** Every year, All
- LAWS 560. Current Tax Problems (LL.M).** 2 Credits.  
This is a study of selected tax topics of current interest. It is anticipated that the course content will change from year to year.  
**Offered:** Every year, All
- LAWS 561. Estate Planning & Administ'n.** 2 Credits.  
This course considers techniques of creating, transforming, and disposing of wealth with emphasis on the impact of federal estate, gift, and income tax laws. This is a skills course. Assignments may include drafting of appropriate instruments and problem solving.  
**Prerequisites:** Take LAWS 205 LAWS 305;  
**Offered:** Every year, All
- LAWS 562. Family Estate Planning.** 4 Credits.  
This course is an integration of the separate courses of "Trusts and Estates", "Estate and Gift Taxes", and "Taxation of Trusts and Estates". The course will permit students to analyze wealth transfer problems from both the State Substantive Law and Federal Tax Law perspective. The course may extend over two semesters.  
**Prerequisites:** Take LAWS 370;  
**Offered:** Every year, All
- LAWS 563. Law & The Humanities S,W.** 2 Credits.  
The course reflects on the Western Legal Tradition and what the practice of law and being a lawyer has entailed in the course of history. The course focuses on legal history, law and literature and popular culture and legal philosophy in historical context. It is an advanced writing seminar that explores topics related to literature and the law in historical context. Themes of law, justice, and ethics will be examined in the works of authors such as Sophocles, Shakespeare, Austen, Eliot, Wharton, Camus, and Faulkner.  
**Offered:** Every year, All
- LAWS 564. Poverty Law.** 2 Credits.  
The course examines the problems of poor persons and selected governmental and private efforts to aid them; consumer protection laws; the requirements and procedures regulating eligibility for Welfare Assistance; alternatives to the present system of Welfare payments; Housing Code enforcement; subsidized housing; the role of the poor persons in determining and managing programs designed to assist them; legal representation and counseling of the indigent persons.  
**Offered:** Every year, All
- LAWS 565. Social Justice.** 3 Credits.  
Competing theories of justice have implications for how the law does and should resolve a host of concrete issues. In this seminar, we shall first compare the theories of Ackerman (Social Justice in the Liberal State), Rawls, (A theory of Justice), and other contemporary and traditional theorists. We shall then consider how application of these theories would affect resolution of such issues as the following: 1) the proper accommodation of state and parental control over the rearing, education, and medicating of children, 2) the scope of just compensation for taking of private property, 3) the property/ necessity of Affirmative Action to compensate members of disadvantaged groups, 4) the role of the state in distribution and redistribution of wealth, 5) the balance between interests of living generations and those of future generations in environmental/ resource decision-making, 6) competing claims of those accused of crime and victims of crime, and 7) such other topics as seem particularly interesting to the professor of the class.  
**Offered:** Every year, All
- LAWS 566. Supervised Tax Research.** 2 Credits.  
With approval of a faculty member, tax students may select a topic for extensive research culminating in a paper of publishable quality.  
**Offered:** Every year, All
- LAWS 567. Tax Exempt Orgs..** 2 Credits.  
This is a study of the rules related to organizations exempt from federal taxation including problems of unrelated business income. Problems related to qualification under section 501(c)(3) and private foundations will also be discussed.  
**Prerequisites:** Take LAWS 305;  
**Offered:** Every year, All
- LAWS 568. Tax Shelters.** 2 Credits.  
This is a study of the principal vehicles used to shelter income. Included also will be a discussion of deferral, conversion, and leverage and disposal of shelter interests.  
**Offered:** Every year, All
- LAWS 569. Public Law Seminar.** 2 Credits.  
This seminar will examine selected problems relating to state and local government law in a federal system, and sociopsychological factors in the development of public law. There will be assigned readings for discussion at the seminars. Seminar participants will conduct field studies of selected federal, state, and local governmental and land-use topics. A student might choose to investigate, for example, the resolution of conflicts between state agencies and local governments in the disposition of solid waste, a state's wetlands program, intergovernmental contracts to provide needed public works, the cause and management of local deficits, the structure and reform of local taxation, the budgetary process of a municipality, the initiation, drafting and implementation of local ordinances regulating traffic in a municipality, variances granted by zoning appeals board, or the legality of land-use controls designed to limit growth. In undertaking such projects, a seminar participant may work with practicing attorneys involved in such matters. Seminar participants will complete a research paper in connection with such a project, which will satisfy the advanced writing requirement. The paper topics will be discussed in later seminar sessions.  
**Prerequisites:** Take LAWS 343;  
**Offered:** Every year, All
- LAWS 570. Insurance Taxation.** 2 Credits.  
**Prerequisites:** Take LAWS 205;  
**Offered:** Every year, All
- LAWS 571. Complex Litigation.** 2 Credits.  
**Offered:** Every year, All

- LAWS 572. Immigrat'n & Natural'n Law.** **3 Credits.**  
An introduction to the practice of immigration law, to include the substantive and procedural rights of foreign nationals. Topics will include: the role of US government agencies charged with administering immigration, admission and entry to the United States, and removal from the United States. Ethical issues unique to the practice of immigration law will be highlighted throughout the course.  
**Offered:** Every year, All
- LAWS 573. Adv. Civil Pro. - NY Practice.** **3 Credits.**  
The course deals with selected problems in civil procedure of current or continuing interest. (Prerequisite: Civil Procedure)  
**Offered:** Every year, All
- LAWS 574. Adv. Civil Pro. - CT Practice.** **2-3 Credits.**  
This course deals with selected problems in civil procedure in the state of Connecticut of current or continuing interest.  
**Offered:** Every year, All
- LAWS 575. Adv.Civ.Pro: Complex Litigation Adv.Civ.Pro.:complex Litigation.** **3 Credits.**  
Advanced Civil Procedure: Complex Litigation This course will familiarize students with the doctrines, procedures and rules, including but not limited to consolidation, class action and preclusion that are being utilized to resolve complex civil disputes involving multiple parties, claims and jurisdictions. The course will also explore the policy and management challenges presented by the litigation of complex civil disputes.
- LAWS 576. Adv. Civ Pro - Federal - W.** **3 Credits.**
- LAWS 579. Advanced Externship Seminar.** **1 Credit.**
- LAWS 580. Taxation of Bus. Enterprises.** **4 Credits.**  
This is a study of basic concepts of federal income taxation of partnerships, traditional corporations, and subchapter S corporations.  
**Prerequisites:** Take LAWS 305;  
**Offered:** Every year, All
- LAWS 581. Tax Research - S,W.** **2 Credits.**  
With approval of a faculty member, tax students may select a topic for extensive research culminating in a paper of publishable quality.  
**Prerequisites:** Take LAWS 305;  
**Offered:** Every year, All
- LAWS 582. Banking.** **3 Credits.**  
This course examines the regulatory structure applicable to depository institutions and includes consideration of U.S. banking history, entry into banking, limitations on banking activities, the bank holding company, geographic restrictions on banking, securities powers of banks, globalization of financial institutions, and current regulatory issues.  
**Offered:** Every year, All
- LAWS 583. Intro to Irish Legal System.** **2 Credits.**  
This course will cover the historical background to the Irish Constitution, the powers and functions of Parliament, Government, and the Judiciary, constitutional interpretation, and issues surrounding the role of natural law. We will study the fundamental rights articles of the Irish Constitution, including the equality guarantee, unenumerated personal rights, the right to life, freedom of expression, assembly, and association, family rights, education, private property, and religion.
- LAWS 584. Irish Legal System.** **2 Credits.**  
The Irish Legal system shares a common background and history with the American and English systems, but it also has its own. This course will examine some of the history of the Irish legal system, its courts, procedures, and include an introduction to some of the substantive law of Ireland.
- LAWS 585. Economic Torts.** **2 Credits.**  
The course explores common law and statutory standards of conduct in relationships between businesses and consumers and between businesses. Topics considered in the course may include unfair breaches of contract, predatory lending, fraud, negligent misrepresentation, statutory theft, conversion, breach of fiduciary duty, interference with contractual relations, commercial disparagement and defamation, and vexatious litigation.
- LAWS 586. Advanced International Law.** **2 Credits.**
- LAWS 587. Disability Law.** **2 Credits.**  
This course focuses on The Americans with Disabilities Act, including its sections prohibiting disability discrimination in the workplace, in public accommodations and in state and local government services. The course explores the key elements of the law, including the definition of disability, reasonable accommodations, undue hardship and the direct threat defense. The course also examines the Individuals with Disabilities Education Act and Federal Rehabilitation Act.
- LAWS 588. Health Law Journal I.** **1-2 Credits.**  
The Quinnipiac Health Law Journal is a student-edited law journal. Each issue contains a collection of scholarly articles involving health law issues written by students of Quinnipiac University School of Law and/or legal scholars in the Health Law profession. Membership on the Journal is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to four academic credits and credit for the substantial paper component of the Advanced Writing Requirement.
- LAWS 589. Health Law Journal II.** **1-2 Credits.**  
The Quinnipiac Health Law Journal is a student-edited law journal. Each issue contains a collection of scholarly articles involving health law issues written by students of Quinnipiac University School of Law and/or legal scholars in the Health Law profession. Membership on the Journal is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to four academic credits and credit for the substantial paper component of the Advanced Writing Requirement.
- LAWS 590. Symposium: the Law of Politics & Media.** **2 Credits.**  
This is a Constitutional Law course that focuses on the role of attorneys in the political process. We will spend time studying the power of the executive branch; political cover-ups; lying to Congress; impeachment; political deal making; campaign finance; the role of the press; and voting rights.
- LAWS 591. Int'l Litigation in US Courts.** **3-3 Credits.**
- LAWS 592. Personal Property Leasing.** **2 Credits.**
- LAWS 593. Law & Social Science.** **3 Credits.**
- LAWS 594. Comparative Legal History.** **2-3 Credits.**
- LAWS 595. Adv.Con.Law- Abortion.** **2-3 Credits.**  
This course will examine the Supreme Court's most important abortion decisions and selected recent cases in the lower federal courts. Topics covered will include the right to elective abortion, the right to a health-saving abortion, regulation of juvenile abortions, the rights (if any) of fathers and husbands to be involved in abortion decisions, and the nature and scope of the state's interests in protecting fetal life and in promoting maternal health and safety.  
**Prerequisites:** Take LAWS 113;
- LAWS 596. Franchise Law.** **3 Credits.**  
The course covers selected topics in franchise law.
- LAWS 597. Chinese Law.** **3 Credits.**

<p><b>LAWS 598. Native American Law, S.w.</b> 2 Credits.</p> <p>Native American Law Course Description Topics covered in this course include tribal sovereignty and self government in Indian country, the special relationship between Indians and the federal government, federal Indian policy, conflicts involving tribal, federal, and state jurisdiction over Indians and Indian affairs in Indian country, tribal authority over Indians and non-Indians, criminal jurisdiction over Indians and non-Indians for offenses committed on reservations, tribal access to capital markets, tribal economic development, casinos and other types of gaming, land claim litigation, and current issues affecting tribal tribes, their governments, and their members.</p>	<p><b>LAWS 605. Adv. Con Law-Hist Bill/Rights.</b> 3 Credits.</p> <p>The view that the constitution must be interpreted in accordance with the original understanding of the people who wrote and ratified it has gained an increasing prominence among scholars, lawyers, and judges in recent years. This means that lawyers have to know how to read and evaluate the historical evidence that is critical to the resolution of constitutional issues under this view of constitutional interpretation. This class addresses those needs by examining the original understanding of every clause of the part of our Constitution to which we refer to as the Bill of Rights. (4 credits)</p> <p><b>Prerequisites:</b> Take LAWS 110;</p>
<p><b>LAWS 599. Intro to Representing Clients.</b> 2 Credits.</p> <p>This course is designed to prepare students for individual client representation and work in other practice settings. IRC students explore the lawyer's role, and develop interviewing, counseling, and negotiation skills by representing each other in mock cases.</p> <p><b>Offered:</b> Every year, All</p>	<p><b>LAWS 606. Adv. Juvenile Law.</b> 2 Credits.</p> <p>This course covers selected topics in juvenile law of current or continuing interest. Issues may include child custody, adoption, technological advances in childbearing, and the costs and benefits of indeterminacy in standards for child custody. There is no prerequisite but students should have taken either Juvenile Law or Family Law. (2 or 3 credits)</p>
<p><b>LAWS 600. Law and Gender.</b> 2 Credits.</p> <p><b>Offered:</b> All</p>	<p><b>LAWS 607. Legal Services Externship.</b> 2-5 Credits.</p>
<p><b>LAWS 601. Managed Health Care.</b> 2 Credits.</p> <p>Managed Health Care This course will examine issues of current interest in the area of managed care. Topics covered may include formation of integrated health care delivery systems and the rights and obligations of third-party payors, providers, and patients. (2 credits)</p> <p><b>Offered:</b> Every year, All</p>	<p><b>LAWS 608. Legal Services Seminar.</b> 1 Credit.</p> <p><b>LAWS 609. Externship Seminar.</b> 1 Credit.</p> <p><b>LAWS 610. Adv.ConLaw-Comp.Due.Process.</b> 2 Credits.</p>
<p><b>LAWS 602. Law and Forensic Science.</b> 2 Credits.</p> <p>Forensic scientific evidence is frequently the subject of court challenges and public controversy. Critics question the methods forensic scientists employ and the validity of their conclusions, while forensic experts claim that their work is misrepresented or misunderstood. During this course, experts in DNA, fingerprints, pattern interpretation, and other forensic disciplines will present the basic principles of their fields, accepted interpretation models, and the scientific limits of what experts can reasonably conclude. The course will also explore, through case examples and discussion, various strategies for using forensic evidence to support or challenge the reliability of factual findings.</p>	<p><b>LAWS 611. Advanced Clinic.</b> 1-6 Credits.</p> <p>Some students who have completed a clinic semester will be invited to continue working in the clinic on advanced matters. May or may not have formal classroom component, at the professor's discretion. (By arrangement with clinic faculty; 1 to 6 credits)</p> <p><b>Offered:</b> Every year, All</p> <p><b>LAWS 612. Advanced Tax Clinic.</b> 2-5 Credits.</p> <p>Some students who have completed a clinic semester will be invited to continue working in the clinic on advanced matters. May or may not have formal classroom component, at the professor's discretion.</p> <p><b>Prerequisites:</b> take LAWS 295</p>
<p><b>LAWS 603. Ethics &amp; The Crim Just. System.</b> 2 Credits.</p> <p>This course explores various issues of legal ethics that arise in the criminal justice system.</p> <p><b>Prerequisites:</b> Take LAWS 113;</p> <p><b>Offered:</b> All</p>	<p><b>LAWS 613. Health Clinic Seminar.</b> 1 Credit.</p> <p><b>Corequisites:</b> Take LAWS 298</p>
<p><b>LAWS 604. Medical Malpractice.</b> 2 Credits.</p> <p>This course will cover the principles of medical negligence and their application in selected cases. Specific topics will include the physician's duty to patients, the standard of care in medical malpractice actions, causation in law and medicine, the standard of proof, the damages obtainable, medical records and other evidence used to prove malpractice, the use of expert testimony, and the physician patient privilege. Other areas to be discussed are hospital liability, the role of insurance, recent statutory reforms, and alternatives to litigation. (2 or 3 credits)</p>	<p><b>LAWS 615. Conn. Adjudicative Criminal Procedure.</b> 2 Credits.</p> <p>This course will introduce students to the fundamentals necessary to practice criminal law in the State of Connecticut. It examines both the theoretical and practical aspects of Connecticut criminal procedure. The students will be familiarized with the criminal statutes, the criminal provisions of the Connecticut Practice Book and seminal state and federal criminal cases dealing with the Connecticut pretrial process. There will be practical exercises and mock pretrial proceedings which apply the materials covered in class. This course will encompass many of areas of pretrial practice including arraignments; bond arguments; discovery; plea negotiations; pretrial diversionary programs; hearings on motions to suppress physical evidence, identification evidence and/or statements; competency; violations of probation; and sentencing. Prerequisite or Corequisite: Criminal Procedure-Adjudicative or Criminal Procedure-Investigative</p>

**LAWS 616. International Environmental Law. 3 Credits.**

This three-credit course addresses several leading topics in international environmental law and policy, including climate change, ozone depletion, international trade and the environment, biodiversity protection, the polar regions, and the law of the sea. The course will examine sources of international environmental law and the roles that international law institutions play in developing and implementing international environmental agreements. The course also addresses extraterritorial application of domestic environmental law.

**Offered:** As needed, Summer

**LAWS 617. Compar. Trad. & Trends in the Legal Prof. 2 Credits.**

This course will examine some of the core values, principles, and organization of the legal profession and the practice of law in the US, Ireland, and several other jurisdictions. There will be at least one example from each of the six populated continents. The course will cover the traditions of the several legal systems, and will focus on key concepts such as professionalism norms, confidentiality, duty of loyalty, the nature of the lawyer/client relationship, lawyer regulation, and access to justice. Cultural differences that impact some of these concepts will be explored, such as authoritarian vs. egalitarianism and individualistic vs. communitarian worldviews. The course will also examine the origins and global progress of several new and emerging movements affecting the legal profession, such as Mediation and other dispute resolution methods, Collaborative Law and other innovations in Negotiation, Therapeutic Jurisprudence, Restorative Justice, and Comprehensive or Integrative Law.

**LAWS 620. Electronic Discovery & Digital Evidence. 2 Credits.**

This course will examine the procedural and evidentiary issues that arise in an increasingly digital world. We will focus on the Federal Rules of Civil Procedure and the Federal Rules of Evidence as they apply to the retention, storage, production in pre-trial discovery, and admissibility at trial of electronically stored information. The course will be interactive and afford students the opportunity to utilize written and oral advocacy skills in applying the rules of procedure, evidence and ethics to civil and criminal case scenarios. The course will also involve a research paper and no final exam. No special knowledge about computers is needed. Pre or Co-Requisite: Evidence

**Corequisites:** Take LAWS 311

**LAWS 622. Advanced Topics in Mediation. 1 Credit.**

This seminar will require the students to draw on their prior Mediation Course or training (required pre-requisite) and their externship experiences in the field (pre- or co-requisite) and will focus on the integration of their practice with new and advanced concepts. The emphasis of the course is to: ?tCompare and contrast the differences between the theory of mediation and the practice of mediation; ?tStudy in greater depth the ethical issues encountered in mediation; ?tOffer opportunities to continue to develop core Mediation skills, including, for example, in more complex, multi-party settings; ?tExamine the policies and contexts where mediation is in full use, and where there is resistance to its use; and ?tExplore opportunities for the expansion of the use of mediation and dialogue tools in a greater range of problem-solving contexts, such as consensus building, public dialogue.

**Prerequisites:** Take LAWS 523 LAWS 524;

**LAWS 623. Writing Workshop. 1 Credit.****LAWS 625. Health Information Privacy and Security. 2-3 Credits.**

Health information privacy and security are critical components of the current health care culture and health law environment. This course provides an introduction to these privacy and security concerns and surveys key issues including electronic health records, the exchange of health information, privacy breaches, and the globalization of health care and clinical research. The course will discuss the interplay of federal health care privacy law with state privacy law with a focus on the federal Health Information Technology for Economic and Clinical Health Act (HITECH) and the Health Insurance Portability and Accountability Act (HIPAA). The course will also present an overview of international healthcare privacy considerations in cross-border healthcare-related transactions, including tele-health consultations and global research. In addition to reviewing the legal authority, the course will feature sample case studies for analysis and discussion and will emphasize creative, critical thinking about health care privacy and security law in the context of the "real world."

**LAWS 626. Evening Clinic: Legal Ethics Project. 1 Credit.****LAWS 627. Evening Clinic: Veterans Law Project. 1-4 Credits.****LAWS 628. Estate Planning & Drafting. 2 Credits.**

Estate Planning & Drafting

**Corequisites:** LAWS 307

**LAWS 629. Government Contracts Law. 2 Credits.**

This course will examine the legal issues pertaining to the United States Government's contracting activities. Students will receive an overview of the Federal Acquisition Regulations (FAR) and underlying statutes such as the Competition in Contracting Act (CICA) and Contract Disputes Act of 1978 (CDA). The course will give students the opportunity to explore the unique aspects of Government contract formation, administration, and litigation in both the private and public sectors.

**LAWS 630. Public Health Directive Workshop. 1 Credit.****LAWS 631. Financial Planning: Principles and Taxat. 2-3 Credits.**

This course considers major topics in the field of financial planning, including the role of various types of financial advisors, asset management and investments, retirement planning, insurance and income tax planning. Through various written projects, students will explore selected aspects of the financial planning process. Consideration will be given to the tax consequences of various planning techniques. (Prerequisite: Federal Income Taxation)

**LAWS 632. Multidistrict Litigation: Mass Torts. 2 Credits.**

This course examines the availability of federal Multidistrict Litigation (MDL) to ensure the "just and efficient" handling of pretrial activities in mass tort litigation. Students will obtain a cradle-to-grave understanding of the life of a multidistrict litigation, including the creation of an MDL, its location, the selection of a judge to manage the MDL, the authority of the MDL judge, MDL activities, and the trial of individual cases before the MDL judge. The course will also concentrate on the plaintiffs' and defendants' often differing perspectives of the advantages and disadvantages of an MDL and the parties' tactics to further their respective interests, including plaintiffs' efforts to litigate their cases in state courts deemed "favorable" to plaintiffs, and defendants' efforts to undo plaintiffs' choice of forum. The course will discuss actual cases, articles, and a hypothetical set of facts, largely through the lens of a practitioner. (2 credits)



**LAWS 633. Intellectual Property in Health Care. 2 Credits.**

Intellectual property rights are important for innovation in health care and public health, and are one factor in determining access to medicines and medical procedures. The course will focus on various types of intellectual property in these areas, including patents relating to pharmaceuticals, medicines, medical devices, and surgical procedures. Related topics to be discussed include patentable subject matter and trade secrets as they relate to healthcare IP, as well as ownership, licensing, and other transactions involving such intellectual property. Policy considerations including the importance and effectiveness of intellectual property regimes and other incentive and funding mechanisms that stimulate research and the creation of new medicines and other products that improve health will also be discussed.

**LAWS 634. Int'l Human Rights Law & Trans. Justice. 1-2 Credits.**

International Human Rights Law & Transitional Justice This year-long course will explore the tension between justice and peace; and, in the transitional justice context, the tension between justice and mercy. Topics may include, among others: the concept of human rights, guaranteeing human rights by treaty, human rights & foreign policy, transitional justice, truth & reconciliation processes, and women, peace & security. The course culminates, for students who are able to attend, in making a presentation at the annual Summit of Nobel Peace Laureates, which meets annually to "engage in dialogue, discussion, and debate about current issues and challenges, promote significant international political and social campaigns, issue statements, conceive and create new initiatives, and hopefully send messages of inspiration and wisdom to the entire world." Since its inception in 1999, the Summit has convened in, among other cities, Rome, Hiroshima, Warsaw, Berlin, Paris, Barcelona, and, most recently, in Bogotá. The course will prepare the students for their presentation by providing an education in the legal texts and historical readings relevant to each year's Summit. (2 or 3 credits: 1 each in the fall and spring, plus 1 credit for attending the Summit, earned in the semester in which the Summit occurs.)

**LAWS 635. Negotiable Instruments & Elec. Payments. 2-4 Credits.**

Negotiable Instruments and Electronic Payments (LAWS 635) Introduction to Article 3 (Negotiable Instruments), Article 4 (Bank Deposits and Collection), and Article 4A (Fund Transfers) of the Uniform Commercial Code. In addition, the course will address various federal statutes, such as the Check 21 Act and the Electronic Funds Transfer Act. (3 or 4 credits)

**LAWS 636. Sentencing, Prisons, and Reentry. 2 Credits.**

This seminar will explore policies and procedures relating to the "back end" of the criminal justice system (i.e., what occurs after a determination of guilt). The course will cover topics relating to criminal sentencing, including sentencing guidelines, mandatory minimums, and constitutional challenges to sentences. We will consider laws and policies relating to incarceration, such as prison conditions, solitary confinement, access to health care for prisoners, and the Prison Rape Elimination Act. Finally, we will examine the "collateral consequences" of criminal convictions and the challenges individuals face reentering communities after incarceration. These questions are pressing given the size of our country's incarcerated population - with more than 2.2 million people incarcerated in America's prisons and jails, we have more prisoners per capita than any other country in the world. (2 credits)

**LAWS 637. Payments in Documented Sales. 1 Credit.**

The portion of this course that focuses on documents of title will include warehouse receipts (and basic bailment law) and bills of lading, including their due negotiation and collection through banks. The portion that focuses on letters of credit will include definitions, issuers' rights and duties, fraud, assignment, and subrogation. The course on Commercial Law is a pre or co-requisite.

**LAWS 638. Corporate Counsel. 2 Credits.****LAWS 650. Cybersecurity. 2 Credits.**

As the Internet continues to expand throughout society and in our daily lives, cybersecurity, privacy, and anonymity legal issues are becoming increasingly important. Students in this course will study both U.S. and European data protection and privacy regimes, with an emphasis on U.S. law. Students will explore the legal frameworks of U.S. privacy laws as they apply to specific industries and types of information holders and users, analyzing relevant statutes, civil litigation, and FTC enforcement actions as well as actual contract language (i.e., online privacy policies and data protection language). Students will engage with the most current cases and will work on practical legal issues relevant to corporate clients. The objective of this course is for students to develop a broad foundation and skill set in this rapidly evolving area of law.

**LAWS 676. Anatomy for Lawyers. 2 Credits.**

An understanding of basic human anatomy is a key component of any legal action involving damage or injury to an individual. The purpose of this course is to provide a general overview of basic human anatomy. The intent of the class is to familiarize lawyers with basic human anatomy and some associated physiology. Plaintiff and defense attorneys who pursue personal injury and workers compensation cases focus mostly on joints and limb function, such as the ankle, hip and shoulder and their functional ability, and also on the spine (cervical and lumbar) and the overall functional ability. However, there are other areas of law such as medical malpractice, environmental/toxic tort, pharmaceutical/products, patent, mass tort, Criminal law and other areas of Healthcare law which all deal with basic or different aspects of anatomy and physiology. The areas of law in which a basic knowledge of human anatomy and physiology apply are substantial. The course will give a basic general understanding of human anatomy and physiology, and discuss common injuries and damage which will give attorneys a better understanding when reviewing medical records and evaluating cases and dealing with experts and expert testimony.

**LAWS 699. Study @ Another Institution. 1-17 Credits.****LAWS 700. Beijing Institute. 12-16 Credits.****LAWS 777. Review. 1 Credit.**

## Management (MG)

**MG 603. Project Management. 3 Credits.**

Designed to provide a comprehensive coverage of the activities, tasks and techniques of project management, this course focuses on both the behavioral and the analytical skills required for successful project completion. On the behavioral side, the course examines how organizational issues contribute to project success/failure and how effective teams are fashioned. Analytic topics include: cost and resource estimation, Gantt charts, PERT/CPM, and resource load charts. The goal of the course is to provide students with the skills to plan and control complex projects. Students can receive credit for only one of the following courses: MG 603, OL 640 and CIS 690.

**Offered:** As needed



**MG 611. Designing Mentoring and Coaching Programs. 3 Credits.**

This course explores the theories and applications of employee development, mentoring and coaching. Students gain experience in the design, development and operation of formal mentoring and coaching programs in organizations. Return on investment of mentoring and coaching programs and empirically supported best practices are discussed.

**Offered:** Every year, Spring

**MG 639. Special Topics. 3 Credits.**

**Offered:** As needed

**MG 641. Supply Chain Management. 3 Credits.**

This course integrates concepts, strategies and analytical techniques to improve production systems that create and deliver a firm's products and services. It offers an integrated view of supply chain systems by including suppliers, manufacturers, warehouses, transportation, retailers and services providers. Based on key concepts such as the value of information, coordinated product and supply chain design, and international supply chain opportunities, the following areas are emphasized: product realization, order fulfillment, production/inventory management, distribution channels and information systems.

**Prerequisites:** Take MBA 635.

**Offered:** Every year, Fall

**MG 642. Logistics Management. 3 Credits.**

Logistics ensures the flow of raw materials and finished products in a supply chain. Given the global commerce, the flow of materials has increased the size and complexity of logistical operations. In this course, students develop an understanding of functional areas of logistics: order processing, transportation, inventory, warehousing, materials handling and packaging and facility design. Within these functional areas, students learn to analyze the trade-offs involved with key decisions. The course strongly emphasizes the use of analytical models and methods for the decision-making process. Excel is the platform considered for decision-making purposes.

**Offered:** Every year, Spring

**MG 643. Strategic Sourcing and Supply Management. 3 Credits.**

This course explores strategic sourcing and supply management in the industrial purchasing cycle for operating supplies, raw materials, components and services. The course includes the use of Excel-based analytical models and methods to enhance the decision-making process. Topics include strategic issues relating to the procurement decision process including supplier selection and evaluation, supplier development, make-versus-buy decision, JIT purchasing, e-purchasing and the interrelationships between purchasing and other areas of the organization and the supply chain.

**Prerequisites:** Take MBA 635.

**Offered:** Every year, Fall

**MG 688. Independent Study - Management. 3 Credits.**

A faculty sponsor and permission of the MBA director and School of Business dean are required.

**Offered:** As needed, All

## Marketing (MK)

**MK 610. Research for Marketing and Business Decisions. 3 Credits.**

The course provides a managerial approach to market research activities. The goal is to enable students to evaluate market research projects and to interpret and apply research information toward marketing decisions. The research process is discussed and qualitative as well as quantitative methodologies are systematically reviewed. Attention is paid to how to analyze and present research findings.

**Prerequisites:** Take MBA 645.

**Offered:** As needed

**MK 611. Managing Marketing Communications. 3 Credits.**

This course explores the many ways marketers communicate with other businesses and with consumers to inform and influence decision-making. The course introduces students to the philosophy, strategy and practices of integrated marketing communications (IMC). To effectively plan, implement and evaluate IMC programs requires an understanding of the firm's overall marketing strategy and process, insight into consumers' needs, grounding in communications theory, and a working knowledge of various IMC tools 150 including advertising, direct marketing, public relations, sales promotion, point-of-purchase displays and personal selling. Strategic and creative issues are covered.

**Prerequisites:** Take MBA 645.

**Offered:** As needed

**MK 612. New Product Marketing. 3 Credits.**

This course introduces students to the specialized areas, within marketing management, of product development, brand management and pricing strategy. The primary topic of the course is new product management. This includes strategic planning, idea generation, business analysis, design, testing and introduction of new products to market. Related topics are issues in brand management and pricing strategy and tactics.

**Prerequisites:** Take MBA 645.

**Offered:** As needed

**MK 613. Marketing Planning. 3 Credits.**

This course provides students with the tools to conduct analyses of markets for products and services and covers how to develop a marketing plan that includes goal definition, product strategy and positioning, description of the mix of marketing activities to achieve the objectives, contingency plans and controls.

**Prerequisites:** Take MBA 645.

**Offered:** As needed

**MK 615. Managing Marketing Channels. 3 Credits.**

This is an introduction to the design, evaluation and management of distribution channels. Topics include strategic issues in designing distribution channels, channel member roles, managing channel conflict, evaluation of channel performance, motivation of channel members, managing a hybrid mix of traditional and non-traditional channels, and channel logistics (transportation, inventory, materials handling and information management).

**Prerequisites:** Take MBA 645.

**Offered:** Every year, Spring

**MK 616. Digital Marketing.****3 Credits.**

This course introduces students to topics and issues employed by marketing managers as they develop and implement their digital marketing strategies. Topics include; marketing analytics, digital business models, digital marketing channels, search engine marketing, social media and mobile marketing. The class incorporates experiential learning opportunities which enable students to bridge the gap between marketing theory and managerial practice.

**Prerequisites:** Take MBA 645.**Offered:** Every year, Summer**MK 619. Marketing Analytics.****3 Credits.**

Topics covered in this course include market segmentation, marketing mix analysis, product bundle optimization and social network analysis. In addition, students are introduced to the basics of effective visual presentation of quantitative information. Weekly homework with real business data allows students to explore a variety of analytic techniques and answer actual problems. Students leave with a knowledge of a variety of advanced techniques, in-demand analytic reasoning skills, and an understanding of methodological debates, trade-offs, and resource allocation for data projects.

**Prerequisites:** Take MBA 645.**Offered:** As needed**MK 620. Applied Consumer Behavior Research.****3 Credits.**

This course provides a basic understanding of the major concepts and theories in consumer decision-making and behavior and how these can be used as the basis for empirical research on the way consumers process information, form preferences and make buying choices. This is a course in which theories from psychology, sociology and economics are applied to the study of consumer behavior.

**Prerequisites:** Take MBA 645.**Offered:** As needed**MK 688. Independent Study - Marketing.****3 Credits.**

Permission of the MBA director and School of Business dean is required.

**Offered:** As needed**MK 689. Independent Study - Marketing.****3 Credits.**

Permission of the MBA director and School of Business dean is required.

**Offered:** As needed

## Master of Business Administration (MBA)

**MBA 601. Foundations for Decision Making (MBA Quick Start).****1 Credit.**

This course covers basic elements of statistics, technology (including Excel), financial accounting, managerial accounting, finance and economics as well as other fundamental business concepts. The course must be taken during a student's first semester in the MBA program, but can be completed concurrently with MBA 615. The course is graded on a pass/fail basis.

**Offered:** Every year, All**MBA 602. Communicating Effectively for Managers.****3 Credits.**

This course provides instruction and practice in the various formats and styles of writing required of executives and professionals in a business environment. This course focuses on the ability to communicate clearly, which is necessary for success in the business world. Students are encouraged to organize thoughts logically, plan communications in advance, write in appropriate formats and communicate ideas concisely. Students learn communication skills necessary for leaders in today's global marketplace. International degree students only.

**Offered:** Every year, Fall**MBA 610. Business Decision Analysis.****3 Credits.**

This course is an introduction to basic quantitative tools that enable managers to analyze data and make informed decisions. Topics include descriptive analysis of survey data, introductory probability, sampling and sampling distributions, hypothesis testing, simple and multiple regression and decision analysis. Students apply the quantitative decision-making tools to business situations through cases.

**Offered:** Every year, All**MBA 615. Managing the Decision Making Process.****3 Credits.**

This course introduces a framework for formulating, analyzing and making complex business decisions. Students learn to analyze problems from multiple perspectives and different disciplinary points of view and how to evaluate business decisions through an ethical lens. The course provides an overview of business functions with a focus on the need to integrate activities among them for effective decision making. Students learn to evaluate the extent to which an individual or organizational bias affects the decision-making process and identify alternative approaches to mitigating biases.

**Offered:** Every year, All**MBA 620. Financial and Managerial Accounting for Decision Making (AC 620).****3 Credits.**

This course provides an introduction to the use of accounting information for decision making in organizations. Topics include reporting and analysis of financial statement information and the use of managerial decision-making tools to support planning and control. Students can receive credit for either AC 620 or MBA 620 but not both.

**Offered:** Every year, All**MBA 625. Organizational Behavior and Leadership for Decision Makers.****3 Credits.**

Students become familiar with both the language and practice of organization theory, including designing organizations, managing the organizational environment and understanding the relationships between tasks, technology, environment and organization structure. Issues related to motivation, leadership, organization culture, decision making and ethical leadership are presented. Interpersonal relationships are explored through an examination of the roles of power, politics and conflict in organizations as well as leader behavior, styles and leadership development. Students also explore how organizational structures and leadership models interrelate with the marketing, operational and financial systems in the enterprise.

**Offered:** Every year, All**MBA 635. Decision Making for Business Operations.****3 Credits.**

Students learn to design and manage the production processes that create and deliver the firm's primary products and services to improve performance of the business. The course strongly emphasizes the use of analytical models and methods for the decision-making process. Excel is the platform considered for decision-making purposes. Both tactical day-to-day operating decisions and longer range strategic decisions are examined through topics that include process analysis, product design, workforce management, capacity management (including forecasting), facilities planning, inventory control and quality management. Students also explore the relationship between the production system of the organization and the marketing, financial and human resources systems during the creation of goods and services.

**Offered:** Every year, All

**MBA 640. Financial Decision Making.****3 Credits.**

This course introduces students to the theory and techniques of financial analysis with application to real world problems and situations. Topics include risk and return, asset pricing, capital budgeting and corporate investment decisions, capital structure decisions, dividend policy, corporate merger, divestiture and takeover decisions.

**Offered:** Every year, All**MBA 645. Marketing Decision Making.****3 Credits.**

Students learn to formulate, manage and evaluate the marketing strategies that create the firm's products and services and deliver those products and services to the market. Both tactical day-to-day operating decisions and longer range strategic decisions are examined through topics that include buyer behavior, market segmentation, demand estimation, product positioning, product development, branding, pricing, distribution channels, and integrated marketing communications. Students also explore the relationship between the marketing and the overall corporate strategy.

**Offered:** Every year, All**MBA 650. Strategic Public Relations and Reputation Management.****3 Credits.**

The focus of this course is reputation management and its importance to business success. Students analyze the function of corporate communications and examine a range of topics including organizational identity, image and reputation; issues and crisis management; institutional ethics and corporate social responsibility; strategic public relations planning; integrated marketing communication; public relations theories and best practices; and global public engagement. The class also explores specialty public relations practice areas such as media relations, investor relations, employee relations and government relations. Class discussions, case studies, in-class exercises, team projects and essay exams help students improve their critical thinking and reasoning skills, develop research and strategic planning skills and increase diversity awareness and sensitivities that are important to professional and business success.

**Offered:** As needed**MBA 660. Decision Making in a Global Economy.****3 Credits.**

Students come to understand the global trends and issues that create business opportunities in foreign markets as well as the impact of the global environment on domestic business practices and opportunities. Students examine the economic, social and political issues that affect a firm's strategy for entering international markets and how cross-cultural issues affect internal business processes. Some sections of the course include an international travel experience while others include a virtual study abroad experience. BS/MBA students are required to take a section that includes an international travel experience. Part-time and online students are encouraged to take a section with an international travel component; however, part-time and online students who are unable to complete an international travel experience may take a section of the course with a virtual international experience. Additional course fee (travel) applies to all sections except virtual study abroad.

**Offered:** Every year, All**MBA 675. Special Topics - MBA.****3 Credits.****Offered:** As needed**MBA 688. Graduate Internship I.****3 Credits.**

Internships provide students with opportunities to obtain important experience in fields related to their programs of study under the supervision of a sponsoring faculty member and a practicing manager. Prior academic approval is required before registering for any internship course. Details may be obtained from the graduate business programs office. These courses are normally only open to full-time MBA students.

**Offered:** As needed**MBA 689. Graduate Internship II Administration.****3 Credits.**

Internships provide students with opportunities to obtain important experience in fields related to their programs of study under the supervision of a sponsoring faculty member and a practicing manager. Prior academic approval is required before registering for any internship course. Details may be obtained from the graduate business programs office. These courses are normally only open to full-time MBA students.

**Offered:** As needed**MBA 690. Decision Making Capstone.****3 Credits.**

This is a capstone course in strategic decision making for MBA students. Students learn concepts and theory relevant to the field of strategic management, as well as review and integrate the accumulated functional business knowledge from the other MBA core courses. The course covers such topics as internal and external firm analysis, industry analysis, value chain, competitive strategy, corporate and functional strategy, top management leadership and strategic performance evaluation. Emphasis is placed on developing critical thinking and decision-making skills through company analyses and simulated business exercises. Students can receive credit for either MBA 690 or MG 690 but not both.

**Prerequisites:** Take MBA 601 MBA 615 MBA 620 MBA 625 MBA 640 MBA 645.**Corequisites:** Take MBA 635.**Offered:** Every year, All**MBA 699. Independent Study.****3 Credits.****Offered:** As needed

## Mathematics (MA)

**MA 521. Algebraic Reasoning.****2 Credits.**

Students apply proof-based reasoning in the context of different algebraic systems, including groups, rings and fields. Specific examples include finite fields and matrix rings, as well as the real and complex numbers. Emphasis is placed on the interplay between axiomatic algebra and the existence and solution of algebraic equations.

**Offered:** Every year, Summer**MA 522. Analytic Reasoning.****2 Credits.**

Students explore properties of the real numbers and functions of real numbers based on the completeness axiom, including continuity in the context of powers and roots, exponentials and logarithms, and the trigonometric functions. Definitions and properties of these functions are developed and proved, with an emphasis on their reliance on continuity.

**Offered:** Every year, Fall**MA 541. Complex Variables.****2 Credits.**

This course extends the concepts of calculus to deal with functions whose variables and values are complex numbers. Topics include the geometry of complex numbers, differentiation and integration, representation of functions by integrals and power series, and the calculus of residues.

**Prerequisites:** Take MA 242 or MA 251 and MA 301; Minimum grade C- or better.**Offered:** Every year, Fall

**MA 565. Famous Mathematical Constants. 3 Credits.**

This course is a tour of mathematics from the viewpoint of the well known constants  $e$ ,  $\pi$  and  $i$ . Topics are chosen from geometry, number theory, calculus and algebra.

**Offered:** Every Third Year

**MA 580. Euclidean and Non-Euclidean Geometry. 4 Credits.**

Students study concepts in Absolute, Euclidean and non-Euclidean geometries, including planar geometry, hyperbolic geometry, and spherical geometry. In particular, students explore topics which may include finite geometries, axiom systems, transformations and symmetries, analytic geometry, circles, triangles, quadrilaterals, the parallel postulate, Pythagorean Theorem, area and similarity.

**Offered:** Every year, Spring

**MA 583. Mathematics: Historical Insights. 2 Credits.**

Students explore mathematics from historical perspectives. In particular, students investigate contributions of ancient Babylonian, Egyptian, and Persian cultures, historical methods of solving quadratic and cubic equations, development of the calculus.

**Offered:** Every year, Summer

**MA 585. Mathematical Problem Solving. 3 Credits.**

This course presents an introduction to the spirit of mathematical inquiry through a problem-based approach; heuristics; problem-solving techniques; Polya's stages of problem solving; specific strategies.

**Offered:** As needed, All

**MA 586. Discrete Structures. 3 Credits.**

This course considers induction, set theory, relations, functions, graphs, trees, logic and boolean algebra, counting techniques, applications to probability, computer science and algorithm development.

**Offered:** As needed, All

## Nursing (NUR)

**NUR 500. Biostatistics. 1 Credit.**

This biostatistics course is an introduction to probability concepts and statistical tests currently used in the biological and health sciences. The course covers the application of statistics to data analysis. An emphasis is placed on inferential statistics, which includes estimation, confidence intervals, means, variances and proportions.

**Offered:** Every year, Fall Online

**NUR 514. Epidemiology and Population Health. 3 Credits.**

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Population health concepts are coupled with risk analysis statistics to critique evidence for holistic public health approaches. The use of data to assess acute and chronic population health problems, to implement effective interventions addressing these problems, and to examine outcomes is emphasized.

**Offered:** Every year, Spring and Summer

**NUR 516. Health Policy and Organizational Systems. 2 Credits.**

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.

**Offered:** Every year, Fall

**NUR 517. Anatomy for the Nurse Anesthetist. 2 Credits.**

This course emphasizes the fundamentals of anatomy for the cardiac, respiratory and nervous system. Anatomy as it pertains to regional administration is stressed, as well as pain management. Throughout this course, students utilize dissections of specific organs and the use of computer and anatomic models. Airway anatomy is covered extensively through multiple modalities. Renal and hepatic anatomy are reviewed.

**Offered:** Every year, Summer

**NUR 517L. Anatomy for the Nurse Anesthetist Lab. 1 Credit.**

This course features dissections of specific organs and the use of computer and anatomic models. Course includes an extensive study of airway anatomy through multiple modalities. Anatomy lab is utilized.

**Offered:** Every year, Summer

**NUR 520. Advanced Health Assessment. 3 Credits.**

This course presents the principles of performing a comprehensive health assessment and reporting the findings in a professional format. Attention is given to assessment and physical examination across the lifespan within diverse communities. The processes underlying diagnostic decision making are introduced. A laboratory component enables the student to master the techniques of performing a holistic health assessment.

**Corequisites:** Take NUR 520L.

**Offered:** Every year, Fall

**NUR 520L. Advanced Health Assessment Lab. 2 Credits.**

This lab must be taken with NUR 520. (2 lab hrs.)

**Corequisites:** Take NUR 520.

**Offered:** Every year, Fall

**NUR 522. Advanced Pathophysiology. 3 Credits.**

Essential concepts of pathophysiology are emphasized. Selected disorders are studied especially as they relate to homeostatic and defense/repair mechanisms. Where appropriate the course includes clinical correlations of disease states with symptoms and physical findings.

**Offered:** Every year, Fall

**NUR 524. Principles of ECG Interpretation. 1 Credit.**

This course provides a directed approach to understanding the principles and basic interpretation of electrocardiography as applied in advanced practice nursing. Intended for students in the adult-gerontology and family nurse practitioner tracks.

**Offered:** Every year, Summer Online

**NUR 528. Principles of Radiography. 2 Credits.**

The basic principles of radiologic and imaging techniques, recognition of common abnormal findings, indications and contraindications for various tests including cost analysis and availability factors are considered. Intended for students in the adult-gerontology and family nurse practitioner tracks.

**Offered:** Every year, Summer Online

**NUR 530. Advanced Pharmacology. 3 Credits.**

Students are introduced to pharmacological management across the lifespan and provided with advanced knowledge of pharmacokinetics. Selected categories of drugs commonly prescribed for management of health care problems and health promotion within diverse communities are presented. Controlled substances and the potential for abuse are discussed. The responsibilities and legalities of prescriptive authority in advanced practice are defined.

**Offered:** Every year, Fall Online



**NUR 540. Educational Principles for the Health Care****Professional.****3 Credits.**

This course examines the theoretical perspectives of education as it relates to educational leadership and professional development for adult learners. Teaching/learning theories, models and principles are examined as preparation for the design, development, evaluation and revision of professional development-related curricula. Instructional strategies and teaching techniques adapted for diverse populations are explored.

**Offered:** Every year, Fall Online**NUR 541. Informatics Fieldwork Experience.****1 Credit.**

This 1-credit practicum provides the opportunity for students to apply essential knowledge and skills in health care informatics. (120 practicum hours)

**Offered:** Every year, Summer Online**NUR 542. Introduction to Health Care Finance.****1 Credit.**

This 1-credit online graduate course provides an overview of basic budgeting concepts and processes integral to project planning and project management. Students also are introduced to foundational principles of marketing.

**Offered:** Every year, Summer Online**NUR 543. Capstone.****3 Credits.**

This capstone practicum is a culminating experience integrating knowledge and skill learned in other courses into the practice setting. Students complete a synthesis practicum that is an intensive mentored experience in operational leadership in a selected area of interest. (1-credit seminar, 2 credits/240 hours of practicum)

**Offered:** Every year, Summer Online**NUR 544. Introduction to Informatics.****3 Credits.**

This online graduate course provides essential knowledge and skills in health care informatics to enhance the quality of patient care and outcomes through the assessment, development, implementation, use and evaluation of information technologies. It prepares the nurse to support evidence-based practice and manage patient-care technologies to deliver and enhance interprofessional care and communication for improved coordination of care.

**Offered:** Every year, Summer Online**NUR 590. Public Health Law.****3 Credits.**

Nursing elective

**NUR 600. Evaluation and Synthesis of Scientific Evidence for Practice.****2 Credits.**

Students review selected processes to identify current best scientific evidence including formulation of asking an answerable question. Students also conduct a review of the literature, critically appraise individual studies, and synthesize the evidence collected. Various methods to evaluate statistical analyses and scientific rigor are emphasized. Discussions focus on strengths and limitations of existing evidence, and application to direct and indirect practice. Iterative writing is a major component of this course.

**Offered:** Every year, Fall Online**NUR 602. Principles of Ethical Theory in Nursing.****1 Credit.**

This course facilitates the student's formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.

**Offered:** Every year, Fall and Summer Online**NUR 610. Clinical Scholarship and Inquiry in Nursing.****2 Credits.**

This course focuses on improvement methods used to identify organizational systems' process problems affecting practice (direct and indirect care). Building on prior knowledge of evidence-based practice, students learn how to critically appraise scientific evidence, evaluate additional relevant information, and consider cost implications to create sustainable innovations intended to improve systems.

**Offered:** Every year, Spring Online**NUR 610PBL. DNP Project I.****2 Credits.**

This seminar provides an opportunity for students to identify a health organization or system's opportunity for process improvement based on available aggregate data. Students develop a substantial and meaningful scholarly DNP Project Proposal that is innovative and evidence-based, reflects the application of credible research findings, financially sound, feasible, sustainable and demonstrates value to the organization and population(s) served. There is a minimum of 120 fieldwork hours associated with this course. The course is graded on a pass/fail basis.

**Corequisites:** Take NUR 610.**Offered:** Every year, Summer Online**NUR 612. Leadership and Collaboration for Change in Health Care.****2 Credits.**

This course focuses on developing advanced practice nursing leaders who are able to generate pragmatic responses to health care policy, systems and practice inquiry problems through a collaborative approach.

**Prerequisites:** Take NUR 610.**Offered:** Every year, Fall Online**NUR 612PBL. DNP Project II.****1-2 Credits.**

Students continue experiential learning to create and sustain change through implementation of the approved, scholarly DNP Project Proposal using appropriate leadership concepts, interdisciplinary team collaboration, and change theory. Post-implementation and evaluation of Project outcomes are disseminated to applicable fieldwork site stakeholders, peers in a professional forum, and in a digital repository. There are 120 fieldwork hours associated with this course the first time it is taken. This course is graded on a pass/fail basis. The course may be repeated for one credit until the DNP Project is completed.

**Prerequisites:** Take NUR 610 NUR 610PBL.**Offered:** Every year, Fall Online**NUR 613. Nursing Leadership Seminar: Applying Data to Practice.****1 Credit.**

This online seminar develops students' skills in identifying, critiquing and applying data in health care. Students investigate evidence-based research and how that data is used to improve health system outcomes. In addition, they examine electronic data transfer methods and displays that illustrate performance. Finally, students debate the ethical aspects of data access, security and use.

**Offered:** Every year, Fall Online**NUR 615. Nursing Leadership Seminar and Fieldwork Experience: Safety and Legal Contexts of Health Care.****3 Credits.**

This clinical seminar accompanies 120 hours of experiential learning in the field, with an emphasis on legal concepts and safety in health care. Students discuss governance models and sources of authority in a health care system. They also explore safety of patients and providers within the system. Ethical issues surrounding safety and health care regulation are analyzed.

**Prerequisites:** Take NUR 613.**Offered:** Every year, Spring Online



**NUR 617. Nursing Leadership Fellowship: Relationship Management and Strategic Leadership. 3 Credits.**

This online course focuses on developing nursing leaders who are able to generate pragmatic responses to health care demands that address the collaborative relationships critical to clinical, educational and organizational success. The course includes 120 hours of practicum and an online seminar to discuss student experiences and synthesize leadership concepts and skills.

**Prerequisites:** Take NUR 615.

**Offered:** Every year, Spring Online

**NUR 620. Advanced Principles of Population-Based Health Care. 2 Credits.**

This course examines policies impacting health across a broad spectrum of health care conditions and settings. Students discuss the contributions of nursing to population health.

**Offered:** Every year, Fall Online

**NUR 621. Post-Master's Additional Graduate Clinical. 1-4 Credits.**

This course is for those students who need more fieldwork hours to reach the 1,000 hours required for the Doctor of Nursing Practice degree. Objectives are developed with faculty specifically for the work to be done. One credit is equivalent to 120 hours of fieldwork.

**Prerequisites:** Take NUR 617 or NUR 623.

**Offered:** Every year, Summer

**NUR 622. Special Topics in Advanced Practice Nursing. 3 Credits.**

This seminar allows each student to examine contemporary issues surrounding advanced nursing practice and population health within the context of the individual student's population health focus. There are 120 fieldwork hours associated with this course.

**Prerequisites:** Take NUR 620.

**Offered:** Every year, Spring Online

**NUR 623. Population Health Fellowship. 1 Credit.**

This clinical experience allows for a wide variety of individual student preferences in working with issues of population health. The 120-hour requirement can be completed in condensed or extended timeframes.

**Prerequisites:** Take NUR 620 NUR 622.

**Offered:** Every year, Spring

**NUR 630. Advanced Holistic Diagnosis. 3 Credits.**

This course expands on assessment across the lifespan with attention to complex systems. The processes underlying diagnostic decision making are explored and a variety of simple office procedures such as suturing and splinting are taught.

**Prerequisites:** Take NUR 520 NUR 520L.

**Corequisites:** Take NUR 630L.

**Offered:** Every year, Spring

**NUR 630L. Advanced Holistic Diagnosis Lab. 2 Credits.**

This lab must be taken with NUR 630. (2 lab hrs.)

**Prerequisites:** Take NUR 520 NUR 520L.

**Corequisites:** Take NUR 630.

**Offered:** Every year, Spring

**NUR 631. Introduction to Clinical Practicum and Seminar. 1 Credit.**

This course introduces students to clinical practice and includes an online seminar. Students apply advanced health assessment skills to assess patients across the adult lifespan. Students are expected to perform focused and full histories and physicals, formulate differential diagnoses, order appropriate laboratory testing and begin to develop treatment plans. Presentation of patient cases, appropriate clinical documentation, and the DNP role are emphasized.

**Prerequisites:** Take NUR 630 NUR 630L.

**Offered:** Every year, Summer

**NUR 632. Health Promotion and Advocacy. 3 Credits.**

Health promotion, advocacy and mental health problems encountered in primary care settings are considered. A holistic approach to clients from adolescence to senescence is emphasized. Evidence-based guidelines and research are integrated to develop nursing strategies for health promotion and prevention.

**Prerequisites:** Take NUR 634 NUR 520 NUR 520L.

**Offered:** Every year, Spring

**NUR 633. Clinical Simulation. 1 Credit.**

This course is designed to enhance nurse practitioner students' clinical examination and documentation skills. Students participate in individual and group simulated case scenarios and document appropriate notes for faculty review. Discussion of cases in a seminar setting is included. Emphasis is placed on the holistic assessment of individuals and/or families according to their needs. Low faculty-to-student ratios allow for individualized instruction to improve clinical assessment skills and documentation. The course is conducted five hours per day for three days prior to the start of the fall semester.

**Prerequisites:** Take NUR 643 or NUR 653.

**Offered:** Every year, Summer

**NUR 634. Reproductive Health Problems in Primary Care. 3 Credits.**

Gender-related problems in primary care across the lifespan are the focus of this course. Selected alternative and complimentary therapies are included.

**Corequisites:** Take NUR 520 NUR 520L.

**Offered:** Every year, Fall

**NUR 636. Common Problems in Primary Care. 3 Credits.**

This course considers diagnoses of common problems encountered in primary care settings. Evidence-based, multidisciplinary management approaches to selected health problems also are discussed. Assessment and management of the selected problems include attention to cultural traditions, alternative treatments and socioeconomic policies that affect the delivery of care. The course is grounded by a holistic approach to care; case studies are used to promote clinical reasoning.

**Prerequisites:** Take NUR 631.

**Offered:** Every year, Fall

**NUR 637. Clinical Fellowship. 4 Credits.**

This intensive clinical experience allows for deepened clinical practice in a flexible timeframe. The 240-hour requirement can be completed in six weeks as a full-time practice, or in two- or three-day practice allotments throughout the summer. This course comes at the end of the student's sequence of clinical courses. A clinical seminar prepares students for the national certification exam and future clinical practice. This course is graded on a pass/fail basis.

**Prerequisites:** Take NUR 647 or NUR 657.

**Offered:** Every year, Spring

**NUR 638. Laboratory Diagnosis. 2 Credits.**

This course introduces students to selected laboratory tests, including cardiac and pulmonary testing. Students discuss the use and interpretation of diagnostics in a variety of primary care problems. Attention to financial considerations in the selection of diagnostics is emphasized.

**Prerequisites:** Take NUR 522 NUR 630 NUR 630L.

**Offered:** Every year, Summer Online

**NUR 640. Special Topics in Adult and Geriatric Psychopharmacology.****1 Credit.**

The perspective of psychiatric neuroscience addresses the actions and interactions of drugs on the brain, the impact in the central nervous system, and interprets the behavioral consequences of psychiatric medications. Common psychiatric medications seen with adults and geriatric patients in primary care settings are considered. A holistic approach to adult and geriatric patients is emphasized. Evidenced-based guidelines and research are integrated to develop nursing strategies for best practices in psychopharmacology.

**Prerequisites:** Take NUR 647.**Offered:** Every year, Spring**NUR 641. Adult Health Practicum and Seminar I.****3 Credits.**

This course integrates the principles of primary care nursing and includes a mentored practicum with a clinical seminar. Students apply advanced practice skills to manage acute and chronic health problems across the adult lifespan. Appropriate clinical documentation, case presentation and use of web-based clinical resources are emphasized.

**Prerequisites:** Take NUR 631.**Offered:** Every year, Fall**NUR 642. Complex Problems in Primary Care.****3 Credits.**

This course focuses on selected complex, urgent or less frequently encountered problems of primary care across the lifespan from adolescence to senescence. An opportunity to refine differential diagnosis and management of challenging health concerns in diverse populations is provided by the use of case studies.

**Prerequisites:** Take NUR 636; and NUR 641 or NUR 651.**Offered:** Every year, Spring**NUR 643. Adult Health Practicum and Seminar II.****3 Credits.**

This course includes a mentored practicum with clinical seminar and provides further opportunity for advanced nursing practice with diverse adult populations. Students refine primary care skills including appropriate documentation, differential diagnosis, case presentation and technology utilization with attention to cost-effective and evidence-based approaches to care.

**Prerequisites:** Take NUR 641.**Offered:** Every year, Spring**NUR 647. Adult Health Practicum and Seminar IV.****3 Credits.**

This course includes a mentored clinical practicum with a clinical seminar, and provides continued opportunity for holistic nursing practice with families at an advanced level. Students are expected to manage the process of patient care with increasing confidence, efficiency and accuracy. Cost-effectiveness, evidence-based practice, ethical dilemmas, cultural sensitivity and preparation for entry to licensed practice are emphasized.

**Prerequisites:** Take NUR 645.**Offered:** Every year, Fall**NUR 650. Special Topics in Family Psychopharmacology.****1 Credit.**

The perspective of psychiatric neuroscience addresses the actions and interactions of drugs on the brain, the impact in the central nervous system, and interprets the behavioral consequences of psychiatric medicines. Common psychiatric medications seen with patients across the lifespan in primary care settings are considered. A holistic approach to patients across the lifespan is emphasized. Evidence-based guidelines and research are integrated to develop nursing strategies for best practices in psychopharmacology.

**Prerequisites:** Take NUR 657.**Offered:** Every year, Spring**NUR 651. Family Health Practicum and Seminar I.****3 Credits.**

This course includes a mentored practicum experience and a clinical seminar. Health promotion and assessment of health problems within family systems are emphasized. Students learn primary care skills including appropriate documentation, differential diagnosis, case presentation and technology utilization with attention to cost-effective and evidence-based approaches to care.

**Prerequisites:** Take NUR 631.**Offered:** Every year, Fall**NUR 652. Primary Care of the Child and Family I.****3 Credits.**

This course focuses on health care of the child within the family system. Comprehensive assessment and management of common pediatric health problems encountered in primary care settings are addressed.

**Prerequisites:** Take NUR 631.**Offered:** Every year, Fall**NUR 653. Family Health Practicum and Seminar II.****3 Credits.**

This course includes a mentored practicum experience of 120 hours and a weekly clinical seminar. It provides an opportunity for nursing practice with families at an advanced level. Comprehensive assessment, clinical decision-making and strategies to facilitate health promotion and health restoration of individuals within family systems are emphasized.

**Prerequisites:** Take NUR 651.**Offered:** Every year, Spring**NUR 654. Primary Care of the Child and Family II.****3 Credits.**

This course continues the focus on health care of the child within the family system. Primary care management is emphasized.

**Prerequisites:** Take NUR 651 NUR 652.**Offered:** Every year, Spring**NUR 655. Family Health Practicum and Seminar III.****1 Credit.**

This course includes a mentored practicum experience of 120 hours and an online seminar. It provides continued opportunity for continued, advanced holistic practice with families. Comprehensive assessment, clinical decision making and strategies to facilitate health promotion and health restoration of individuals within family systems are emphasized.

**Prerequisites:** Take NUR 653.**Offered:** Every year, Summer Online**NUR 656. Pediatric Assessment.****1 Credit.**

This course discusses holistic health assessment of newborns, infants, children and adolescents. Assessment of normal growth and development is presented, as is assessment of common pediatric primary care problems.

**Prerequisites:** Take NUR 630 NUR 630L.**Offered:** Every year, Summer Online**NUR 657. Family Health Practicum and Seminar IV.****3 Credits.**

This course includes a mentored practicum experience of 120 hours and a weekly clinical seminar. Students are expected to manage the process of patient care with increasing confidence, efficiency and accuracy. Cost-effectiveness, evidence-based practice, ethical dilemmas, cultural sensitivity and preparation for entry to licensed practice are emphasized.

**Prerequisites:** Take NUR 655.**Offered:** Every year, Fall

**NUR 670. Basic Principles of Anesthesia II.****3 Credits.**

The course continues the basic principles of anesthesia and covers a variety of basic concepts needed to begin to assess patients pre-operatively for an anesthetic, care for them intra-operatively and safely deliver them to the post-operative care unit. This continuation of the basic principles introductory course is offered in conjunction with the beginning of the clinical practicum. Topics in anesthesia that students will be exposed to in the clinical area during their introduction will be covered and discussed. Time in the simulation lab will be included.

**Prerequisites:** Take NUR 696.**Offered:** Every year, Spring**NUR 670L. Basic Principles of Anesthesia II Lab.****2 Credits.**

This course teaches the student hands on administration of regional and pain pain blocks using simulation and cadaver models. The lab complements the lectures given in NUR 670.

**Prerequisites:** Take NUR 696 NUR 672.**Corequisites:** Take NUR 670.**Offered:** Every year, Spring**NUR 671. Clinical Practicum I.****1 Credit.**

Individual clinical practice arranged with clinical coordinator. All day clinical practice, 3 days per week. The student will follow the hours of CRNA practice at each clinical site.

**Prerequisites:** Take NUR 696.**Offered:** Every year, Spring**NUR 672. Advanced Pharmacology II.****3 Credits.**

This course is a continuation of Advanced Pharmacology and Basic Principles of Anesthesia I (NUR 696) and expands on the administration of many of the drugs used in the practice of anesthesia. Students practice the administration of blocks used in anesthesia using patient simulators before administration to patients in clinical practice. Students are introduced to the pharmacology and corresponding physiology pertinent to the delivery of anesthetic care for many adjuvant drugs. Drugs used in the treatment of many comorbid conditions and their effects on and with those used in anesthesia are covered. Additional adjunct drugs used for cardiopulmonary support and pain control also are covered.

**Prerequisites:** Take NUR 696.**Offered:** Every year, Spring**NUR 673. Clinical Practicum II.****1 Credit.**

Individual clinical practice is arranged with the clinical coordinator. All-day clinical practice continues three to four days per week. The student follows the hours of CRNA practice at each clinical site. A clinical conference is held once per week.

**Prerequisites:** Take NUR 671.**Offered:** Every year, Summer**NUR 674. Professional Aspects of Nurse Anesthesia Practice I.****1 Credit.**

This course covers practice issues that pertain to the nurse anesthetist. Topics include legal aspects and scope of practice, our national association and the structure and functions of the autonomous councils, quality assurance and the business of anesthesia. Students explore their role in the political arena, and have an opportunity in a seminar format to discuss the issues concerning health care policy and the role of the CRNA. Attendance at the AANA Midyear Assembly is required for the nurse anesthesia student to provide an opportunity to visit with legislators and lobby on Capitol Hill.

**Offered:** Every year, Spring**NUR 675. Clinical Practicum III.****1 Credit.**

Individual clinical practice is arranged with the clinical coordinators at each clinical site. Students participate in full-day clinical practice, and follow the hours of CRNA practice at each clinical site. A clinical conference is held once per week.

**Prerequisites:** Take NUR 673.**Offered:** Every year, Fall**NUR 676. Professional Aspects of Nurse Anesthesia Practice II.****1 Credit.**

The class will cover the importance of personal wellness and stress management for the nurse anesthesia student and the practicing CRNA. The student will become familiar with integrated therapies and behaviors used to create wellness and balance. Multiple factors related to chemical dependence and substance abuse will be studied. In this course we will also discuss the importance of cultural sensitivity and diversity in healthcare.

**Offered:** Every year, Fall**NUR 677. Clinical Practicum IV.****2 Credits.**

Individual clinical practice is arranged with the clinical coordinator. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A call component is included in the semester. A clinical conference is held once a week.

**Prerequisites:** Take NUR 675.**Offered:** Every year, Spring**NUR 678. Professional Aspects of Nurse Anesthesia Practice III.****1 Credit.**

This course discusses educational leadership as it pertains to the role of clinical preceptor and educator. Topics include curriculum development, evaluation and the role of the clinical educator. At the completion of this course, students will present their scholarly projects at a final assembly.

**Offered:** Every year, Spring**NUR 679. Clinical Practicum V.****2 Credits.**

Individual clinical practice is arranged with the clinical coordinator. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A call component is included in the semester. A clinical conference is held once a week.

**Prerequisites:** Take NUR 677.**Offered:** Every year, Summer**NUR 680. Physics, Chemistry, Equipment and Technology for Nurse Anesthetists.****4 Credits.**

This course includes an extensive study of key concepts pertaining to organic, biochemistry and physics as they relate to anesthesia. Topics include medical mathematics and conversion factors, the gas laws, biochemistry of fluids and electrolytes, acid-base and buffers systems, electrical circuits, reviews of organic chemistry including the functional groups and physical principles that are relevant. Equipment and technology used in anesthetic practice also are studied in this course. Students have an opportunity to utilize common anesthetic equipment in the laboratory setting.

**Prerequisites:** Take NUR 696 NUR 670 NUR 672.**Offered:** Every year, Summer**NUR 681. Clinical Practicum VI.****2 Credits.**

This course is a continuation of the advanced clinical practicum. A clinical conference is held each week.

**Prerequisites:** Take NUR 679.**Offered:** Every year, Fall

**NUR 682. Advanced Principles of Anesthesia I.****3 Credits.**

The administration and management of anesthesia to patients regarding special considerations will be covered. Anatomy and physiology that relate to the practice of anesthesia will be discussed as well as other important areas requiring knowledge in the administration of anesthesia to the covered topics.

**Prerequisites:** Take NUR 696 NUR 670 NUR 672.

**Offered:** Every year, Summer

**NUR 683. Clinical Practicum VII.****2 Credits.**

This course is a continuation of the advanced clinical practicum. A clinical conference is held each week. Students present their scholarly projects at an assembly at the end of the semester.

**Prerequisites:** Take NUR 681.

**Offered:** Every year, Spring

**NUR 684. Advanced Principles of Anesthesia II.****3 Credits.**

This course covers the fundamental concepts essential to clinical anesthesia practice in the obstetric and pediatric populations.

**Prerequisites:** Take NUR 682 or NUR 692.

**Offered:** Every year, Fall

**NUR 685. Clinical Practicum for Post-Master's I.****1 Credit.**

This is the first of the clinical components of the nurse anesthesia doctoral program for post-master's CRNAs. Students select a specific topic in their chosen area of clinical focus. Clinical exploration of the selected topic is done with the guidance of their adviser. The student selects studies and readings to support the selected topic.

**Offered:** Every year, Fall Online

**NUR 686. Advanced Principles of Anesthesia III.****3 Credits.**

The administration and management of cardiac anesthesia will be covered in this course. Anatomy and physiology that relates to the practice of anesthesia for this specialty will be studied as well as emergency events relating to cardiac anesthesia, its considerations and disease processes.

**Prerequisites:** Take NUR 682 NUR 684 NUR 670.

**Offered:** Every year, Spring

**NUR 687. Clinical Practicum for Post-Master's II.****1 Credit.**

This is the second of the clinical components of the nurse anesthesia doctoral program for post-master's CRNAs. The students continue to work on their area of focus in the clinical arena. Clinical exploration and the formulation of an abstract and bibliography of this selected topic are done with guidance of their adviser.

**Offered:** Every year, Spring Online

**NUR 688. Human Factors and Patient Safety.****3 Credits.**

This course examines issues related to human error and patient safety with an emphasis on crisis management. Students explore the theoretical basis of human error, patient safety and quality assurance in health care. This course introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis management, simulation and monitoring systems in medical practice. Prerequisites apply to post-bachelor's program only.

**Offered:** Every year, Fall and Spring

**NUR 689. Clinical Practicum/Patient Safety Seminar for Post-Master's III.****2 Credits.**

The students continue to work on their area of focus in the clinical arena. The students complete the rough draft of their work during this semester. Each student analyzes an anesthesia-related critical event by presenting a Journal Club and discussion.

**Prerequisites:** Take NUR 685 NUR 687 NUR 688.

**Offered:** Every year, Summer Online

**NUR 690. Advanced Principles of Anesthesia IV.****2 Credits.**

This course covers more advanced practices in anesthesia and expands on previous advanced principles course work.

**Prerequisites:** Take NUR 686.

**Offered:** Every year, Summer

**NUR 691. Clinical Practicum/Patient Safety Seminar for Post-Master's IV.****2 Credits.**

This is the fourth of the clinical components of the nurse anesthesia doctoral program. Students complete their projects and submit for possible publication. The accompanying seminar focuses on areas in patient safety.

**Prerequisites:** Take NUR 689.

**Offered:** Fall Online

**NUR 692. Clinical Case Study Presentation.****1 Credit.**

This course gives the students an opportunity to present clinical case study. Peer review and faculty review are used for assessment.

**Offered:** Every year, Spring

**NUR 693. Clinical Practicum/Patient Safety Seminar for Post-Master's V.****2 Credits.**

This is the final clinical component of the nurse anesthesia doctoral program. The accompanying seminar focuses on areas of patient safety.

**Offered:** Every year, Spring Online

**NUR 695. Anesthesia Seminar I.****2 Credits.**

Anesthesia Seminar I and II prepare the student to take the National Certification Exam (NCE). Students will begin an extensive review of Basic Principles, Equipment and Technology, Basic and Advanced Principles, Pharmacology and Physiology in this first seminar. Practice exams will be administered periodically and clinical scenarios will be used to assess and challenge student knowledge and critical thinking. Students will take the SEE (Self Evaluation Examination) exam at the end of this semester.

**Prerequisites:** Completion of all anesthesia core courses;

**Offered:** Every year, Fall

**NUR 696. Advanced Pharmacology and Basic Principles of Anesthesia I.****4 Credits.**

The course precedes the anesthesia clinical practicum and covers a variety of basic concepts needed to begin to assess patients pre-operatively for an anesthetic, care for them intra-operatively and safely deliver them to the post-operative care unit. An introduction to the principles of advanced pharmacology and the primary classes of agents utilized in anesthetic practice is included.

**Offered:** Every year, Fall

**NUR 697. Anesthesia Seminar II.****2 Credits.**

This course is the second Anesthesia Seminar which prepares the student to take the National Certification Exam (NCE). Students continue to take the SEE (Self Evaluation Examination) until a benchmark score is obtained. Students formulate a written plan of study for use during this semester. Each student reviews and implements the individualized plan with input from the advisor. Organized and systematic review of materials in the key anesthesia courses of the program occurs.

**Prerequisites:** Completion of all anesthesia core courses and NUR 695;

**Offered:** Every year, Spring



**NUR 698. Human Physiology Seminar.****1 Credit.**

Students select a topic in human physiology for presentation to the group. The topic is selected from one of the systems studied in the Human Physiology course and must be approved by the professor. This provides the students with an opportunity to improve their public speaking skills and also to gather valuable information on physiology from other presenters.

**Corequisites:** Take PY 501.**Offered:** Every year, Summer**NUR 699. Independent Study.****1-6 Credits.****Offered:** As needed

## Occupational Therapy (OT)

**OT 501F. Immersive Fieldwork Experience in Psychosocial and Mental Health Practice (Fieldwork IIa).****3 Credits.**

This six- to seven-week fieldwork experience provides students with in-depth opportunities to integrate theory, research and best practice in psychosocial and/or mental health settings. The experience promotes clinical reasoning, reflective practice and professionalism while enhancing one's therapeutic use of self. Practice settings may include traditional mental health agencies, community-based programs and nontraditional sites that promote psychological and social factors for occupational engagement and well-being.

**Offered:** Every year, Summer**OT 501S. Fieldwork Seminar.****1 Credit.**

This course runs concurrently with the mental health/psychosocial summer experience and is delivered in an online format. It is designed to enhance professional and clinical reasoning while promoting the integration of theory to practice. Students are encouraged to critique the system of care as it relates to best practice for an identified population.

**Offered:** Every year, Summer**OT 502. Pharmacology in Occupational Therapy Practice.****2 Credits.**

This course addresses the pharmacokinetics, side effects and drug interactions of medications prescribed to clients who are commonly referred for occupational therapy services. The course emphasizes the role of the occupational therapist in medication management as a health maintenance activity and in monitoring the impact of drug therapy on the therapeutic process and occupational performance of clients.

**Offered:** Every year, Summer**OT 511. Administration and Management in Occupational Therapy.****4 Credits.**

This class introduces students to the daily management functions of an occupational therapy department including planning, organizing, directing, controlling, and supervision of occupational therapy assistants and other department personnel. The course integrates students' knowledge of interventions with information related to the delivery of occupational therapy services. Topics include managed care, quality assurance, leadership, regulatory agencies, models of practice, ethics, and consultation. Students gain hands-on experience with budgeting, marketing, program evaluation, and ethical problem-solving in administration.

**Offered:** Every year, Fall**OT 522L. Biomechanical Interventions in Occupational Therapy.****2 Credits.**

This lab provides students with "hands-on" learning experience and clinical reasoning in the safe and effective application of biomechanically-oriented interventions including physical agents and modalities, orthotic fitting and fabrication, and therapeutic exercise. Students also are introduced to prosthetics and the role of occupational therapy during pre-prosthetic and prosthetic training. Students apply clinical reasoning to identify the most appropriate biomechanical interventions based on the client's evaluation and socio-cultural factors to facilitate occupational performance. Prerequisite: Matriculation as an MOT student.

**Offered:** Every year, Fall**OT 531. Sensory Processing and Integration.****3 Credits.**

This course provides an in-depth analysis of sensory processing and integration with a focus on clinical reasoning to understand and appreciate the impact of these processes on individuals, populations and community environments. Opportunities are provided to learn specific intervention strategies for individuals, as well a systems approach emphasizing the importance of educating the team of people who support these individuals in varying contexts, to facilitate functional participation and engagement in purposeful and productive activities. Prerequisite: Matriculation as an MOT student.

**Offered:** Every year, Fall and Spring**OT 531F. Sensory Processing and Integration Fieldwork.****1 Credit.**

This structured fieldwork experience enables students to observe and analyze the impact of Ayres' Sensory Integration intervention. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and shall be supervised by qualified personnel who specialize in sensory processing and integration. Prerequisite: Compliance with OT fieldwork requirements through MyRecordTracker.

**Offered:** Every year, Fall and Spring**OT 531L. Sensory Processing and Integration Lab.****1 Credit.**

This course provides practical experientials designed to assimilate sensory processing and integration concepts. Evaluation, direct intervention and collaboration strategies in traditional environments are emphasized. Additionally, application of sensory integrative concepts into currently relevant community-based contexts and systems are explored to facilitate functional participation and engagement in purposeful, context-specific activities. Prerequisite: Matriculation as an MOT student.

**Offered:** Every year, Fall and Spring**OT 532. Neurorehabilitation in Occupational Therapy.****3 Credits.**

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation. This course integrates the use of various theoretical models/frames of reference, current evidence and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Key concepts in interprofessional practice and health literacy are incorporated. Prerequisite: Matriculation as an MOT student.

**Offered:** Every year, Fall and Spring



**OT 532F. Neurorehabilitation in Occupational Therapy Practice Fieldwork.****1 Credit.**

This course provides a structured fieldwork in neuro-rehabilitative settings and enables the student to observe, participate in, and document clinical encounters with clients undergoing OT evaluation and/or intervention. Students also have an opportunity to observe and/or engage in inter- and intra-professional collaboration, patient/client education and application of evidence-based practice. Emphasis is on applying theory into practice and the development of professional identity. Prerequisite: Compliance with OT fieldwork requirements per MyRecord Tracker.

**Offered:** Every year, Fall and Spring**OT 532L. Neurorehabilitation in Occupational Therapy Lab.****1 Credit.**

This course complements OT 532 Neurorehabilitation in OT Practice in providing a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation. Students have the opportunity to apply methods and techniques according to various theoretical models/frames of reference and current evidence-based interventions. Prerequisite: Matriculation as an MOT student.

**Offered:** Every year, Fall and Spring**OT 540. Special Topics in Occupational Therapy.****1.5-3 Credits.**

This course provides an opportunity for students to delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Students further explore the specialized roles of the occupational therapist beyond that of a direct provider of skilled services, such as organizational/community leader, educator, case manager, entrepreneur and consultant at the systems level. In addition, students learn various modes of care delivery and systems of care including but not limited to tele-health, community building/development and train-the-trainer; they also evaluate the outcomes of such modes.

**Offered:** Every year, Spring**OT 541. Assistive Technology in Occupational Therapy.****2 Credits.**

This course provides students with exposure to advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, work, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.

**Offered:** Every year, Fall**OT 541L. Assistive Technology in Occupational Therapy Lab.****1 Credit.**

This lab course provides students with hands-on experience in advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, work, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.

**Offered:** Every year, Fall**OT 542. Work and Ergonomics.****3 Credits.**

This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation. Prerequisite: Matriculation as an MOT student

**Offered:** Every year, Spring**OT 550. OT Research Methods.****4 Credits.**

This course addresses the importance of research in the practice of occupational therapy. The course examines the research theories and methods in occupational therapy practice. Students participate in designing and implementing entry-level research studies as well as analyzing and interpreting the professional literature. Students formulate the proposal for their spring capstone project.

**Offered:** Every year, Fall**OT 556. Professional Development.****3 Credits.**

This distance learning course focuses on the current issues related to the roles of the student transitioning to professional. The course emphasizes linking theory to practice, self-analysis and reflection upon academic experience, and relating those to different facets of clinical and professional reasoning as a funding mechanism in practice. Continued professional growth through the development of understanding of personal and professional responsibilities as a practicing therapist and a commitment to lifelong learning and professional advocacy also are addressed. Grant writing is included.

**Offered:** Every year, Spring**OT 565. Integrative Case Studies.****2 Credits.**

This course explores individual, group and population case studies of clients in occupational therapy. Students analyze each case using clinical reasoning, qualitative research strategies, frames of reference and best practices to develop integrative evaluation and intervention skills.

**Offered:** Every year, Spring**OT 570. Capstone Graduate Projects.****3 Credits.**

This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all course-based material and fieldwork experiences with practical application. Students design and execute a research or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.

**Offered:** Every year, Spring**OT 580. Fieldwork Level IIb.****6 Credits.**

These supervised experiences provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the program manual. Fieldwork is 12 weeks long.

**Offered:** Every year, Summer**OT 581. Fieldwork Level IIa.****6 Credits.**

These supervised experiences provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the program manual. Fieldwork is 12 weeks long.

**Offered:** Every year, Fall

**OT 607. Educational Leadership.****3 Credits.**

This course is intended to prepare occupational therapy practitioners to assume or enhance their educational leadership roles in a variety of health care and community-based programs. It provides advanced education in the areas of leadership and administration/management, ethics, decision-making and motivation.

**Offered:** Fall

**OT 608. Entrepreneurial Concepts for Occupational Therapy.****3 Credits.**

This course provides the student with a critical analysis of entrepreneurial concepts in the practice of occupational therapy (business and private practice) including: designing opportunities, completing a needs assessment, defining the market or clientele, developing a business plan, developing a practice plan, billing, measuring effectiveness and growth, marketing and employee management. When possible the student's current practice experience is used for projects.

**Offered:** Spring

**OT 615. Critical Writing I.****3 Credits.**

This course is the first in a sequence of courses focusing on scholarly reading and writing. Students investigate a specific area of interest, describe best practices as supported by evidence and theory and learn how to conduct a peer review of writing.

**Offered:** Every year, Spring Online

**OT 620. Foundations in Teaching and Learning I.****3 Credits.**

This course is the first in a series of courses focusing on advanced topics in teaching and learning. Students explore various theoretical frameworks regarding learning and the relationship between learning theory and occupational therapy. Students work to develop the ability to incorporate learning theory into their educational practice.

**Offered:** Every year, Spring Online

**OT 621. Creating Effective Learning Environments and Experiences.****3 Credits.**

This course is the second course in the series of courses focusing on advanced topics in teaching and learning. Building upon theoretical foundations explored in OT 620 Foundations in Teaching and Learning I, students explore various educational models and tools to enhance teaching and utilize design steps to develop professional, educational presentations.

**Prerequisites:** Take OT 620.

**Offered:** Every year, Summer Online

**OT 625. Special Topics in School-Based Practice I.****3 Credits.**

This course is the first in a series of courses focusing on advanced topics in school-based practice. Students critique existing scholarship and professional documents regarding best practices in school-based practice, and identify and critique existing interventions utilized in school-based practice and their efficacy. Topics covered include legislations, assessment, intervention and whole school programming.

**Offered:** Every year, Spring Online

**OT 626. Special Topics in School-Based Practice II.****3 Credits.**

This course is the second in a series of courses focusing on advanced topics in school-based practice. Students build upon work completed as part of OT 625 Special Topics in School-Based Practice I to develop a model of practice/intervention addressing "best practice" for practitioners working in school-based practice.

**Prerequisites:** Take OT 625;

**Offered:** Every year, Summer Online

**OT 635. Scholarly Use of Evidence in Writing.****3 Credits.**

This course is the second in a sequence of courses focusing on scholarly reading and writing. Emphasis on determining proper use of evidence occurs throughout the course. Synthesis of scholarly evidence and literature culminates in the creation of a manuscript for submission to a professional trade magazine or journal.

**Prerequisites:** Take OT 615.

**Offered:** Every year, Summer Online

**OT 640. Directed Study in Evidence-Based Practice.****3 Credits.**

Students learn the steps of the evidence-based practice continuum using a journal entry format. Each student follows the steps using actual practice case studies from his/her individual practice sites and presents the responses to each step in the process to discover evidence to guide the practice case questions. Peer interaction and feedback is critical to the realistic development of evidence to guide practice decisions. A major assignment is to have each student participate in the writing of a systematic review or an evidence-based practice brief for the profession. Students complete a needs assessment of a particular site or practice area as well.

**Prerequisites:** Take OT 654.

**Offered:** Every year, Spring

**OT 650. Application of Theory and Exploration of Occupation.****3 Credits.**

This course begins by exploring occupation—the central construct of the profession. Students also look at occupational science as a disciplinary knowledge base. Current ideas about occupation-based practice in both traditional settings and emerging practice areas are analyzed. Theories and models of practice that guide occupation-based practice also are reviewed.

**Offered:** Every year, Spring

**OT 651. Systems.****3 Credits.**

Knowledge of health care delivery in the U.S. is fundamental to providing occupational therapy services. A key element to providing relevant health care services is an understanding of the broader systems that influence and drive delivery models. This course addresses the general systems model as applied to the delivery of health care services. System components are addressed including the resources, the internal processes, external influences, measureable outcomes and stakeholders in service delivery systems. The course examines the range of service delivery models in OT including the traditional medical model, school-based, community, educational, home health, hospice and telehealth, among others. The course prepares students to analyze the key components of delivery system and determine how OT services are optimized in specific models.

**Offered:** Every year, Fall

**OT 652. Doctoral Seminar.****1 Credit.**

Students create a professional development plan and an e-portfolio for doctoral work with goals and objectives related to occupation and evidence-based practice. This plan also relates to the core curriculum and chosen tracks. Students explore advanced evidence-based practice skills required to retrieve evidence. They also learn about the tools utilized by clinicians to enhance practice, how to be a consumer of scholarship, and proper use of evidence/citations.

**Offered:** Every year, Fall

**OT 653. Policy/Ethics. 2 Credits.**

The future leaders of the profession need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. Students explore the role of the occupational therapist in advocacy as well as the concepts of social justice. The impact of these policies and decisions are reviewed in relationship to all settings and the occupational as well as psychosocial well-being of the individual client and populations of clients.

**Offered:** Every year, Fall

**OT 654. Critical Inquiry of Scholarship. 3 Credits.**

This course is the first of a series of courses focusing on scholarship in the profession. Emphasis is placed on understanding the various forms of scholarship that are needed to drive the profession of occupational therapy forward and building a solid foundation needed to carry out a scholarly project. This course covers the scholarship process, with a focus on developing a question for scholarly exploration and ways of answering questions. Quantitative, qualitative, mixed method and participatory research methodologies are introduced.

**Offered:** Every year, Fall

**OT 655. Professional Seminar. 3 Credits.**

This course integrates prior learning into the discussion of how to become an "agent of change" within the occupational therapy environment. Topics include the analysis of statistics related to occupational therapy, advocacy, leadership, group dynamics, systematic interactions and the ability to manage groups both internal and external to occupational therapy. As discussions progress, students are given the opportunity to participate in a panel discussion regarding these topics and how they relate to future capstone projects.

**Offered:** Every year, Summer

**OT 656. Critical Inquiry of Scholarship II. 4 Credits.**

This course is the second of a series of courses focusing on scholarship in the profession. Emphasis is placed on developing a proposal for a scholarly project. Drawing on the content of OT 654, students develop the background to the project and problem statement, questions guiding the project informed by theory, a literature review and method section.

**Prerequisites:** Take OT 640 OT 654.

**Offered:** Every year, Summer

**OT 660. Seminar: Innovations and Emerging Issues in Children and Youth. 3 Credits.**

The OT seminars OT 660, OT 661 and OT 662 present core content that is the same for all three courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student. The content is faculty facilitated in the thematic areas based on the OTD tracks.

**Offered:** Every year, Fall

**OT 661. Seminar: Innovations and Emerging Issues in Environmental Adaptations. 3 Credits.**

The OT seminars OT 660, OT 661 and OT 662 present core content that is the same for all three courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student. The content is faculty facilitated in the thematic areas based on the OTD tracks.

**OT 662. Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum. 3 Credits.**

The OT seminars OT 660, OT 661 and OT 662 present core content that is the same for all three courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student. The content is faculty facilitated in the thematic areas based on the OTD tracks.

**OT 670. Leadership in Program Development/Business. 3 Credits.**

Students analyze leadership styles as they relate to supervision in both public and private sectors. The course includes a review of skills required to be an entrepreneur, own a practice and navigate the policies required of a business.

**Offered:** Every year, Spring

**OT 671. Leadership in Higher Education. 3 Credits.**

Students analyze leadership styles as they relate to the educational setting for those interested in academia. The course also includes a discussion of transitions from practice to the educational setting.

**OT 672. Leadership in Practice. 3 Credits.**

Students analyze leadership styles as they relate to supervision of occupational therapy staff as well as the transition from a clinician to a supervisor or administrator.

**OT 680. Capstone I. 2 Credits.**

This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core and track material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.

**Offered:** Every year, Fall

**OT 681. Capstone II. 2 Credits.**

This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core and track material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.

**Offered:** Every year, Spring

**OT 699. OT Independent Study. 1-6 Credits.**

**Offered:** As needed

## Organizational Leadership (OL)

**OL 601. Foundations of Organizational Leadership. 3 Credits.**

This course explores foundational concepts of modern leadership and reviews traditional leadership theory. Contemporary issues in leadership provide opportunity for practical application and personal reflection.

**Offered:** Every year, All

**OL 610. The Power and Politics of Communication. 3 Credits.**

This course reviews effective communication techniques at the corporate and individual levels. The study of power and politics of communication includes ethical, cultural and contemporary concepts.

**Prerequisites:** Take OL 601.

**Offered:** Every year, All

**OL 615. Leadership Across Boundaries.****3 Credits.**

This course covers the challenges of interacting, managing and leading across cultural differences and national boundaries. The focus is on coordinating and sustaining cooperative activities across various types of boundaries, including cultural, generational, gender, ethnic and regional. Students explore domestic and international differences as well as evaluate the implications of emerging global actors on business practices.

**Prerequisites:** Take OL 601.**Offered:** Every year, Fall and Spring**OL 630. Performance Management.****3 Credits.**

This course focuses on the theoretical and practical application of performance management systems. The importance of an effective performance management system is examined. An effective performance management system includes a continuous process of identifying factors and integrated approaches that align individual and team competencies with organizational goals. Students gain a conceptual understanding of key factors involved in assessing performance management systems in small and large organizations.

**Prerequisites:** Take OL 601.**Offered:** Every year, Spring and Summer**OL 640. Project Management.****3 Credits.**

This course goes beyond basic project management (PM). Students learn advanced PM technology tools and techniques for managing complex projects and programs. Cases and simulations allow students to learn how these advanced skills are applied to produce business/organizational results that require collaborative relationships. Students can receive credit for only one of the following courses: MG 603, OL 640 and CIS 690.

**Offered:** Every year, Fall and Summer**OL 650. Leading Organizational Change.****3 Credits.**

This course examines theoretical concepts and practical techniques of organizational design and change. Students gain a conceptual understanding of leadership skills required for organizational change. The study of leading organizational change includes factors relating to the need for organizational change and the strategy-structure relationship to organizational design with a focus on organizational effectiveness.

**Prerequisites:** Take OL 601.**Offered:** Every year, Fall and Spring**OL 662. Ethics and Governance.****3 Credits.**

This course uses contemporary examples and theoretical perspectives to assess the critical dimensions of ethics in leadership, and explores responsible corporate governance linked to organizational leadership.

**Prerequisites:** Take OL 601.**Offered:** Every year, Spring and Summer**OL 681. Leadership in Human Resources.****3 Credits.**

In this course, students are introduced to the principles of human resource management. The course balances theoretical and practical approaches with emphasis on the four primary HRM functions of recruiting, selection, performance management and governance. Other areas covered include compensation and benefits as well as challenges of international HRM.

**Offered:** Every year**OL 682. Employment Law for the Non-Lawyer.****3 Credits.**

This course introduces the non-legal professional to laws that govern workplace personnel. Students are provided with an overview of legal issues affecting human resource management. The primary concentration is on the practical application of employment law on individuals in organizations and its impact on HR decisions.

**Offered:** Every year, Summer**OL 683. Employee Development Strategies for Organizational Leaders.****3 Credits.**

This course provides students with strategic approaches to developing human talent. Students gain knowledge in the area of training, performance development and talent management principles. Focus is placed on how to analyze performance problems as well as how to apply the principles of learning to the individual, the team and organization development.

**Offered:** Every year**OL 686. Leading Public Service Organizations.****3 Credits.**

This course examines the challenges and opportunities of public sector leadership. Course participants examine the chief executive's role as a policy maker; dealing with other community leaders and the media; discipline and ethical conduct, and leading in unionized environments. Critical leadership competencies including authenticity, trust building, exercise of power, organizational behavior, and learning to influence the work environment are also examined.

**Offered:** Every year**OL 687. Strategic Planning for Public Service Organizations.****3 Credits.**

This course develops skills in systematic planning within a variety of public sector organizational settings. Strategic goal setting, mission-driven plans, managing constrained resources and monitoring and modifying strategic plans in a dynamic environment are emphasized. Participants explore the processes of advanced planning through the analysis of an organization's strategic plan.

**Offered:** Every year**OL 690. Leadership Consulting Capstone.****3 Credits.**

This course integrates the knowledge and skills gained throughout the program. The course focuses on the design and implementation of a consulting case/project, including a comprehensive analysis of organizational issues and proposal of appropriate recommendations and implementation plans. The result is a professionally written consulting paper and presentation. The course is ideally taken last in the program.

**Prerequisites:** Take OL 601 OL 610 OL 615 OL 630 OL 640 OL 650 OL 662.**Offered:** Every year, All

## Pathology (PA)

**PA 502. Medical Terminology: Advanced.****2 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. Students study the etymology of medical and surgical terms with an emphasis on the principles of word analysis, construction and evolution. The course includes a review of anatomy and abstraction of current published case studies.

**Offered:** Every year, Summer



**PA 511. Human Microscopic Anatomy.****4 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. Human anatomy at the light microscopic level is explored through a general and systemic approach using a lecture-lab combination. Students are introduced to primary tissues and their cellular components followed by system (organ) investigation morphologically that uses the light microscope emphasizing pattern recognition as the mechanism employed for tissue identification.

**Offered:** Every year, Summer**PA 512. Human Anatomy.****4 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. This course covers dissection of the human body with particular attention to the morphological relationships of individual organ systems. Emphasis is placed on internal anatomy as a major facet of this instruction that is designed for eventual autopsy evisceration and subsequent dissection.

**Offered:** Every year, Summer**PA 512L. Human Anatomy Lab.****0 Credits.**

Lab to accompany PA 512.

**Offered:** Every year, Summer**PA 513. Basic Human Pathology I.****3 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. This series of lectures utilizes slides of gross and microscopic pathology starting with a general introduction to pathology covering inflammation and neoplasia, and then progressing to pathology by the systems such as cardiovascular, endocrine and gastrointestinal systems.

**Offered:** Every year, Fall**PA 514. Basic Human Pathology II.****3 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. This series of lectures utilizes slides of gross and microscopic pathology of specific areas of disease in a systemic approach including such specialty areas as dermatologic, perinatal, pediatric and forensic pathology as well as the genitourinary, musculoskeletal, respiratory and neuropathology systems.

**Offered:** Every year, Spring**PA 515. Human Physiology.****4 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. Various aspects of human physiology are examined, with emphasis on the physiologic and biochemical function. The fundamental functional principles for general and systematic organ systems are covered.

**Offered:** Every year, Summer**PA 516. Clinical Pathology.****4 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. Clinical relationships to disease are examined, highlighting such topics as hematology, chemistry, toxicology, serology, urinalysis, blood banking and cytology. Basic techniques and theoretical applications from a case history medical approach are emphasized.

**Offered:** Every year, Spring**PA 517. Applied Anatomic Pathology.****4 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. Basic principles of clinical history taking, physical examinations and general medical terms and symbols are studied. Emphasis is on autopsy and surgical techniques of evisceration and organ system dissection through lectures, films, slides and practical exposure.

**Offered:** Every year, Spring**PA 518. Laboratory Management.****3 Credits.**

This course is intended for students enrolled in the pathologists' assistant program. The organization and function of an anatomic pathology laboratory is investigated to include ordering supplies, money management, computerization, laboratory safety, organization compliance (JACHO, CAP, OSHA) and quality assurance.

**Offered:** Every year, Fall**PA 520. Autopsy Pathology I.****6 Credits.**

This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.

**Offered:** Every year, Summer**PA 521. Autopsy Pathology II.****6 Credits.**

This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.

**Offered:** Every year, Fall**PA 522. Autopsy Pathology III.****6 Credits.**

This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.

**Offered:** Every year, Spring**PA 523. Surgical Pathology I.****6 Credits.**

This course is only for second-year pathologists' assistant students. This is a three-semester inclusive practical course in methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.

**Offered:** Every year, Summer**PA 524. Surgical Pathology II.****6 Credits.**

This course is only for second-year pathologists' assistant students. This is a three-semester inclusive practical course in methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.

**Offered:** Every year, Fall**PA 525. Surgical Pathology III.****6 Credits.**

This course is only for second-year pathologists' assistant students. This three-semester inclusive practical course covers methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.

**Offered:** Every year, Spring



**PA 526. Biomedical Photography.****4 Credits.**

This course is only for second-year pathologists' assistant students. This is a team-taught course designed to give the pathologists' assistant student a basic background leading to practical application of photographic techniques used in the anatomic pathology laboratory. It also includes an introduction to the principles of imaging radiography. The course is divided into three parts over two summer-school semesters: basic photographic principles and technique; the theoretical and practical aspects of photomacrography and photomicrography as they are applied to anatomic specimens and imaging radiology.

**Offered:** Every year, Summer**PA 535. Disease Mechanisms.****4 Credits.**

This course is only for second-year pathologists' assistant students. This course investigates how the normal physiology of the human body is altered in disease states. The mechanisms by which diseases become established, cause damage and alter organ system function are established. Natural body responses and therapeutic measures are examined for their mode of action, side effects and after affects.

**Offered:** Every year, Fall

## Perfusion (PR)

**PR 500. Theoretical Foundations of Cardiovascular Perfusion. 2 Credits.**

This course exposes students to role expectations, practice, ethics and professionalism. Students gain an appreciation of the history of key individuals and progress through discoveries that influenced the development of current practice in cardiothoracic surgery and extracorporeal circulation. Students become familiar with the role of organizations that impact their field, including those responsible for overseeing national certification exams and continuing education programs. A minimum grade of B- is required to progress.

**Offered:** Every year, Fall**PR 502. Systems Anatomy and Physiology I.****3 Credits.**

This course examines selected organ systems pertinent to cardiopulmonary bypass and related procedures performed by the perfusionist. Students study the structure and function of the cardiovascular, lymphatic, immune and pulmonary systems. Emphasis is placed on group discussion and the application of knowledge to solving problems that arise in clinical situations. A minimum grade of B- is required to progress.

**Offered:** Every year, Fall**PR 503. Systems Anatomy and Physiology II.****3 Credits.**

This course examines selected organ systems pertinent to cardiopulmonary bypass and related procedures performed by the perfusionist. Students study the structure and function of the nervous, hepatic, renal and endocrine systems. Emphasis is placed on group discussion and application of knowledge to solving problems that arise in clinical situations. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 500 PR 502 PA 535 PR 508 PR 516.**Offered:** Every year, Spring**PR 506. Pharmacologic Intervention in Cardiovascular Perfusion.****4 Credits.**

This course is an intensive study of pharmacokinetics, pharmacodynamics, mechanism of action, indications and contraindication of drugs administered to the patient undergoing cardiopulmonary bypass. Cardiovascular drugs, anticoagulants and anesthetic agents administered by the perfusionist are emphasized. Students also become familiar with many drugs used to treat other disease states that may be taken by patients with significant comorbidities. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 500 PR 502 PA 535 PR 508 PR 516.**Offered:** Every year, Spring**PR 508. Extracorporeal Circuitry and Laboratory I.****1 Credit.**

Students receive orientation in both the laboratory and the cardiac operating room to equipment operation and techniques applicable to providing extracorporeal circulation during cardiac surgical procedures. Emphasis is placed on developing student skills in researching best practice methods as found in the medical literature. Competent operation of equipment, including the heart lung machine, ventricular assist devices, intra-aortic balloon counterpulsation pump, and autologous blood recovery devices must be demonstrated. A minimum grade of B- is required to progress.

**Offered:** Every year, Fall**PR 509. Extracorporeal Circuitry and Lab II.****1 Credit.**

This intensive study of the appropriate procedures for providing extracorporeal circulation for a variety of purposes includes operation of specialized medical devices, quality control and troubleshooting techniques. Intra-aortic balloon counterpulsation, autologous blood recovery and ventricular assist devices are covered. Students are expected to search recent medical publications and generate discussion in an attempt to resolve controversial issues pertaining to best practice. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 500 PR 502 PA 535 PR 508 PR 516.**Offered:** Every year, Spring**PR 510. Surgical Techniques.****2 Credits.**

This course examines the cardiothoracic surgical procedures that require extracorporeal circulatory support. Students develop an understanding of the techniques used in numerous open-heart procedures performed on adults and children. Special application of extracorporeal circulation in rare surgical procedures is included. Students are required to view a number of these procedures in the operating rooms of affiliated institutions to increase their understanding of the skills required to perform these operations. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 500 PR 502 PA 535 PR 508 PR 516.**Offered:** Every year, Spring**PR 512. Pediatric Perfusion.****4 Credits.**

This course presents a study of the embryological formation of the cardiopulmonary system, a description of congenital cardiopulmonary anomalies and the application of perfusion techniques during corrective surgical procedures. Students work both independently and in groups to evaluate the results of clinical studies that contribute to current thinking and practice in the specialized area of pediatric perfusion. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 500 PR 502 PA 535 PR 508 PR 516.**Offered:** Every year, Spring

**PR 514. Special Topics in Cardiovascular Perfusion. 2 Credits.**

This course explores less common and newly introduced procedures for perfusionists, including the use of investigational drugs that modify the biochemical impact of adult and infant extracorporeal membrane oxygenation, extracorporeal carbon dioxide removal, total artificial hearts and newly introduced ventricular assist devices. Old standards of practice are reexamined in the light of new evidence. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 503 PR 506 PR 509 PR 510 PR 512.

**Offered:** Every year, Summer

**PR 516. Physiologic Monitoring. 4 Credits.**

This course covers monitoring of the physiological impact of extracorporeal circulation, administration of drugs, blood products and anesthetic agents on the patient undergoing surgery requiring cardiopulmonary bypass. Monitoring of intravascular arterial and venous pressures in the systemic and pulmonary circulations, cardiac output measurement are covered. An emphasis is placed on 12-lead electrocardiogram, blood anticoagulation measurement, analysis and interpretation of arterial and venous blood gases, fluid and electrolyte balance and cerebral oxygen saturation. After mastering the basic concepts of each section, students work through case-study scenarios to apply theory to practice. Electronic simulators are used. A minimum grade of B- is required to progress.

**Offered:** Every year, Fall

**PR 520. Research Methods in Cardiovascular Perfusion. 2 Credits.**

This course explores ethical issues in medical research, provides an overview of grant proposal writing and includes development of a research project, data collection and analysis using statistical programs for computers. Students develop a presentation and employ various computer presentation techniques to present student project data. Students work individually on the project and require the approval of the instructor to pursue a particular topic. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 503 PR 506 PR 509 PR 510 PR 512.

**Offered:** Every year, Fall

**PR 522. Research Methods in CV Perfusion II. 2 Credits.**

This course is a continuation of PR 520. It provides the perfusion student with an introduction to current areas of research being conducted in the open-heart field, scientific principles of experimental design and analysis and methods of reporting results to the scientific community. This course enables students to complete the collection/analysis of data that was begun in PR 520, prepare the final written report and present the results of the research project to the perfusion community. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 520.

**Offered:** Every year, Spring

**PR 600. Clinical Practicum I. 5 Credits.**

This course provides experience in the areas of heart-lung bypass for adult, pediatric and infants, including long-term supportive extracorporeal circulation, adjunctive techniques and patient monitoring. Students focus on hypothermia, pulsatile devices, and monitor hemodynamics, blood gases, bubble detection, level sensing, temperature, electrophysiology, coagulation potential and fluid electrolytes. Special applications also are covered. Students must successfully complete a sufficient variety and number of perfusions to satisfy recommendations of the American Board of Cardiovascular Perfusion. Students meet as a group every six weeks, and individually present a patient case study at grand rounds. A minimum grade of B- is required to pass.

**Prerequisites:** Take PR 503 PR 506 PR 509 PR 510 PR 512.

**Offered:** Every year, Summer

**PR 602. Clinical Practicum II. 5 Credits.**

This course provides experience in the areas of heart-lung bypass for adult, pediatric and infants, including long-term supportive extracorporeal circulation, adjunctive techniques and patient monitoring. Students focus on hypothermia, pulsatile devices and monitor hemodynamics, blood gases, bubble detection, level sensing, temperature, electrophysiology, coagulation potential and fluid electrolytes. Special applications also are covered. Students must successfully complete a sufficient variety and number of perfusions to satisfy recommendations of the American Board of Cardiovascular Perfusion. Students meet as a group every six weeks, and individually present a patient case study at grand rounds. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 600.

**Offered:** Every year, Fall

**PR 604. Clinical Practicum III. 5 Credits.**

This course provides experience in the areas of heart-lung bypass for adult, pediatric and infants, including long-term supportive extracorporeal circulation, adjunctive techniques and patient monitoring. Students focus on hypothermia, pulsatile perfusion devices and monitor hemodynamics, blood gases, bubble detection, level sensing, temperature, electrophysiology, coagulation potential and fluid electrolytes. Special applications also are covered. Students must successfully complete a sufficient variety and number of perfusions to satisfy recommendations of the American Board of Cardiovascular Perfusion. A final comprehensive exam covering all aspects of the program and clinical practice is taken at the end of this course. A successful performance on the examination is required to complete the program. A minimum grade of B- is required to progress.

**Prerequisites:** Take PR 602.

**Offered:** Every year, Spring

## Physical Therapy (PT)

**PT 502. Introduction to Clinical Decision Making. 3 Credits.**

This course integrates information from previous course work through reinforcement of the patient/client management model. The ICF model is introduced and is used as an organizing framework. This interactive case-based course guides students through a series of video, standardized and real-life patient scenarios. Principles of evidence-based practice are introduced. This case-based learning experience allows the student to gain a basic understanding of patient management in preparation for clinical course work.

**Offered:** Every year, Spring

**PT 503L. Physical Therapy Process I Lab. 2 Credits.**

This course introduces students to the theory and practice of basic physical therapy skills such as body mechanics, bed mobility training, transfer and gait training, range of motion and muscle testing. Medical terminology, documentation and medical record review are covered, as are emergency incidents and the measurement of vital signs.

**Offered:** Every year, Fall

**PT 504L. Physical Therapy Process II Lab. 4 Credits.**

This course continues to develop basic physical therapy skills, with a focus on test and measures applied by physical therapists in assessment of patients. Goniometry and manual muscle testing for the spine and extremities, stretching and therapeutic exercise are covered. Students learn about The Guide to Physical Therapist Practice. The course includes units covering the tests and measures used to analyze specific patient problems including gait, pain, posture, skin and chest. Students also study thermal modalities.

**Offered:** Every year, Spring

<b>PT 505. Kinesiology I.</b>	<b>3 Credits.</b>	<b>PT 515. Neuroanatomy II.</b>	<b>2 Credits.</b>
Kinesiology I introduces the basic principles of kinesiology. Numerous problem-solving processes and skills are developed throughout the semester. Forces and torques in static clinical free body diagrams are studied. The student learns to identify different muscle(s) interactions/combinations. Students then study movement and movement patterns of the upper extremity, comparing one area of the body to another. Course includes a lab component.		This course deals with the function of the systems and structures covered in PT 514 including major efferent and afferent pathways. Emphasis is placed on the motor control mechanisms for posture and movement and their involvement in common neuropathologies treated by a physical therapist.	
<b>Prerequisites:</b> Take MA 141.		<b>Prerequisites:</b> Take PT 514.	
<b>Offered:</b> Every year, Fall		<b>Offered:</b> Every year, Spring	
<b>PT 505L. Kinesiology I Lab.</b>	<b>0 Credits.</b>	<b>PT 517. Clinical Education Seminar.</b>	<b>1 Credit.</b>
Lab to accompany PT 505.		This course provides students with knowledge required for the initial full-time clinical experience. The role of clinical educators, documentation requirements, the process of clinical education evaluation, and the concept of academic/clinical preparedness are presented. A practical examination is administered to determine the student's preparedness. Discussion of legal issues and ethical dilemmas helps students develop strategies for decision-making. Students are introduced to their professional duty to be future physical therapist educators.	
<b>Offered:</b> Every year, Fall		<b>Offered:</b> Every year, Summer	
<b>PT 506. Kinesiology II.</b>	<b>2 Credits.</b>	<b>PT 519. Professional Issues in Physical Therapy I.</b>	<b>2 Credits.</b>
Students study movement and movement patterns of the lower extremity and trunk, including normal gait. Both the kinematics and the kinetics at the hip, knee and ankle are emphasized, especially in relationship to the closed kinetic chain. Dynamic motion is introduced and becomes the central focus for this semester. Course includes a lab component.		This course introduces physical therapy students to the many topics and issues relevant to the physical therapy profession. Students explore the many roles of the American Physical Therapy Association, practice issues, professional skills and behaviors, including the profession's code of ethics and standards of practice. The role of the physical therapist in both the health care system and the community is discussed. Students also are introduced to documentation.	
<b>Prerequisites:</b> Take PT 505.		<b>Offered:</b> Every year, Fall	
<b>Offered:</b> Every year, Spring		<b>PT 520. Pathophysiology I.</b>	<b>3 Credits.</b>
<b>PT 506L. Kinesiology II Lab.</b>	<b>0 Credits.</b>	This course prepares students to become well acquainted with the disease process and how it affects the human body. They learn to recognize signs/symptoms of disease and are introduced to the treatments and complications of disease. Diseases of the cardiovascular, pulmonary and integumentary homeostasis mechanism are considered. Students also learn how changes in homeostasis, hemopoietic fluids and electrolytes affect the function of the body.	
Lab to accompany PT 506.		<b>Offered:</b> Every year, Summer	
<b>Offered:</b> Every year, Spring		<b>PT 523. Applied Pharmacology I.</b>	<b>1 Credit.</b>
<b>PT 512. Human Anatomy I.</b>	<b>4 Credits.</b>	Patients are taking a variety of drugs to treat or manage various conditions, diseases or disorders. This course allows the student to understand how drug therapy can affect patients receiving physical therapy and how physical therapy intervention strategies may need to be modified based on a patient's medication. Specifically, students look at medications utilized for cardiovascular and pulmonary disease processes. Anesthetics, opioids and NSAIDS also are addressed.	
This is the first of a two-course study of human anatomy. Dissection and presentation of the human body using a regional approach provides the foundation for introducing clinical anatomy with a strong emphasis on structure/function relationships. This course teaches the anatomy of the upper extremity, back, head and neck. Each unit begins with the study of joint structure followed by muscular, nervous and circulatory systems. Clinical correlations of musculoskeletal/neuromuscular pathologies are presented to develop problem-solving skills.		<b>Offered:</b> Every year, Summer Online	
<b>Prerequisites:</b> Take BIO 211 BIO 212.		<b>PT 528. Musculoskeletal I.</b>	<b>4 Credits.</b>
<b>Offered:</b> Every year, Fall		This course builds upon information taught in previous courses and is designed to allow the physical therapy major to use an evidence-based approach to appropriately evaluate and establish a treatment plan for patients with various musculoskeletal conditions. The student is taught to generate an evidence-based diagnosis, prognosis, and plan of care to provide treatment to physical therapy clients with conditions affecting the shoulder, elbow, wrist/hand, hip and knee regions of the body.	
<b>PT 512L. Human Anatomy Lab.</b>	<b>0 Credits.</b>	<b>Offered:</b> Every year, Spring	
Lab to accompany PT 512.		<b>PT 528L. Musculoskeletal I Lab.</b>	<b>0 Credits.</b>
<b>Offered:</b> Every year, Fall		Lab to accompany PT 528.	
<b>PT 513. Human Anatomy II.</b>	<b>3 Credits.</b>	<b>Corequisites:</b> Take PT 528.	
A regional approach to the study of the human body is practiced. The regions of study include the pelvis, lower extremity and body cavities. The study of body cavities begins with an overview of surface anatomy and surface projections of internal viscera. The contents of the thoracic, abdominal and pelvic cavities are identified with an emphasis on interrelationship of visceral structures. Clinical correlations are presented from a systems approach to the study of body cavities.		<b>Offered:</b> Every year, Spring	
<b>Prerequisites:</b> Take PT 512.			
<b>Offered:</b> Every year, Spring			
<b>PT 513L. Human Anatomy II Lab.</b>	<b>0 Credits.</b>		
Lab to accompany PT 513.			
<b>Offered:</b> Every year, Spring			
<b>PT 514. Neuroanatomy I.</b>	<b>2 Credits.</b>		
This course presents the gross anatomy and development of the central nervous system. Major structures and landmarks within each major brain vesicle and spinal cord are covered.			
<b>Prerequisites:</b> Take BIO 211 BIO 212.			
<b>Offered:</b> Every year, Fall			

**PT 529. Physical Therapy Process - Musculoskeletal II. 4 Credits.**

This course builds upon information taught in previous courses and is designed to allow the physical therapy major to use an evidence-based approach to appropriately evaluate and establish a treatment plan for patients with various musculoskeletal conditions. The student is taught to generate an evidence-based diagnosis, prognosis, and plan of care to provide treatment to physical therapy clients with conditions affecting the spine and foot/ankle regions of the body.

**Offered:** Every year, Summer

**PT 529L. Physical Therapy Process - Musculoskeletal II Lab. 0 Credits.**

Lab to accompany PT 529.

**Corequisites:** Take PT 529.

**Offered:** Every year, Fall and Summer

**PT 531. Physical Therapy Process - Acute Care and Cardiopulmonary Physical Therapy I. 4 Credits.**

This course provides the student with a broad background in the management of patients with acute medical problems with emphasis on pulmonary, cardiac and dermatological pathologies. Drawing upon the anatomy, physiology and pathology, the student develops the ability to integrate information to appropriately evaluate and establish a treatment plan for patients with an acute cardiopulmonary disorder, dermatological condition, or other acute medical problems encountered in the hospital setting.

**Offered:** Every year, Summer

**PT 531L. Acute Care Cardiopulmonary Lab I. 0 Credits.**

Lab to accompany PT 531.

**Corequisites:** Take PT 531.

**Offered:** Every year, Summer

**PT 548L. Physical Therapy Process - Physical Agents Lab. 1 Credit.**

This course is designed to provide the student with the necessary knowledge and skills to properly use electrotherapeutic and light physical agents in adjunct with other treatment interventions to optimize patient clinical outcomes. An emphasis is placed on problem-solving, integration of theory, and evidence based modality use, to allow the student to utilize modalities appropriately

**Offered:** Every year, Summer

**PT 569. Education/Community Health/Wellness. 2 Credits.**

Theories of wellness, prevention and health promotion are presented, including implications for persons and/or health programs within a community setting. Topics include health promotion, health risks and disparities related to age, gender, culture, ethnicity and lifestyle, general systems theories, determinants of health, and leading health indicators/focus areas. The unique role of PTs in community practice is emphasized with discussion of practice settings, cultural competency training, and ethical reporting of elder, child abuse and domestic violence.

**Offered:** Every year, Fall

**PT 599. Independent Study. 1-3 Credits.**

**Offered:** As needed

**PT 626. Pathophysiology II. 3 Credits.**

This course presents a comprehensive investigation of common neurological disorders in the pediatric and adult population. A brief review of neural development and maturation is provided as a foundation for understanding specific cellular and system responses to neuronal injury or cell death. For selected neurological disorders the disease process is presented in terms of known pathology, known or potential etiology and risk factors, clinical manifestations, and medical management.

**Offered:** Every year, Spring

**PT 627. Applied Pharmacology II. 1 Credit.**

This course is a continuation of Pharmacology to introduce the physical therapist student to the chemical agents that many patients are taking. This course allows the student to understand how drug therapy can affect patients receiving physical therapy and how physical therapy intervention strategies may need to be modified. Specific medications utilized in the treatment of cancer, neurologic conditions, endocrine dysfunction, antimicrobials and role of CAMs are covered.

**Offered:** Every year, Spring Online

**PT 628. Acute Care and Cardiopulmonary II. 3 Credits.**

This course builds on PT 531 for the evaluation, treatment planning and intervention of the patient with cardiopulmonary dysfunction. Students examine cardiopulmonary changes present over the lifespan and interventions. Management of patients in specialized units such as transplant, neonatal and pediatric units are explored, as part of an interprofessional team. Goal setting and discharge planning are examined. Students explore cardiopulmonary issues present in treating the population with bariatric impediments.

**Offered:** Every year, Spring

**PT 628L. Physical Therapy Process: Acute Care & Cardiopulmonary II Lab. 0 Credits.**

Lab to accompany PT 628.

**Offered:** Every year, Spring

**PT 652. Professional Issues in Physical Therapy II. 1 Credit.**

This course introduces students to the current issues facing the physical therapy profession. Topics include professional trends and professionalism, risk management, workforce trends including minority and cultural impacts to care, education trends, legal and ethical issues. The course addresses physical therapy concerns related to state and federal legislation, governance and advocacy for patients and the profession.

**Offered:** Every year, Spring

**PT 653. Neurorehabilitation I. 4 Credits.**

This course presents physical therapy assessment and treatment procedures for the adult with neurological impairments. Assessment procedures include the evaluation of normal movement, abnormal movement, functional mobility and other specific neurological impairments. The semester includes laboratory instruction and practice in neuromuscular treatment techniques. During the course, the student performs a comprehensive evaluation of an adult with neurological impairments, plans appropriate treatment and writes a comprehensive case study.

**Corequisites:** Take PT 653L.

**Offered:** Every year, Spring

**PT 653L. Neurorehabilitation I Lab. 0 Credits.**

Lab to accompany PT 653.

**Corequisites:** Take PT 653.

**Offered:** Every year, Spring

**PT 654. Neurorehabilitation II. 4 Credits.**

This course is designed as a continuation of PT 653 Neurorehabilitation I. Lecture and lab topics include innovative treatments for the client with dysfunction of the neurological system. Students are required to synthesize and integrate knowledge gained from current and previous course work to provide comprehensive exam and treatment to individuals with neurological injury. Upon completion of this course, the student performs a comprehensive case study of an adult with a neurological diagnosis, including development of a plan of care.

**Corequisites:** Take PT 654L.

**Offered:** Every year, Summer



- PT 654L. Neurorehabilitation II Lab.** 0 Credits.  
Lab to accompany PT 654.  
**Corequisites:** Take PT 654.  
**Offered:** Every year, Summer
- PT 657. Diagnostic Imaging for Physical Therapists.** 2 Credits.  
This course introduces the student to diagnostic imaging principles and techniques as applied to musculoskeletal, neurologic and cardiovascular and pulmonary systems examination, evaluation and management. The course emphasizes radiographic anatomy, common normal variants and pathological and traumatic conditions. In addition to standard radiographic techniques, other imaging and special techniques are discussed. The course is organized by body systems: musculoskeletal, cardiovascular and pulmonary and neurologic as well as a session on technologic advances.  
**Offered:** Every year, Summer
- PT 658. Differential Diagnosis.** 3 Credits.  
This course provides students with methods of identifying signs and symptoms of diseases and differentiating between those that are musculoskeletal and those that are systemic conditions. Throughout the course, the student learns to correlate the findings from the patient's personal and family history, the physical therapy interview and the objective examination. This course provides the student with reference for determining when patients should be referred to a physician.  
**Offered:** Every year, Summer
- PT 661. Administration and Leadership in Physical Therapy.** 3 Credits.  
Students learn components of PTs as manager or consultant in the current health care delivery system. The organization, administration and management of a department is emphasized through topics such as: principles of management, types of supervision/managerial styles, program planning and decision-making, policy development, quality assurance, utilization review, reimbursement, budget preparation, regulating agencies and managed care, legal issues and risk management, and consumer satisfaction. Professional topics include career-planning strategies such as resume writing and leadership development.  
**Offered:** Every year, Summer
- PT 661L. Administrative and Management Lab Physical Therapy Lab.** 1 Credit.  
Students learn components of PTs as manager or consultant in the current health care delivery system. The organization, administration and management of a department is emphasized through topics such as: principles of management, types of supervision/managerial styles, program planning and decision-making, policy development, quality assurance, utilization review, reimbursement, budget preparation, regulating agencies and managed care, legal issues and risk management, and consumer satisfaction. Professional topics include career-planning strategies such as resume writing and leadership development.  
**Offered:** Every year, Summer
- PT 664. Neurological Rehabilitation I.** 4 Credits.  
This course presents physical therapy examination and treatment procedures for adults with neurological impairments. Assessment procedures include the evaluation of normal movement, abnormal movement, functional mobility and other specific neurological deficits. The semester includes laboratory instruction and practice in neurological treatment techniques. During the course, the student performs a comprehensive evaluation of an adult with neurological impairments, plans appropriate treatment and writes a comprehensive case study.  
**Offered:** Every year, Spring
- PT 664L. Neurological Rehabilitation Lab I.** 0 Credits.  
Lab to accompany PT 664.  
**Offered:** Every year, Spring
- PT 665. Neurological Rehabilitation II.** 4 Credits.  
This course is designed as a continuation of PT 664. Lecture and lab topics include PNF, vestibular evaluation and treatment, balance disorders and falls in the elderly. Upon completion of this course, the student performs a comprehensive examination and evaluation of an adult with a neurological diagnosis, develops a plan of care and documents the aforementioned through a comprehensive case study. Exams require students to synthesize knowledge gained from current and previous courses.  
**Offered:** Every year, Summer
- PT 665L. Neurological Rehabilitation Lab II.** 0 Credits.  
Lab to accompany PT 665.  
**Offered:** Every year, Summer
- PT 666. Capstone I.** 2 Credits.  
This is the first of a three-course series culminating in a project that will contribute to the body of knowledge in physical therapy. The goals for the capstone project are: 1) to identify the purpose of the project and write a detailed justification to include a thorough review of the literature (PT 666); 2) to develop a detailed description of the project (PT 666); 3) to implement the project (PT 676 & PT 677); and 4) to report on the project and disseminate the outcome (PT 677).  
**Offered:** Every year, Spring
- PT 668. Psychosocial Aspects of Physical Disability.** 2 Credits.  
The course addresses psychosocial dimensions of physical therapy interventions from therapist and client perspectives. Students practice clinical reasoning. Topics include: humanistic philosophy as part of psychological rehabilitation; physical/psychological variables that influence recovery; the clinical reasoning process of the therapeutic relationship and client-centered practice; psychological influences on rehabilitation and adaptation including stress and trauma; typical mental health conditions; behavioral management of difficult persons and situations including suicidality, abuse and mental illness; and sexuality and disability-intervention strategies.  
**Offered:** Every year, Spring
- PT 668L. Psychosocial Aspects of Physical Disability Lab.** 0 Credits.  
Lab to accompany PT 668.  
**Offered:** Every year, Spring
- PT 671. Clinical Education I.** 4 Credits.  
Students are assigned to a full-time, 10-week clinical internship, which provides an understanding of the continuum of care. Students are involved in evaluating, developing and implementing treatment for clients with various musculoskeletal, neuromuscular and cardiopulmonary dysfunctions. They continue to develop their professional and interpersonal skills through interactions with clients, families and other health professionals. Successful completion of this clinical experience is required for continuing in the program. This course is graded on a pass/fail basis.  
**Offered:** Every year, Fall
- PT 675. Normal/Abnormal Gait.** 1 Credit.  
This online course provides an overview of normal gait with an emphasis on kinematic and kinetic analysis of the gait cycle. Gait analysis techniques including motion analysis, dynamic electromyography, force plate recordings, and measurement of stride characteristics are presented. Physical therapy treatment approaches for patients with abnormal gait are introduced.  
**Offered:** Every year, Fall



**PT 676. Capstone II.****1 Credit.**

This is the second of a three-course series culminating in a project that will contribute to the body of knowledge in physical therapy. The goals for the capstone project are: 1) to identify the purpose of the project and write a detailed justification to include a thorough review of the literature (PT 666); 2) to develop a detailed description of the project (PT 666); 3) to implement the project (PT 676 & PT 767); and 4) to report on the project and disseminate the outcome (PT 767).

**Offered:** Every year, Summer**PT 685. Evidence in Practice.****2 Credits.**

This course provides students with the skills and knowledge needed to read, interpret and appraise the quality of various types of primary (intervention, prognosis and diagnosis studies) and secondary (systematic reviews and clinical practice guidelines) research. Topics include psychometric properties of outcome measures, research design, hypothesis testing and ethics in research. Learning experiences include completion of online tutorials and assignments, and participation in student-led small group discussions of current evidence.

**Offered:** Every year, Fall**PT 688. Independent Study.****1-3 Credits.**

Students may choose to study a topic of particular interest which is directly related to clinical concentration. The student and program director develop a course design. A faculty member functions as both an instructor and mentor.

**Offered:** As needed**PT 730. Musculoskeletal III.****3 Credits.**

This course builds on information taught in Musculoskeletal I and II and is designed to allow student to use an evidence-based approach to appropriately evaluate and establish a treatment plan, including ergonomics, body mechanics, manipulation and kinesiology taping, for patients with various musculoskeletal conditions. The student is taught to generate an evidence-based diagnosis, prognosis and plan of care to treat physical therapy clients with musculoskeletal dysfunction of the spine, hip, knees, ankle, shoulder, elbow and temporomandibular joint.

**Offered:** Every year, Fall**PT 730L. Musculoskeletal III Lab.****0 Credits.**

Lab to accompany PT 730.

**Offered:** Every year, Fall**PT 736. Pediatric Rehabilitation.****4 Credits.**

This course presents information needed for the physical therapy student to complete a thorough examination and evaluation of a child with neurological and/or orthopedic diagnoses. Upon completion of the examination, students are able to generate an accurate diagnosis, prognosis and an appropriate plan of care for these patients. Relevant theory and practical learning experiences are provided for the student to develop the knowledge and skills necessary for applying an evidence-based physical therapy intervention strategy for the physical therapy plan of care.

**Offered:** Every year, Fall**PT 736L. Pediatric Rehabilitation Lab.****0 Credits.**

Lab to accompany PT 736.

**Offered:** Every year, Fall**PT 740. Prosthetics and Orthotics.****2 Credits.**

This course is the study of the examination and treatment of individuals with prosthetic and orthotic devices. The focus is on the lower extremity and gait. The course provides the students with the necessary skills to thoroughly examine and treat patients with lower extremity prosthetic or orthotic devices.

**Offered:** Every year, Fall**PT 740L. Prosthetics and Orthotics Lab.****0 Credits.**

Lab to accompany PT 740 Prosthetics and Orthotics.

**Offered:** Every year, Fall**PT 744. Physical Therapy Skills Elective.****2 Credits.**

This course is a required therapy skills course in which students can choose a section focusing on a specific area of concentration from one of the four main practice areas of physical therapy: neuromuscular, musculoskeletal, cardiopulmonary or integumentary. All sections of the course use the essential elements of PT practice as an organizing framework and incorporate the review and practical application of recent literature.

**Offered:** Every year, Fall**PT 759. PBL Advanced Clinical Decision-Making.****3 Credits.**

This course features small group, problem-based learning activities. The class includes discussions on integration of client information from the major areas of PT practice outlined in the Guide to Physical Therapist Practice. Students create ICF models, research and discuss cases, and generate evidence-based practice client-centered models of care.

**Offered:** Every year, Fall**PT 767. Capstone III.****2 Credits.**

This is the third of a three-course series culminating in a project that will contribute to the body of knowledge in physical therapy. The goals for the capstone project are: 1) to identify the purpose of the project and write a detailed justification to include a thorough review of the literature (PT 666); 2) to develop a detailed description of the project (PT 666); 3) to implement the project (PT 676 & PT 767); and 4) to report on the project and disseminate the outcome (PT 767).

**Offered:** Every year, Fall**PT 781. Clinical Internship II.****6 Credits.**

This full-time clinical internship allows students to pursue in-depth practice in areas of interest and gain a variety of clinical experiences. Students practice learned skills in all aspects of care including specialty areas, varied settings including but not limited to acute care, neurological rehabilitation, pediatrics and advanced orthopedic physical therapy. Sequenced objectives ensure progression to entry-level skills and professional behaviors. This course is graded on a pass/fail basis.

**Offered:** Every year, Spring**PT 782. Clinical Internship III.****6 Credits.**

This final full-time clinical experience is the culmination of the physical therapy program, and prepares students for practice as graduate physical therapists. Students are required to achieve entry-level proficiency in all aspects of practice in a wide variety of clinical settings, including but not limited to acute care, advanced orthopedics, neurological rehabilitation, and pediatric physical therapy. This course is graded on a pass/fail basis.

**Offered:** Every year, Summer

## Physician Assistant (PY)

**PY 501. Human Physiology.****4 Credits.**

This course takes a system approach to the physiologic and biochemical functions of the human body, including relevant anatomical correlations. Laboratory sessions emphasize clinical application to systemic function.

**Offered:** Every year, Summer**PY 501L. Physiology Lab.****0 Credits.**

Lab to accompany PY 501. (3 lab hrs.)

**Offered:** Every year, Summer

- PY 502. Physical Diagnosis.** **4 Credits.**  
Students are introduced to the organization and techniques for performing the physical examination including the use of equipment. Lab sessions provide students with practical experience performing the complete physical examination on the adult patient. The course features specialty workshops in orthopedics, infant and child, as well as the male and female genitalia. Preclinical clerkships help students improve their clinical skills in history taking, physical exam performance, oral and written presentations.  
**Offered:** Every year, Fall
- PY 502L. Physical Diagnosis Lab.** **0 Credits.**  
Lab to accompany PY 502. (2 lab hrs.)  
**Offered:** Every year, Fall
- PY 503. Principles of Interviewing.** **3 Credits.**  
This course explores the various methods of approaching and interviewing patients focusing on the establishment of a relationship, effects of cultural backgrounds, gender and age on giving and receiving of information in order to obtain an accurate medical history.  
**Offered:** Every year, Summer
- PY 504. History, Roles and Responsibilities of the PA.** **1 Credit.**  
This course explores through lecture and discussion the factors affecting the development of the profession and role socialization with emphasis on standards of quality assurance, credentialing of continued competence, policies and regulations governing clinical responsibilities and dynamics of membership on a health care team.  
**Offered:** Every year, Spring
- PY 505. Clinical Pharmacology I.** **2 Credits.**  
This distance education course covers the classification, mechanism of action, toxicity and clinical use of therapeutics agents. Side effects, indications, dose response and management of therapeutics are emphasized.  
**Offered:** Every year, Fall
- PY 506. Principles of Internal Medicine.** **6 Credits.**  
This course takes an organ system approach to disease emphasizing the pathogenesis, clinical presentation, differential diagnosis, diagnostic and therapeutic approach to disease processes. Laboratory sessions focus on clinical problem solving through the use of real cases.  
**Offered:** Every year, Fall
- PY 506L. Clinical Correlation Lab.** **0 Credits.**  
Lab to accompany PY 506. (1 lab hr.)  
**Offered:** Every year, Fall
- PY 507. Principles of Electrocardiography.** **1 Credit.**  
This course offers a directed approach to understanding the principles of electrocardiography and its applications to clinical practice. Throughout this course, general principles of the etiologies of abnormal EKG patterns, the differential diagnosis and clinical management are discussed to correlate the EKG with clinical situations.  
**Offered:** Every year, Summer
- PY 507L. EKG Lab.** **0 Credits.**  
Lab to accompany PY 507. (1 lab hr.)  
**Offered:** Every year, Summer
- PY 508. Diagnostic Methods I.** **2 Credits.**  
Clinical laboratory medicine is examined with emphasis on indications for tests, normal values, interpretation of results and correlation with clinical conditions. Laboratory sessions provide students with practical experience performing basic laboratory tests.  
**Offered:** Every year, Summer
- PY 508L. Diagnostic Methods Lab.** **0 Credits.**  
Lab to accompany PY 508. (2 lab hrs.)  
**Offered:** Every year, Summer
- PY 509. Principles of Obstetrics and Gynecology.** **3 Credits.**  
Anatomy and physiology of the human reproductive system are examined, including the changes in pregnancy, prenatal care, medical and surgical complications of pregnancy, pre- and postpartum care. Common gynecologic conditions, methods and effectiveness of contraception, cancer detection methods and the diagnosis and treatment of sexually transmitted infections in the female are explored.  
**Offered:** Every year, Spring
- PY 510. Principles of Pediatrics.** **3 Credits.**  
This course examines the physical and psychological fundamentals of normal growth and development. Focus is on the major pediatric illnesses and conditions, their signs, symptoms and treatment. Immunization schedules, the various medications used in the pediatric population, their doses and indication are examined; the management of pediatric emergencies such as acute cardiac and respiratory arrest, anaphylaxis, seizures and trauma also are explored.  
**Offered:** Every year, Spring
- PY 511. Principles of Surgery and Emergency Medicine.** **4 Credits.**  
The fundamentals of surgical disease are explored with discussions on the etiology, pathophysiology, clinical manifestations and appropriate management of major and minor surgical conditions and care of the acutely injured and critically ill patient. Topics are discussed with emphasis on clinical presentation and pre- and post-operative management. The course introduces the principles of life support technique and the initial management of acute medical and traumatic conditions. Laboratory sessions are used to familiarize the student with aseptic technique and basic surgical procedures such as airway control, various catheter placements, surgical bleeding control and wound management.  
**Offered:** Every year, Spring
- PY 511L. Clinical Skill Lab.** **0 Credits.**  
Lab to accompany PY 511. (2 lab hrs.)  
**Offered:** Every year, Spring
- PY 512. Psychosocial Issues in Health Care.** **2 Credits.**  
This course explores how cultural belief systems and values in a multicultural society relate to the provision of appropriate health care/counseling. Students become familiarized with the biological and psychological attributes contributing to sexual expression as well as societal values that shape perception and expression. Factors associated with communicating with and caring for individuals from different cultures, opposite genders or differing sexual preference are explored. Lab sessions help students gain experience and develop confidence in approaching patients through preclinical clerkships. Students improve their clinical skills in the areas of eliciting a history, performing a physical exam, presenting an oral report and medical documentation via the patient chart note.  
**Offered:** Every year, Spring
- PY 512L. Psychosocial Issues Lab.** **0 Credits.**  
Lab to accompany PY 512. (2 lab hrs.)  
**Offered:** Every year, Spring

**PY 513. Behavioral Medicine.****3 Credits.**

This one-semester course gives students an overview of some of the most important areas in behavioral psychiatry. The course includes an overview of basic psychiatric concepts and focuses on assessing patients who manifest psychological symptoms. Topics include diagnosis and treatment of anxiety disorders, mood disorders, common child and adolescent disorders, somatoform and factitious disorders, psychotic disorders, sleep disorders, adjustment and personality disorders, drug and alcohol abuse, and addresses forensic issues in behavioral health.

**Offered:** Every year, Spring**PY 514. Diagnostic Methods II.****1 Credit.**

This course covers the basic principles of radiologic and imaging techniques, indication for various tests and recognition of abnormal findings.

**Offered:** Every year, Fall**PY 515. Clinical Pathology.****3 Credits.**

Basic human pathology is examined from a systemic and cellular level, pathogenesis and various disease states. Topics include histology, inflammation and repair, endocrine, cardiovascular, pulmonary, musculoskeletal, GI and GU pathology.

**Offered:** Every year, Summer**PY 516. Clinical Pharmacology II.****2 Credits.**

This continuation of Clinical Pharmacology I emphasizes commonly prescribed therapeutic agents.

**Offered:** Every year, Spring**PY 517. Human Anatomy.****4 Credits.**

This lecture/laboratory experience is meant to provide an environment for learning gross morphology of the human body including structural relationships, anatomical variations and radiological correlations. Approach to the material is both regional and systemic. Content includes the basic concepts of embryology, the comparison of normal and abnormal structural relationships and demonstration of how these things relate to health and disease. To meet the instructional goals and objectives, students attend lectures, review online reusable learning modules and participate in cadaveric dissections.

**Offered:** Every year, Summer**PY 517L. Human Anatomy Lab.****0 Credits.**

Lab to accompany PY 517. (6 lab hrs.)

**Offered:** Every year, Summer**PY 526. Principles of Epidemiology.****3 Credits.**

This graduate-level course in epidemiology directs itself toward application of epidemiological principles. The course involves analysis of prospective and retrospective studies, cross-sectional studies and experimental epidemiology. Both communicable and chronic disease case studies are used, as well as case studies of occupationally induced diseases.

**Offered:** Every year, Summer**PY 536. Biostatistics.****3 Credits.**

This course covers the application of statistical techniques to the biological and health sciences. Emphasis is on mathematical models, collection and reduction of data, probabilistic models estimation and hypothesis testing, regression and correlation, experimental designs and non-parametric methods.

**Offered:** Every year, Summer**PY 546. Ethics in Health Care Delivery.****3 Credits.**

This course provides an opportunity for identifying, analyzing and resolving ethical dilemmas that will be encountered in professional practice. Issues are examined using the basic principles of biomedical ethics that include respect for persons, truth telling, justice, beneficence and integrity.

**Offered:** Every year, Summer**PY 548. Ethics in Health Care Delivery I.****2 Credits.**

This course provides an overview of the discipline of Medical Ethics presenting the study and application of relevant principles, insights and understandings of modern medical practice. The course includes a study of ethical theories, which lay the foundation for subsequent investigation into specific ethical problems found in medical science and technology.

A framework of ethical decision making is introduced and practiced using realistic medical cases. The purpose of the course is to provide a framework that enables the student to reason clearly and effectively about the ethics involved in medical science and technology. This course better prepares students to identify ethical issues they may encounter during the clinical year and provides a method for ethical decision making when faced with these issues. The course assumes no prior knowledge of philosophical ethics or medical science.

**Offered:** Every year, Summer**PY 572. Medical Microbiology and Infectious Diseases.****4 Credits.**

This detailed study of microorganisms and the diseases they cause in man includes consideration of infectious disease microorganisms including their biochemical, serological and virulence characteristics, and clinical manifestations. An organ system approach is used to examine the fundamentals of pathogenicity, host response, epidemiological aspects of infectious disease, as well as clinical manifestations, diagnosis and treatment of infections.

**Offered:** Every year, Fall**PY 599. Independent Study.****3 Credits.****Offered:** As needed, All**PY 608. Graduate Seminar.****3 Credits.**

This seminar prepares students for the specific requirements of entering professional practice. Faculty active in the profession cover such issues as malpractice coverage, licensure regulation, risk management and legal issues, and aspects of the financing of health care. Lab sessions are designed as small group seminars. Through guided discussion in these small seminar settings, students explore the current literature and thinking on the competencies for the physician assistant profession.

**Offered:** Every year, Summer**PY 608L. Graduate Seminar Lab.****0 Credits.**

Lab to accompany PY 608. (1.5 lab hrs.)

**Offered:** Every year, Summer**PY 611. Clinical Residency I.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Summer

**PY 612. Clinical Residency II.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Summer**PY 613. Clinical Residency III.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Summer**PY 614. Clinical Residency IV.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Fall**PY 615. Clinical Residency V.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Fall**PY 616. Clinical Residency VI.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Fall**PY 617. Clinical Residency VII.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Spring**PY 618. Clinical Residency VIII.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Spring**PY 619. Clinical Residency IX.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

**Offered:** Every year, Spring**PY 648. Ethics/Health Care Delivery II.****1 Credit.**

This 1-credit course occurs in the third summer after the student completes their clinical rotations. The course is a continuation of the PY 548 Ethics in Health Care I. The purpose of the course is to reinforce a framework of ethical decision-making which enables the student to reason clearly and effectively about the ethics involved in medical science and technology and reflect on ethical issues encountered during the clinical year. Student experiences encountered during their clinical year are used to exemplify the theoretical course material.

**Offered:** Every year, Summer**PY 650. Medical Writing Workshop/Journal Club.****1 Credit.**

The purpose of the medical writing course is to educate the PA student in the interpretation of medical literature and provide experiences in the various forms of medical writing and presentations. The course begins in summer semester of the second year with lectures, modules and on-campus activities, and then spans the clinical year using distance-education resources. Learning topics progress from a basic overview of writing mechanics and proper referencing to specific types of medical articles. Success in the medical writing course is determined by the quality of the researched written clinical papers and posters.

**Offered:** Every year, Summer



**PY 676. Comprehensive Examination.****2 Credits.**

This comprehensive examination is a capstone of the physician assistant program. The purpose of the exam is twofold. First, to ascertain if the student has both the broad and specific knowledge expected of someone holding a master's degree. Second, to determine whether the student has been able to integrate knowledge obtained from individual courses into unified concepts that link the students' own specialization to other fields of study. The student is given an oral exam, a written examination and a clinical skills examination in the form of an Objective Score of Clinical Evaluation (OSCE).

**Offered:** Every year, Summer**PY 699. Independent Study.****3 Credits.****Offered:** As needed, All

## Psychology (PS)

**PS 500. History of Madness - Medical Capstone.****3 Credits.**

This course explores the history of mental illness and its treatment between 1750 and the early 1900s. The history portion includes a discussion of treatment without a clear scientific or medical understanding of "madness" or "lunacy." Students discuss differences and similarities in treatments in the U.S., England, Ireland and Scotland, and also look at the socioeconomic-political context, including the development of almshouses or workhouses. The impact of the changing legal landscape on development of asylums also is explored. Later, the development of moral treatment by Quakers, and the influence of work by Freud around the turn of the 20th century, is discussed. Medical students only.

**Offered:** As needed

## Radiologist Assistant (RA)

**RA 505. Clinical Pharmacology I.****3 Credits.**

This education course covers the classification, mechanism of action, toxicity and clinical use of therapeutics agents. Side effects, indications, dose response and management of therapeutics are emphasized.

**Offered:** Every year, Summer**RA 517. Human Anatomy.****3 Credits.**

This course focuses on dissection of the human body with particular attention to the embryologic origin and relationship of organ systems. Emphasis is placed on internal organs with clinical correlation to anatomic condition.

**Offered:** Every year, Summer**RA 517L. Human Anatomy Lab.****1 Credit.**

Lab to accompany RA 517. (6 lab hrs.)

**Offered:** Every year, Summer**RA 518. Imaging Pathophysiology.****3 Credits.**

The content focuses on the characteristics and manifestations of disease caused by alterations or injury to the structure or function of the body. Concepts basic to pathophysiology as well as common disease conditions are studied and serve as prototypes in understanding alterations that occur in the major body systems. Emphasis is placed on the characteristic manifestations and image correlation with these pathologies observed through diagnostic imaging. For radiologist assistant majors only.

**Offered:** Every year, Fall**RA 520. Radiation Safety and Health Physics.****2 Credits.**

This course provides an understanding of the protection of individuals from the harmful effects of ionizing radiation. Content includes an overview of the regulatory bodies and patient radiation safety regulations affecting the diagnostic imaging environment. The interaction of ionizing radiation with matter, units of exposure and dose, radiation detection and measurement devices are considered. Practical techniques and QA/QC procedures for reducing patient and operator risk of exposure to ionizing radiation are discussed.

**Offered:** Every year, Summer**RA 530. Image Critique and Pathologic Pattern Recognition I.****3 Credits.**

Basic imaging interpretation skills are presented to differentiate normal and abnormal structures in the skeletal, respiratory and cardiovascular systems, head and soft tissue neck across the lifespan. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation. Protocols for drafting memoranda of initial observations based on image assessment are included. Guest lectures are provided. This course also includes imaging post processing. The content is designed to establish knowledge in the fundamentals of digital image post processing that support guided skill development using clinical based imaging workstations.

**Offered:** Every year, Fall**RA 531. Image Critique and Pathologic Pattern Recognition II.****3 Credits.**

Basic imaging interpretation skills are presented to differentiate normal and abnormal structures in breast, gastrointestinal and genitourinary systems across the lifespan. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation. Protocols for drafting memoranda of initial observations based on image assessment are included. Guest lectures are provided. This course also includes image post processing. The content is designed to establish a knowledge of the fundamentals of digital image post processing that support guided skill development using clinical based image workstations.

**Offered:** Every year, Spring**RA 532. Interventional Procedures I.****3 Credits.**

This course focuses on invasive procedures expected to be performed by the radiologist assistant. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation with an assessment of need for interventional procedures across the lifespan. Procedures related to skeletal, respiratory and cardiovascular and head and neck systems are discussed, including but not limited to arthrograms, lumbar punctures, PICC, central venous lines, venogram, fistulograms, organ biopsies and thoracentesis. Quality improvement methods are emphasized.

**Offered:** Every year, Fall**RA 535. Interventional Procedures II.****3 Credits.**

This course focuses on invasive procedures expected to be performed by the radiologist assistant. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation with an assessment of need for interventional procedures. Procedures related to the breast, gastrointestinal and genitourinary systems across the lifespan are discussed, including but not limited to breast aspiration, nephrostogram, loopogram, gastric and T-tube check, organ biopsies and paracentesis. Quality improvement methods are emphasized.

**Offered:** Every year, Spring



**RA 542. Patient Assessment, Management and Education. 3 Credits.**

The course facilitates the student's understanding of the theoretical basis of patient assessment, management and education across the lifespan. The content reinforces the critical thinking model to aid in the development of interviewing skills and assessment techniques. Assessment of body systems, not limited to genitourinary, gastrointestinal, cardiovascular, breast and central nervous system are introduced. Techniques to develop hypotheses regarding nature and origin of patient's problems are explored.

**Offered:** Every year, Fall

**RA 545. Research Methods and Design. 3 Credits.**

Students explore ethical issues in medical research, develop a research project, collect data and perform analysis using statistical programs for computers. A presentation is developed and various computer presentation techniques are employed to present student project data. Students work individually on the project and require the approval of the instructor to pursue a particular topic.

**Offered:** Every year, Fall

**RA 550. Clinical Seminar I. 1 Credit.**

This distance education course requires students to present a minimum of two case studies during the academic semester. Based on the case study requirements of the radiologist assistant examination criteria, each student is responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy. Students may choose a minimum of one modality for discussion per case study. Students are required to participate in discussions regarding each weekly case study.

**Offered:** Every year, Spring

**RA 551. Clinical Seminar II. 1 Credit.**

This distance education course requires students to present a minimum of two case studies during the academic semester. Based on the case study requirement of the radiologist assistant examination, students are responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy.

**Offered:** Every year, Summer

**RA 552. Clinical Seminar III. 3 Credits.**

This distance education course requires students to present a minimum of two case studies during the academic semester. Based on the case study requirement of the radiologist assistant examination, students are responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy.

**Offered:** Every year, Fall

**RA 570. Radiologist Assistant Clinical I. 3 Credits.**

This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical three consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. The experience also includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements.

**Offered:** Every year, Spring

**RA 571. Radiologist Assistant Clinical II. 5 Credits.**

This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical four consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. The experience also includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements.

**Offered:** Every year, Summer

**RA 572. Radiologist Assistant Clinical III. 5 Credits.**

This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical five consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. In addition, experience includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements.

**Offered:** Every year, Fall

**RA 573. Radiologist Assistant Clinical IV. 5 Credits.**

This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical five consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. In addition, experience includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements.

**Offered:** Every year, Spring

**RA 590. Thesis I. 1 Credit.**

The focus of this course is to further develop the paper written in RA 545. Students work on improving the abstract; introduction and literature review; developing the results, discussion, conclusion and recommendation sections of the thesis. At the conclusion of the course the student should have rough draft of a five-chapter thesis.

**Offered:** Every year, Spring

**RA 591. Thesis II. 2 Credits.**

This course is a continuation of RA 590 Thesis I. Each student produces a final five-chapter thesis and is required to present the completed thesis.

**Offered:** Every year, Summer

**RA 599. Independent Study. 1-6 Credits.**

**Offered:** As needed

**RA 699. Independent Study. 1-6 Credits.**

**Offered:** As needed

## Social Work (SW)

### **SW 500. Generalist Field Education Practicum I. 3 Credits.**

This is the first of two field placements in a social service agency. The foundation field placement is designed to provide a generalist social work experience. It is offered in the academic year from September-May for 16 hours a week (total of at least 400 hours). The foundation practicum provides an opportunity to develop skills by applying what is taught in the classroom, particularly from the practice classes that are taken concurrently with this practicum. The primary objective is to learn and demonstrate competence of a problem-solving model of practice and the related generalist skills. Students also take a 90-minute field seminar, held monthly prior to the required practice class, as part of the practicum. Taken concurrently with SW 501.

**Corequisites:** Take SW 501.

**Offered:** Every year, Fall

### **SW 501. Practice I: Individuals and Families. 3 Credits.**

This course presents the knowledge and skills necessary for competent generalist social work practice with individuals and families. The values and societal mission of the social work profession guide this course. The course uses an ecological systems perspective model to provide students with knowledge and values promoting purposeful and culturally competent intervention with individuals and families of diverse backgrounds. Students learn about interviewing, problem identification, problem exploration, formulating the presenting complaint, data gathering, differential assessment, planning, beginning intervention, termination and evaluation. Self-awareness and conscious use of self are emphasized. Classroom learning is enhanced through the systematic use of the students' experiences in their placements. Taken concurrently with SW 500. A student must pass Practice I and SW 500 to continue with Practice II and SW 502.

**Corequisites:** Take SW 500.

**Offered:** Every year, Fall

### **SW 502. Generalist Field Education Practicum II. 3 Credits.**

This is the second term of the foundation field placement in a social service agency. The placement is designed to provide a generalist social work experience. It is usually offered in the academic year from September-May for 16 hours a week (total of at least 400 hours). The foundation practicum provides an opportunity to develop skills by applying what is being taught in the classroom, particularly from the practice classes that are taken concurrently with this practicum. The primary objective is to learn and demonstrate competence of a generic problem-solving model of practice and the related generalist skills. Students also take a 90-minute field seminar, held monthly prior to the required practice class, as part of the practicum. Taken concurrently with SW 503.

**Prerequisites:** Take SW 500 SW 501.

**Corequisites:** Take SW 503.

**Offered:** Every year, Spring

### **SW 503. Practice II: Groups, Organizations and Communities. 3 Credits.**

This course reviews small group theory and research. It presents an ecological perspective on groups in clinical and organizational settings, explores group typologies, and teaches concepts of group structure and process. Students are introduced to a wide variety of tools and methods for helping groups achieve their purposes while maintaining the integrity of their interpersonal relations. The course incorporates a fundamental commitment to respecting human differences of all kinds and affirming their importance to group accomplishments and the workings of a pluralistic society. The course also stresses beginning skills and knowledge for practice within social service networks and communities, the context in which all social work practice occurs. Understanding and intervening in the environment are skills consonant with the ecological perspective that provides focus for the foundation curriculum. This course stresses that social system malfunctions and inequities are important sources of individual and familial distress. To proceed into advanced field instruction, the student must pass Practice II and SW 502. Taken concurrently with SW 502.

**Prerequisites:** Take SW 500 SW 501.

**Corequisites:** Take SW 502.

**Offered:** Every year, Spring

### **SW 504. Social Welfare Policy. 3 Credits.**

This course provides students with a foundation understanding and appraisal of social welfare policies and programs in the United States, and the historical and contemporary forces that have shaped their development. It introduces conceptual approaches to policy analysis and assesses selected social policies, programs and services in the areas of income maintenance, health care and personal social services. The social work profession's role in the formulation and implementation of social policy and its tradition of advocacy, social action and reform are explored. Social work values regarding the meeting of human needs and the right of all citizens to live in an atmosphere of growth and development are emphasized.

**Offered:** Every year, Fall

### **SW 505. Social Work Research. 3 Credits.**

The purpose of this course is to provide the MSW student with a solid foundation in social work research, emphasizing evidence-based practice. As both consumers and producers of research, social workers need to understand the core concepts of scientifically sound and rigorous research. Through mastery of the principles of social work research, students are prepared to critically evaluate the wealth of research and evidence available to inform one's practice. Students also learn to synthesize empirical research into a systematic review of the literature to address a social work practice issue of personal interest.

**Offered:** Every year, Fall

**SW 506. Human Behavior in the Social Environment I: Theories of Practice. 3 Credits.**

Within the person/environment framework, this course provides a foundation for social work practice through an understanding of the major theories of individual and family functioning that encompass biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention is paid to the roles that culture and cultural identity play in human development and what constitutes "normal" behavior. Students master the central concepts and core ideas of theories that provide the conceptual base for many tools of intervention utilized in work with individuals and families, groups, communities and organizations. Students master relevant concepts of genetics and neurobiology to facilitate understanding of human functioning at the biological level. The course emphasizes the interrelationships among social institutions, social structure and social processes on the one hand, and the realities of the lives of families, groups, communities, organizations and societies, on the other. Must be taken prior to or concurrent with SW 500 and SW 501.

**Offered:** Every year, Fall

**SW 507. Human Behavior in the Social Environment II: Issues of Diversity and Oppression. 3 Credits.**

This course examines the dynamics of racism and other forms of oppression in our society and within us, and how those dynamics are intertwined with social welfare policy and social work practice. The course places racism, sexism, ethnocentrism and other forms of oppression in the historical and current economic, political and social context of the United States. It prepares students to analyze racism, sexism and ethnocentrism as they operate at the individual, community and institutional levels, and to understand how they shape the lives of men and women of all backgrounds and identities. A major theme of the course is the social worker's professional responsibility to help achieve a non-racist, multicultural and egalitarian society.

**Offered:** Every year, Spring

**SW 508. Psychopathology. 3 Credits.**

This course provides students with extensive knowledge of the major forms of emotional illness and their treatment. Students develop competence in diagnosis by mastering the currently accepted diagnostic code (DSM 5). They develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Upon successful completion of the course, students are able to gather and analyze relevant information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan and present it in a form consistent with current practice in the mental health professions.

**Prerequisites:** Take SW 500 SW 501.

**Offered:** Every year, Spring

**SW 509. Interprofessional Education (IPE) Option. 3 Credits.**

This course fulfills the IPE requirement for the foundation curriculum. A topic may not be repeated for additional credit. Possible topics include divorce and the divorcing family, IPE in health settings, IPE in school settings, ethics across the professions, and health, society and social justice. The role of inter-professional education and communication is a core component in how the various professions can begin to understand and address the topic of the course.

**Offered:** Every year, Spring

**SW 600. Specialized Practice Field Education Practicum in Health/Behavioral Health I. 4 Credits.**

This is the first semester of the second of two field placements in a social service agency. This advanced concentration field placement offers a specialized social work experience in health/behavioral health, with a focus on a specialization in one of these areas: aging services, health/mental health/substance abuse, child and family welfare and justice, and school social work. The advanced field placement is offered in the academic year from September-May for 24 hours a week (total of at least 600 hours). A 90-minute field seminar is held monthly, prior to the practice class. SW 600 is taken with SW 601.

**Prerequisites:** Take SW 502 SW 503.

**Corequisites:** Take SW 601.

**Offered:** Every year, Fall

**SW 601. Specialized Clinical Social Work Practice (Practice III). 3 Credits.**

This course integrates the knowledge, values and skills of the foundation curriculum with clinical perspectives traditionally associated with social work. Students work directly with adult individuals from diverse client populations and from all socioeconomic levels. Emphasis is placed on social work practice in behavioral health consultation in the health care system. Students acquire major skills such as how to make comprehensive psychosocial assessments and devise treatment plans for clients. The specific models of clinical practice addressed in this course are: cognitive/behavioral, constructivist and psychodynamic. Additional topics include crisis intervention, interpersonal therapy and trans-theoretical models, as well as motivational interviewing. Attention is given to developing students' critical thinking skills and their ability to apply ethical standards to clinical practice. Course is taken concurrently with SW 600.

**Prerequisites:** Take SW 502 SW 503.

**Corequisites:** Take SW 600

**Offered:** Every year, Fall

**SW 602. Specialized Practice Field Education Practicum in Health/Behavioral Health II. 4 Credits.**

This is the second semester of the second of two field placements in a social service agency. This advanced concentration field placement offers a specialized social work experience in health/behavioral health, with a focus on a specialization in one of these areas: aging services, health/mental health/substance abuse, child and family welfare and justice, and school social work. The advanced field placement is usually offered in the academic year from September-May for 24 hours a week (total of at least 600 hours). A 90-minute field seminar is held monthly, prior to the practice class. SW 602 is taken with SW 603.

**Prerequisites:** Take SW 600 SW 601.

**Corequisites:** Take SW 603.

**Offered:** Every year, Spring

**SW 603. Specialized Organizational Social Work Practice: Program Management, Supervision, Professional Ethics and Career Development (Practice IV). 3 Credits.**

Students expand their knowledge and understanding of human service organizations and learn about approaches for designing and managing human service programs effectively. Organizational and management theories and principles are applied to a range of human services. Students are exposed to various management practices such as strategic and program planning, information systems development, leadership and organizational change. Students learn to understand the meaning of evidence-based practice in the context of human services management and learn to use logic models in the design, implementation and evaluation of intended program outcomes. Emphasis is placed on organizational practice within the field of behavioral health in primary care settings. Career development is discussed. Course is taken concurrently with SW 602.

**Prerequisites:** Take SW 600 SW 601.

**Corequisites:** Take SW 602.

**Offered:** Every year, Spring

**SW 604. Evaluation Research for Social Work Programs and Practice. 2 Credits.**

This course builds on previously learned research knowledge to elaborate on the conceptual, methodological and administrative aspects of evaluation research. Consideration is given to concepts and approaches for evaluating social interventions, including social work practice, programs and policies. Attention is given to the comparative analysis approach as used for the development of practice knowledge as well as for the utilization of evaluation studies.

**Prerequisites:** Take SW 505.

**Offered:** Every year, Fall

**SW 605. Integrative Seminar/Capstone Project. 2 Credits.**

This course is taken in the final semester of the MSW program. A paper or final project (approved by the instructor) is required to demonstrate an integration of all content areas in the MSW program and competence in the CSWE standards. Students focus on the systematic inquiry of the foundations of advanced practice in the social work profession. An emphasis is on the assessment, planning and evaluation of population/community focused health promotion/disease prevention programs and projects. This capstone course helps the graduating student integrate course and field experiences through review and exploration of the broader issues confronting health and social welfare programs.

**Prerequisites:** Take SW 600 SW 601.

**Offered:** Every year, Spring

**SW 609. Interprofessional Education (IPE) Option. 3 Credits.**

This course fulfills elective requirements for the advanced concentration curriculum. A topic may not be repeated for additional credit. Possible topics include divorce and the divorcing family, IPE in health settings, IPE in school settings, ethics across the professions, and health, society and social justice. The role of interprofessional education and communication is a core component in how the various professions can begin to understand and address the topic of the course.

**Prerequisites:** Take SW 509.

**Offered:** Every year, Spring

**SW 610. Social Work Issues for Services for the Aging Population: Aging in the Social Environment. 3 Credits.**

This advanced MSW course provides students with an opportunity to gain a better understanding of aging in the United States. It is designed to prepare students to analyze aging in the sociocultural context and how various factors shape the experience of aging. The course uses multidisciplinary perspectives and examines aging as a process in the sociological, physiological, psychological and societal contexts. A major theme of the course is preparing students to meet the increasing demand of gerontological social work skills and knowledge as they operate at the individual, family, community and institutional levels. This course is required for those with a specialization in aging in the MSW program.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** Every other year, Spring

**SW 611. Advanced Social Work Practice Across the Adult Lifespan. 3 Credits.**

This advanced MSW course focuses on the roles and functions of social workers in a rapidly changing health care industry. A strengths-based, family-centered and culturally sensitive approach to assessment and intervention with diverse populations in a variety of health care settings is presented. Explored are a range of interventions from prevention and health promotion to end-of-life care and critically evaluate how ethical dilemmas and the interdisciplinary environment influence the implementation of these practice interventions. This course or SW 614 is required for those with a specialization in Health/Mental Health/Substance Abuse.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** Every other year, Spring

**SW 612. Social Work Practice in Child and Family Welfare Settings. 3 Credits.**

This advanced social work practice course focuses on the characteristics, strengths, and service needs of families and children in the child welfare system. It examines issues and builds practice skills related to families who may be served within traditional child welfare programs, i.e., family preservation, child protective services, out-of-home care, and adoption as well as community agencies. The course considers family events within their ecological context and works to build sensitivity to various family forms and cultural patterns. Skills that are emphasized include: engaging families as partners, interviewing, assessing risk and safety, assessing the child and family, planning and delivering effective treatment, managing the case, evaluating change and risk reduction, and deciding when to close the case. This course (or SW 613, with permission) is required for those specializing in Child and Family Welfare and Justice.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** Every other year, Spring

**SW 613. Social Work Practice in Schools. 3 Credits.**

This advanced course presents knowledge and critical skills for engaging in social work practice from preschool through high school in educational settings across the continuum from direct or clinical practice, to school- and district-level programming and policy, as well as partnering with communities and organizations to advance programming and policy. This course is required for those specializing in school social work.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** Every year, Spring



**SW 614. Social Work Issues in Health and Illness.****3 Credits.**

This course discusses the importance of cultural and socioeconomic factors in the creation of major health disparities in the United States. Physiological, psychological, social and environmental factors are considered in relationship to cultural and socioeconomic factors in explaining both etiology and consequences of disease. The framework is applied to common diseases in the life course. This course or SW 611 is required for those MSW students specializing in Health/Mental Health/Substance Abuse.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** Every other year, Spring

**SW 620. International Social Welfare.****3 Credits.**

This advanced social work elective course introduces students to international social work in the United States and abroad through an understanding of the major theories of individual and family functioning that encompasses biophysical, cognitive, emotional, social and spiritual dimensions. Students master the central concepts and core ideas of theories that provide the conceptual base for many tools of intervention utilized in international social work as well as with refugee, immigrant and migrant individuals and families at the local level.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, Fall and Spring

**SW 621. Health Policy.****3 Credits.**

This is an elective course on social welfare policy for advanced MSW students. This course is designed to prepare students to assess and understand the impact of American medical and health service programs and policies on human well-being. The concepts of social policy analysis are used in the evaluation and analysis of current programs and proposals for change.

**Prerequisites:** Take SW 504.

**Offered:** As needed, Fall and Spring

**SW 622. Multicultural Practice in Communities and Organizations.****3 Credits.**

This advanced elective course provides students with an understanding of multicultural practice in organizational and community settings. Students examine concepts and techniques of multicultural practice; consider and evaluate relevant strategies and tactics that promote multiculturalism, including community capacity building, empowerment processes, intercultural communication, diversity training and cross-cultural supervision, and apply them to both community organizing and community-based agency practice settings.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, Fall and Spring

**SW 623. Child and Family Social Services Policy.****3 Credits.**

This advanced MSW elective course provides a perspective on public and private sector social policies and service programs for children and families. Students examine topics related to: policy objectives; history and values underpinning services; administration, economics and funding of services; politics, interest group activities and evaluation of policies and programs. The theme of advocacy on behalf of children and families is stressed throughout. The course builds on knowledge of the evaluative concepts of social policy analysis and other analytic skills included in the foundation policy course.

**Prerequisites:** Take SW 504.

**Offered:** As needed, Fall and Spring

**SW 630. Clinical Social Work with Military Service Members and Families.****3 Credits.**

This advanced clinical practice course provides learning in conceptual theories of best practice approaches with, and research findings on working with service members and their families, with a primary focus on service members who have served in combat. Students learn theoretical frameworks of trauma. They become familiar with common psychological and medical concerns for service members with combat experience. Students learn to identify the impact of trauma on those who have served in combat and on their families upon their return. Topics covered include strengths-based assessment and core evidence-based treatment interventions, and prevention strategies for working with service members and their families. The impact of working with traumatized individuals and families on social workers is reviewed with recommendations for self-care.

**Prerequisites:** Take SW 600 SW 601.

**Offered:** As needed, Spring and Summer

**SW 631. Clinical Social Work with Aging and Families.****3 Credits.**

This advanced course covers clinical social work practice with older adults and their families. The major goals of this course are for students to: understand the aging process from a holistic perspective, including biophysical, psychological (cognitive and emotional), social/economical and spiritual dimensions; develop knowledge and skills to conduct a competent psychosocial assessment and implement effective interventions with older adults and their caregivers; and be capable case managers in a specific practice setting, such as adult protective services, retirement communities, hospices, hospitals, adult day centers and psychiatric institutions.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, All

**SW 632. Art Therapy for Clinical Social Work Practice.****3 Credits.**

This advanced clinical social work practice course explores the principles of art therapy and considers the adjunctive use of art in a therapeutic setting. Ethical guidelines are presented on the appropriate therapeutic use of art in a social work setting. The spectrum of art therapy and social work theory as related to the developmental lifespan is reviewed with emphasis on trauma-informed, attachment, strengths-based, humanistic, psychodynamic, CBT, DBT, mindfulness, multi-sensory and neuroscience approaches. Specific populations, psychosocial issues, multicultural approaches and diverse settings are discussed. Clinical studies supporting best practice approaches in the field are emphasized with emerging evidence-based treatments discussed. Note: Basic skills are taught/informed by professional ethical standards. Art therapy as a profession requires a master's degree training program in art therapy. Do not expect to be able to practice as an art therapist at the completion of this course. Does not require previous training in the visual arts or artistic ability.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, Fall

**SW 633. Clinical Social Work Practice and Stress Management Techniques.****3 Credits.**

The psychological, physiological and sociocultural aspects of stress are taught in this advanced clinical practice course. Stress management techniques are explored didactically and experientially. The purpose of this course is to teach students to understand the cognitive, affective and neurobiological impact of stress. Specific interventions to address traumatic stress also are discussed.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, Fall



**SW 634. Clinical Social Work with Substance Abuse and Addictive Behaviors Abuse and Addictive Behaviors. 3 Credits.**

This advanced clinical practice course is open to MSW students who have completed the foundation curriculum. This course teaches the clinical social work student the theories and concepts of addiction especially as it relates to alcohol and other drugs. Students learn basic information concerning selected drugs, current research and approaches to counseling the chemically dependent client and/or family member, the role of relevant systems, and how the addictive behavior affects these systems, and the application of social work values and ethics in the delivery of addiction services.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, Fall

**SW 635. Clinical Social Work Evidence- Based Treatment with Children and Adolescents. 3 Credits.**

The overall objective of this course is to provide students with a framework for understanding evidence-based mental health treatment with children and adolescents. Students have an opportunity to become familiar with some of the most commonly used EBTs in the field today and gain an understanding of the obstacles inherent in moving clinical practice from research to real-world settings. Models presented cover a range of diagnoses with an emphasis on children who have experienced emotional trauma. This course builds on knowledge of cognitive-behavioral theories and techniques taught in Human Behavior and Advanced Clinical Social Work Practice. Individual, family and group treatment are addressed. Special emphasis is given to consideration of clients' culture and background as well as the importance of the consumer.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, Fall

**SW 636. Clinical Social Work in Relation to Death, Dying, Bereavement, and Life-Threatening Illness. 3 Credits.**

This course provides a framework of knowledge, skills and values for culturally competent and responsive social work practice in helping clients who confront the issues of death and dying and life-threatening illnesses. A comparative, critically reflective approach to content is employed. Students explore experiences of clients dealing with these issues in relation to diversity of ethnicity or culture, age, gender, sexual orientation and social class.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, Fall

**SW 637. Clinical Social Work with Couples. 3 Credits.**

This advanced clinical practice course builds upon the knowledge, attitude and skills components of the foundation curriculum, with a focus on assessment and intervention in intimate relationships within clinical social work practice. The process and outcomes of working with intimate dyadic adult relationships is viewed from psychosocial, communication, cognitive, systems, object relations and attachment frameworks. Emphasis is on working with couples with a history of trauma. Exercises, discussion and presentations encourage student awareness of their own values base and the need to provide ethical professional service free of personal bias.

**Prerequisites:** Take SW 502 SW 503.

**Offered:** As needed, Fall

**SW 638. Clinical Social Work Treatment of Adults with Chronic Mental Illness. 3 Credits.**

The focus of this advanced clinical practice course is on social work treatment and care of adults with serious mental illnesses using empirical knowledge of recovery-oriented and evidence-based practices (EBPs) and evidence-based interventions (EBI). This course teaches practice models and methods of intervention for effective social work practice in community mental health services, including the promotion of mental health, the prevention of mental illnesses and the delivery of psychosocial treatments and rehabilitation services across diverse populations. A specific emphasis is on services to individuals who suffer from severe and persistent mental illness, substance abuse in conjunction with mental illness (dual-diagnosis population) and/or who are recovering from the effects of severe traumatic events. Privilege and social justice as they affect access to treatment are discussed. Mental health disparities by race and social class are considered throughout the course.

**Prerequisites:** Take SW 600 SW 601.

**Offered:** As needed, Spring

**SW 639. Inter-Personal Therapy (IPT) for Clinical Social Work Practice. 3 Credits.**

This advanced clinical practice course focuses on interpersonal psychotherapy, an empirically supported intervention for depression in adolescents and adults. Adaptations for other mental health disorders are discussed.

**Prerequisites:** Take SW 600 SW 601.

**Offered:** As needed, Spring

**SW 640. Clinical Social Work Practice with Adult Trauma. 3 Credits.**

This course covers conceptual theories of trauma, practice approaches and research findings. Students learn the conceptualization of trauma from cognitive/behavioral, psychodynamic and attachment theory perspectives. They become familiar with neuroscience findings that explain the impact of trauma on brain development. Students learn to differentiate between different types of trauma, to identify the impact of trauma on adults and to understand the role of gender, race, ethnicity and culture in individuals' responses to trauma. Students learn to apply diagnoses, assessment, psycho-education, stress management, affect regulation and emotional processing as core treatment components. The course includes the applications of trauma therapy to selected groups, including adult survivors of complex PTSD such as sexual abuse, combat trauma and survivors of acute incident trauma.

**Prerequisites:** Take SW 600 SW 601.

**Offered:** As needed, Spring

**SW 699. Special Topics in Social Work. 3 Credits.**

This course is offered to present a topic that is not part of the current course listings. It meets the curriculum standards of the MSW program for elective credit only.

**Offered:** As needed

## Sociology (SO)

### SO 500. Social Science Research Methods. 3 Credits.

In this course, students not only learn about what social scientists know, but also focus on how they know what they know. Students learn about the ways social scientists gather information in the study of our social world, how to do sociological research and how to evaluate the research of others. This is an active learning class in which participants learn by doing. In the beginning of the course, students focus on the fundamentals of research including the scientific method, the complexity of social research, ethics in research, value-free research and research design. This course is restricted to medical students only.

**Offered:** As needed

## Spanish (SP)

### SP 500. Special Topics. 3 Credits.

**Offered:** As needed

### SP 501. Spanish Grammar. 3 Credits.

This intensive study of the Spanish language at the advanced level builds on students' prior knowledge of the forms and paradigms of Spanish. Students receive instruction in verb tense usage, sentence syntax, lexical choices, nuances of word order and idiomatic usage. Emphasis is placed on composition skills and clarity of expression. Exercises to solidify knowledge are used extensively.

**Offered:** Every Third Year, Fall

### SP 517. Literary Genres. 3 Credits.

Literary genres and their manifestations in Spanish and Spanish-American literature are studied in depth in this course.

**Offered:** As needed

### SP 528. Spanish-American Literature. 3 Credits.

This study of the major literary productions from Spanish America begins with the Conquest, continues through the Colonial period, Independence, modernism, and early 20th-century realism, and concludes with manifestations of late 20th-century experimentation.

**Offered:** Every Third Year, Spring

### SP 535. Nineteenth-Century Literature of Spain. 3 Credits.

Students in this course study the major works of poetry, drama and novel of 19th-century Spain. Movements include romanticism, realism and naturalism. Major authors considered are Espronceda, Zorrilla, Perez Galdos, and Alarcon.

**Offered:** Every Third Year, Spring

### SP 548. Golden Age Drama and Poetry. 3 Credits.

This study of the major dramatists and poets of the Siglo de Oro (16th and 17th centuries) of Spain covers Renaissance and Baroque styles. Major authors considered include Lope de Vega, Tirso de Molina, Calderon de la Barca, Garcilaso and Gongora.

**Offered:** Every Third Year, Spring

### SP 551L. Spanish Lab. 1 Credit.

Lab to accompany a graduate MAT Spanish course.

**Offered:** Every year, Spring

### SP 552L. Spanish Lab. 1 Credit.

Lab to accompany a graduate MAT Spanish course.

**Offered:** Every year, Fall

### SP 553L. Spanish Lab. 1 Credit.

Lab to accompany a graduate MAT Spanish course.

**Offered:** Every year, Summer

### SP 565. Contemp Spanish-American Fiction: Cien anos de soledad and La casa de los espiritus. 3 Credits.

This course pairs two of the most highly acclaimed and frequently discussed novels of the second half of 20th-century Spanish America: "Cien anos de soledad" by Nobel Prize winner, Colombian, Gabriel Garcia Marquez (1967) and "La casa de los espiritus" by Chilean, Isabel Allende (1982). Students read and discuss both novels in depth in terms of their portrayals of Spanish-American history and culture and analyze the relationship between the two novels to develop an understanding of Allende's challenge to Marquez's cosmovision and sense of telos. Prerequisites: three literature courses taught in Spanish or acceptance into the MAT program in Spanish.

**Offered:** Every other year, Fall

### SP 570. The Modern Spanish Short Story. 3 Credits.

The short story as a genre as well as 19th- and 20th-century masterpieces written in Spain and Latin America are explored with close literary and linguistic analysis of each text and also consideration of its cultural context.

**Offered:** Every year, Summer

### SP 571. The Romance Languages. 3 Credits.

This linguistics course examines the origins and development of Romance languages with particular attention to Spanish.

**Offered:** Every year, All

### SP 572. Hispanic Culture. 3 Credits.

This study of Latin American culture focuses on selected topics that have shaped the Hispanic world from 1492 to the present. Readings are drawn from history as well as literature.

**Offered:** As needed, All

### SP 573. Contemporary Drama. 3 Credits.

Contemporary drama from Spain and Spanish America is studied in depth with close literary analysis of texts in combination with a consideration of their cultural contexts.

**Offered:** Every Third Year, Fall

### SP 576. The Spanish Caribbean. 3 Credits.

This course studies the peoples, history and society of Puerto Rico, Cuba and the Dominican Republic as well as their artistic and literary expression. Also, features of the Spanish language (semantics and grammar) as spoken in the Caribbean are examined.

**Offered:** Every Third Year, Spring

### SP 599. Independent Study. 1-6 Credits.

Directed study in topics in Spanish language, culture or literature of special interest to the student.

**Offered:** As needed, All

## Special Education (SPED)

### SPED 545. Introduction to the Exceptional Child. 4 Credits.

This course provides students with a broad overview of exceptional learners. It is a basic overview/survey of all areas and categories of special education. The purpose is to provide an introduction to students with exceptionalities for education as well as noneducation majors. Target subject areas include: knowledge of categorical labels, educational law, program planning and terminology used in the field. (Master's programs, take Fall or Spring) (Certificate program, take January or Summer)

**Offered:** Every year

**SPED 552. Teaching in the Inclusive Classroom.****3 Credits.**

Treatment of exceptional individuals throughout history and the importance of societal values regarding their differences form the basis for students' understanding of special education from its inception to current practices. Topics of discussion include: history and philosophy, laws, guidelines and procedures related to providing special education; the needs of students with exceptionalities, including giftedness; the particular needs of students for whom English is a second language; and instructional considerations for students with exceptionalities in inclusive settings. From a philosophic perspective, students learn skills to include children with exceptionalities in their elementary classrooms.

**Corequisites:** Take ED 452L.**Offered:** Every year, Fall and Summer**SPED 565. Specific Learning Disabilities: Identification, Instruction and Assessment (LD).****4 Credits.**

In this course, students have the opportunity to increase their knowledge of specific learning disabilities. Students discuss the supports and strategies that are successful in school so that there is a continuum of strategies that are practiced not just learned. The class expands the student's understanding of the importance of responding to the learning needs of these students in a positive way to help them access the curriculum successfully. The class incorporates tools such as simulations and case studies to understand the challenges and overlaps these SLDs present. Students examine the role of SRBI in identification, as well as questions such as: what makes these disabilities so misdiagnosed/overlooked; which if any are inherited/preventable; are there hidden gifts/talents being overshadowed by LDs; how can including the family in our collaborative efforts benefit the student; how can we identify key strategies to support these students emotionally as well as academically? (Master's programs, take Fall or Spring) (Certificate program, take January or Summer)

**Offered:** Every year**SPED 566. Autism Spectrum Disorders.****4 Credits.**

Educational practitioners develop a knowledge base of methods for working with students diagnosed with Autism Spectrum Disorders (ASD) and associated communication disorders. Focus is on the identification of students, as well as the program planning based on instructional strategies in the areas of academic, behavioral, social-emotional and communication. (Master's programs, multiple semesters) (Certificate program, take in January term)

**Offered:** Every year**SPED 567. Independent Research in Special Education.****1 Credit.**

This course focuses on research in the field of special education as it relates to students in the educational setting. The research project should include the application of evidence-based practice, the role of families in the educational process and the effects of the disability on lifelong learning. Specific topics/projects must meet with faculty approval. This course is only required for the 12-credit Certificate of Completion in Special Education.

**Prerequisites:** Take SPED 565 or SPED 566.**Offered:** Every year, Spring**SPED 568. Assessment/Program Planning and Evaluation of Children with Special Needs.****3 Credits.**

In this course, candidates prepare to administer, score and interpret a wide range of criterion referenced, norm referenced and curriculum-based measurements. Candidates utilize information to identify students with specific learning disabilities, make valid recommendations for programming, design appropriate IEP goals and objectives based on the results, and share information with parents and other professionals.

**Offered:** Every year**SPED 570. Special Education Law.****3 Credits.**

This course focuses on current and relevant federal and state legislation in the field of special education. Special attention is paid to the interplay of services and protections provided by IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). In addition, candidates examine the materials to understand the Every Student Success Act (ESSA) that was recently signed into law. Candidates learn how the law affects the planning and delivery of services to children, adolescents and adults with special needs from birth through adulthood. Candidates learn to interpret case law as well as statutes and other legal memoranda that apply to the rights and protections afforded to people with special needs.

**Offered:** Every year**SPED 571. Emotional and Behavioral Disorder Identification, Management, and Assessment.****3 Credits.**

This course examines social-emotional-behavioral functioning in the educational setting. Methods of identification, assessment and instructional planning for students with social-emotional-behavioral disorders are addressed in depth. Comprehensive coverage of behavior management, discipline models and building systems of support are examined and discussed. In this way, behavior and/or different learning needs are understood, modifications and supports are put in place and the student is actively engaged in practicing them. This student-centered method results in positive outcomes across the span of the student's life because the student learns and internalizes successful strategies that work consistently.

**Offered:** Every year**SPED 572. Educating Young Children with Special Needs.****3 Credits.**

The needs of the young child with disabilities are explored through an examination of social, adaptive, environmental and family characteristics. Candidates learn how to assess children and provide a developmentally appropriate curriculum. The differences between IEPs and IFSP are a focal point, as well as the importance of working with families and professionals in birth to three programs, preschool programs, and kindergarten through grade 2 classrooms. Community services for the young special needs child also are discussed.

**Offered:** Every year**SPED 573. Reading Disorders: Assessment, Planning and Instruction.****3 Credits.**

This course provides candidates with the knowledge and skills needed to provide appropriate evaluation, program planning and educational experiences for students with reading disorders, including Dyslexia. Specifically, reading assessments, diagnosis of reading disorders, IEP goals/objectives and program recommendations are explored and discussed. Reading instruction at the intervention and special education identification levels are discussed to ensure students' ability to plan educational programming for students including those with Dyslexia. Further, instructional strategies to support students with reading disabilities who are included in the regular education setting are emphasized. Various methodologies to support students with Dyslexia as they access the regular education curriculum and instruction are included.

**Offered:** Every year

**SPED 574. Understanding and Teaching Students with Intellectual Disabilities. 3 Credits.**

This course provides candidates with the information necessary to provide appropriate educational experiences for students with low incidence disabilities, including intellectual impairments, physical impairments and those with multiple areas of impairment. The focus is on promoting participation in the school, home and community through developing appropriate transition goals. Emphasis is placed on the use and effectiveness of assistive technologies in working with these students.

**Offered:** Every year

**SPED 575. Working with Gifted and Talented Students. 3 Credits.**

This course focuses on characteristics of students identified as "gifted" and "talented." Attention also is paid to those who are "twice exceptional." Candidates explore the early development of these children as well as the ways in which their gifts may affect their relationships with their siblings and families. Areas of study include identification, curriculum design and understanding how to provide for their unique social and emotional development, as well as their academic achievement.

**Offered:** Every year

**SPED 576. Implementing Assistive Technology and Screen Capture Tools. 3 Credits.**

This course examines the rapidly changing landscape of assistive technologies for students with special needs. A focus is on matching specific features of assistive technology devices in the areas of communication, reading and writing to the needs of individual students. Candidates also explore tools such as TechSmith Relay to capture and deliver materials to students who are forced to miss school due to serious health issues.

**Offered:** Every year

**SPED 579. Practicum in Special Education I. 3 Credits.**

This course is the first of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with students who qualify under IDEA as needing special education and related services. In addition to course work, the focus is to spend 36 contact hours with the students observing, planning, instructing and assessing them. After each day, hours and reflections should be recorded in a journal. Candidates must design and teach a 10-minute mini-lesson that is filmed. All data collected throughout each practicum is compiled in an e-portfolio. The e-portfolio catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate, the onsite cooperating teacher and the university professor meet during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Both the candidate and the cooperating teacher are provided with a copy of the requirements of the practicum. Additional meetings are arranged as needed.

**Offered:** Every year

**SPED 580. Practicum in Special Education II. 3 Credits.**

This course is the second of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with students who qualify under IDEA as needing special education and related services. For this Practicum, candidates must choose a completely different disability than they did in SPED 579. In addition to course work, the focus is to spend 36 contact hours with the students observing, planning, instructing and assessing them. After each day, hours and reflections should be recorded in a journal. Candidates must design and teach a 10-minute mini-lesson that is filmed. All data collected throughout each practicum is compiled in an e-portfolio. The e-portfolio catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate, the onsite cooperating teacher and the university professor meet during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Both the candidate and the cooperating teacher are provided with a copy of the requirements of the practicum. Additional meetings are arranged as needed.

**Offered:** Every year

**SPED 581. Research in Special Education. 3 Credits.**

Candidates submit a proposal for research based on an area of interest in special education. Upon approval of their proposal, they conduct research, collect data and present their findings in a thesis as a culminating requirement for their MS in Special Education. This course is required only for candidates enrolled in the MS in SPED who are not seeking cross-endorsement in Comprehensive Special Education. Prerequisite: Completion of 27 credits in SPED course work.

**Offered:** Every year

## Strategic Communication (STC)

**STC 501. Principles and Theories of Public Relations. 3 Credits.**

Students are introduced to the growing body of knowledge in the discipline and gain expertise that contributes to professional competence in public relations. Students examine the function of public relations in organizations and society, review contemporary and historical roles of public relations professionals and explore the practice of public relations in various public and private settings. Students also learn the latest theoretical approaches to public relations and apply these approaches to contemporary public relations management practices.

**Offered:** Every year, Fall

**STC 502. Public Relations Research Methods. 3 Credits.**

This course examines the applied use of research in public relations program development. Students learn methodologies appropriate for conducting secondary analyses and primary research. Both quantitative and qualitative methods are addressed, such as secondary analysis, content analysis, survey research, focus groups, participant observation, case study and experimentation.

**Offered:** Every year, Fall

**STC 503. Public Relations Research Design. 3 Credits.**

This course focuses on the practical aspects of designing and implementing a public relations research project. Students develop problem statements, conduct literature reviews, write research questions and prepare research proposals. Ethical and methodological issues involved in research design are discussed. The course also familiarizes students with IRB protocols and helps them hone scholarly and professional writing skills, including the proper use of citations.

**Prerequisites:** Take STC 501 STC 502.

**Offered:** Every year, Spring



**STC 504. Law and Ethics in Public Relations.****3 Credits.**

Students become familiar with legal and industry standards for legally and ethically practicing public relations. The course aims to instill an appreciation for freedom of expression and the First Amendment; to impart a functional understanding of legal rules and principles relevant to public relations practice in the U.S.; to enhance students' ability to identify the moral and ethical dimensions of issues that arise in public relations practice; and to develop analytical and critical thinking skills that encourage students to make and justify ethical decisions.

**Offered:** Every year, Fall

**STC 505. Public Relations Writing.****3 Credits.**

This course helps students develop professional-quality public relations writing skills. Students prepare a variety of public relations materials, such as news releases and other media materials; copy for internal magazines, reports, newsletters, brochures, institutional/advocacy advertising; video/audio scripts; web site copy; and speeches. Upon completion of this course, students have a professional portfolio of public relations writing samples.

**Offered:** Every year, Fall

**STC 506. Public Relations Management.****3 Credits.**

This course focuses on the business management aspects of public relations, such as policy formation, project direction, resource management, client relations, budgeting and counseling. Special emphasis is placed on public relations' contribution to an institution's mission and effectiveness.

**Prerequisites:** Take STC 501.

**Offered:** Every year, Spring

**STC 507. Strategic Planning in Public Relations.****3 Credits.**

This course familiarizes students with the public relations strategic planning process. Students examine contemporary case studies that demonstrate the public relations planning process and apply what they have learned to the development and presentation of a public relations campaign plan for a client.

**Prerequisites:** Take STC 501.

**Offered:** Every year, Spring

**STC 510. Crisis Management.****3 Credits.**

This course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Students are required to read and discuss selected articles from the crisis management literature, research and develop case studies of contemporary crises, and participate in simulations designed to develop professional expertise and practical skills in crisis management, including the management of information, management of public communication, strategic planning, problem solving, message production and issues management.

**Offered:** As needed

**STC 511. Global Strategy.****3 Credits.**

This course examines concepts, issues and practices in international public relations across the borders and focuses on the challenges, opportunities, and the worldwide development of public relations. The course aims to inform you about the variables that affect public relations practice in the international realm and assist you in understanding of other countries' domestic public relations given the various cultures, geopolitical and socio-economic systems. Participants look closely at how governments, corporations, multinationals and nongovernmental organizations employ international public relations strategies around the world. Students also examine similarities between international public relations and public diplomacy and the effects of international public relations on images of nations.

**Offered:** As needed

**STC 512. Investor Relations.****3 Credits.**

Students study the function of investor relations in corporations and examine the role of investor relations specialists charged with communicating financial information about companies to the financial media, SEC, financial analysts, shareholders and others in the financial community. Students learn how to integrate finance, communication, marketing and securities law compliance in efforts to maximize shareholder wealth.

**Offered:** As needed

**STC 513. Health and Strategic Communications.****3 Credits.**

In this course, students are exposed to the field of strategic health communications, with particular attention to analysis and practice of health communication relationships and messages. Issues to be discussed include, but are not limited to: history and current challenges of the health communication field; health campaign creation, implementation and evaluation; cultural issues related to health behavior change campaigns; translational research; traditional and social media training for health care professionals; and perspectives of media influence on health attitudes, norms and behaviors.

**Offered:** As needed

**STC 514. Social and Mobile Media.****3 Credits.**

This course addresses the impact of social and mobile media on public relations. It focuses on conducting public relations campaigns online and responding to public relations issues via such tools as social networking and bookmarking sites, blogs, podcasts/vodcasts, discussion boards and conferences, wikis, mobile and location-based applications.

**Offered:** As needed

**STC 515. Special Topics in Public Relations.****3 Credits.**

This course examines a specific topic or issue in public relations theory and practice. Topics might focus on specific practice areas such as sports public relations, employee relations, political public relations, public diplomacy, nonprofit public relations, or on industry issues and trends, such as the uses and impact of new technologies, professional ethics and corporate social responsibility or the integration of communication practices.

**Offered:** As needed

**STC 516. Branding Strategies.****3 Credits.**

This course explores strategies used by planners, communicators, managers and consultants to create, develop, nurture, maintain and reenergize brands. This course helps students understand the main idea of branding: developing, defending and growing brands for companies, agencies or nonprofits. It explores the essential elements of branding, including target audiences and segmentation, brand benefits, brand personality, differentiation and key brand equities. It also surveys conceptual approaches for the diagnosis of brand growth opportunities and for planning integrated brand communications.

**Offered:** Every year, Fall and Spring

**STC 517. Strategic Communication for Health Professionals.****3 Credits.**

In this course, graduate students are exposed to the field of strategic health communication. In particular, students are asked to consider the role of health communication messages in internal, organizational settings, as well as outward-facing messages. Unique to this graduate-level strategic communication course, the students are expected to have minimal to no experience in the field of strategic communication. Instead, the overview of the field provided through this course seeks to encourage understanding of how the theories, practices and evaluations of health communication should be incorporated within their areas of health expertise.

**Offered:** Every year, Spring



**STC 518. Measurement and Evaluation.****3 Credits.**

This course focuses on the development of knowledge and skills to ensure that students are able to use data to make business decisions. Students consider key concerns of measurement to determine if measurement tools are effective and appropriate for a project's goals, as well as how to make sense of data to measure success of a project and how to display findings for various audiences. The course is focused on the principles and process of utilizing research to best serve your client's or organization's goals. Main topics for the course include measurement development and refinement, online data analytics, audience segmentation, data interpretation and data visualization.

**Offered:** Every year, Fall and Spring**STC 519. Strategic Public Relations and Reputation Management.****3 Credits.**

The focus of this course is reputation management and its importance to business success. Students analyze the function of corporate communications and examine a range of topics including organizational identity, image and reputation; issues and crisis management; institutional ethics and corporate social responsibility; strategic public relations planning; integrated marketing communication; public relations theories and best practices; and global public engagement. The class also explores specialty public relations practice areas such as media relations, investor relations, employee relations and government relations. Class discussions, case studies, in-class exercises, team projects and essay exams help students improve their critical thinking and reasoning skills, develop research and strategic planning skills and increase diversity awareness and sensitivities that are important to professional and business success.

**Offered:** As needed**STC 530. Strategic Communications Independent Study.****1-6 Credits.****Offered:** As needed**STC 531. Graduate Internship in Public Relations.****3 Credits.**

Students complete a minimum of 90 hours of professional fieldwork supervised by the program director and a qualified field supervisor. Approval of the program director is required.

**Offered:** Every year, All**STC 601. Public Relations Professional Project.****6 Credits.**

Students develop a professional research project under the direction of program faculty.

**Prerequisites:** Take STC 501 STC 502 STC 503.**Offered:** Every year, All**STC 602. Public Relations Research Thesis.****6 Credits.**

Students develop a research thesis under the direction of program faculty.

**Prerequisites:** Take STC 501 STC 502 STC 503.**Offered:** Every year, All**STC 603. Candidacy Continuation.****0 Credits.**

This course is required of all students who are not registered for any graduate courses in the program but who continue working toward the completion of their degree. Requires permission of the program director.

**Offered:** As needed**STC 605. Public Relations Graduate Capstone.****3 Credits.**

Students develop a professional research project under the direction of program faculty. The project work should exhibit KSAs and/or serve as PRSA Readiness Review preparation. Students may enroll in this course once they have completed 30 credit hours in the program. The capstone project is a personally- designed, independently conducted activity, which enables students to further their knowledge/skill in one or more of the course topics, which students have found especially interesting or beneficial to them. Permission of instructor required. This course is graded on a pass/fail basis.

**Offered:** Every year, Summer**STC 606. Independent Study.****3 Credits.**

Students develop and implement individual research projects that advance understanding of particular theoretical or practical aspects of public relations. Approval of the program director is required.

**Offered:** As needed

## Strategy (STR)

**STR 610. Business Sustainability.****3 Credits.**

This course provides students with a comprehensive conceptual and applied understanding of the sustainability challenges and opportunities facing corporations on a global scale, with primary emphasis on environmental sustainability. Students are exposed to a variety of pressing sustainability issues and to frameworks, techniques and approaches for successfully dealing with them.

**Offered:** Every year**STR 620. Technology and Innovation Management.****3 Credits.**

Technology and innovation have become key resources for corporate profitability and competitive advantage in firms. Managed properly, technological innovations are a primary source of competitive advantage for firms. This course explores the strategic role of technology and innovation in the success of firms. Classroom learning is facilitated primarily through case analyses.

**Offered:** Every year**STR 630. Corporate Governance.****3 Credits.**

Corporate governance deals with the complex set of relationships between the corporation and its stakeholders. This course emphasizes governance issues in publicly traded companies and addresses the roles and responsibilities of managers, the board of directors, shareholders and others. Governance best practices as well as governance legal and ethical violations are discussed. Important government regulations including Sarbanes-Oxley are covered.

**Offered:** As needed

# INDEX

## A

A Student-Oriented University .....	13	Bachelor of Arts in Communications .....	188
About Quinnipiac University .....	10	Bachelor of Arts in Computer Science .....	196
Academic Awards and Honor Societies .....	379	Bachelor of Arts in Criminal Justice .....	142
Academic Calendar .....	10	Bachelor of Arts in English .....	119
Academic Calendar .....	334	Bachelor of Arts in Film, Television and Media Arts .....	182
Academic Good Standing (General) .....	49	Bachelor of Arts in Game Design and Development .....	147
Academic Good Standing (Program Level) .....	51	Bachelor of Arts in Gerontology .....	143
Academic Honors .....	29	Bachelor of Arts in Graphic and Interactive Design .....	185
Academic Integrity .....	52	Bachelor of Arts in History .....	122
Academic Outcomes Assessment .....	29	Bachelor of Arts in Journalism .....	186
Academic Regulations .....	350	Bachelor of Arts in Law in Society .....	124
Academics .....	29	Bachelor of Arts in Liberal Studies .....	264
Accelerated BSN Program for Second Degree Students .....	257	Bachelor of Arts in Mathematics .....	127
Accelerated Dual-Degree (3+1) .....	193	Bachelor of Arts in Philosophy .....	131
Accelerated Dual-Degree BA/MBA in Theater (3+1) .....	150	Bachelor of Arts in Political Science .....	132
Accelerated Dual-Degree BA/MBA in Theater (3+1) .....	150	Bachelor of Arts in Public Relations .....	191
Accelerated Dual-Degree Bachelor's/MSW (3+2) .....	272	Bachelor of Arts in Sociology .....	144
Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) .....	213	Bachelor of Arts in Spanish Language and Literature .....	129
Accelerated Dual-Degree BS/MBA (3+1) .....	285	Bachelor of Arts in Theater .....	149
Accelerated Dual-Degree BS/MS in Accounting (3+1) .....	290	Bachelor of Business Administration .....	164
Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) ...	111	Bachelor of Fine Arts in Film, Television and Media Arts .....	183
Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) ...	111	Bachelor of Science in Accounting .....	166
Accounting (AC) .....	385	Bachelor of Science in Athletic Training .....	207
Accounting (AC) .....	527	Bachelor of Science in Behavioral Neuroscience .....	137
Accreditations and Professional Memberships .....	9	Bachelor of Science in Biochemistry .....	115
Admissions .....	13	Bachelor of Science in Biology .....	108
Advanced Medical Imaging (AMI) .....	528	Bachelor of Science in Biomedical Marketing .....	177
Advanced Medical Imaging and Leadership .....	312	Bachelor of Science in Biomedical Sciences .....	215
Advanced Standing/Placement .....	15	Bachelor of Science in Chemistry .....	116
Albert Schweitzer Institute .....	17	Bachelor of Science in Civil Engineering .....	197
Anesthesiology (ANE) .....	530	Bachelor of Science in Computer Information Systems .....	167
Animals on Campus .....	60	Bachelor of Science in Computer Information Systems and Accounting .....	168
Anthropology (AN) .....	386	Bachelor of Science in Computer Science .....	198
Arabic (ARB) .....	387	Bachelor of Science in Diagnostic Medical Sonography .....	228
Art (AR) .....	388	Bachelor of Science in Economics .....	117
Athletic Training (AT) .....	390	Bachelor of Science in Entrepreneurship and Small Business Management .....	170
Athletics and Recreation .....	25	Bachelor of Science in Finance .....	171
		Bachelor of Science in Health Science Studies .....	217
		Bachelor of Science in Health Science Studies .....	264
		Bachelor of Science in Industrial Engineering .....	199
		Bachelor of Science in International Business .....	173
		Bachelor of Science in Management .....	175

## B

Bachelor of Arts in Advertising and Integrated Communications .....	190
---	-----

Bachelor of Science in Marketing .....	177	Communications (COM) .....	409
Bachelor of Science in Mechanical Engineering .....	200	Community Service .....	19
Bachelor of Science in Microbiology and Immunology .....	220	Computer Information Systems (CIS) .....	410
Bachelor of Science in Nursing .....	259	Computer Information Systems (CIS) .....	541
Bachelor of Science in Psychology .....	139	Computer Science (CSC) .....	412
Bachelor of Science in Radiologic Sciences .....	233	Counseling Services .....	20
Bachelor of Science in Software Engineering .....	202	Course and Credit Requirements .....	65
Background Checks .....	65	Criminal Justice (CJ) .....	414
Biology (BIO) .....	393	Criminal Law and Advocacy .....	339
Biology (BIO) .....	534	Cultural and Global Engagement .....	20
Biomedical Sciences (BMS) .....	398	Cybersecurity (CYB) .....	541
Biomedical Sciences (BMS) .....	535	<b>D</b>	
Biomedical Sciences Program .....	314	Department of Accounting .....	165
BS in Diagnostic Medical Sonography 3-Year .....	229	Department of Athletic Training and Sports Medicine .....	207
BS in Diagnostic Medical Sonography 4-Year .....	231	Department of Biological Sciences .....	107
BS in Radiologic Sciences 3-Year Program .....	235	Department of Biomedical Sciences .....	213
BS in Radiologic Sciences 4-Year Program .....	237	Department of Chemistry and Physical Sciences .....	115
Business Analytics (BAN) .....	540	Department of Computer Information Systems .....	167
Business (SB) .....	402	Department of Diagnostic Imaging .....	228
<b>C</b>		Department of Economics .....	117
Campus Life .....	18	Department of Engineering .....	195
Campus Resources .....	26	Department of English .....	119
Cardiovascular Perfusion Program .....	316	Department of Entrepreneurship and Strategy .....	169
CARE .....	18	Department of Film, Television and Media Arts .....	181
Career Development .....	19	Department of Finance .....	171
Career Practicum (CAR) .....	403	Department of History .....	122
Carl Hansen Student Center .....	17	Department of Interactive Media and Design .....	185
Center for Excellence in Teaching and Service to Students .....	29	Department of International Business .....	173
Center for Interprofessional Healthcare Education .....	30	Department of Journalism .....	186
Center for Teaching and Learning .....	30	Department of Legal Studies .....	124
Certificate in Health Care Compliance .....	349	Department of Management .....	175
Certificate in Long-Term Care Administration .....	283	Department of Marketing .....	177
Chemistry (CHE) .....	403	Department of Mathematics .....	127
Chinese (CN) .....	405	Department of Media Studies .....	188
Civil Advocacy and Dispute Resolution .....	337	Department of Modern Languages, Literatures and Cultures .....	129
Civil Engineering (CER) .....	406	Department of Occupational Therapy .....	240
Class Attendance .....	65	Department of Philosophy and Political Science .....	131
Clinics and Externship Courses .....	348	Department of Physical Therapy .....	243
Clubs and Organizations .....	19	Department of Physician Assistant Studies .....	250
Collaborative for Interdisciplinary/Integrative Studies .....	107	Department of Psychology .....	136
College of Arts and Sciences .....	104	Department of Social Work .....	254
College of Arts and Sciences .....	270	Department of Sociology, Criminal Justice and Anthropology .....	141
College of Arts and Sciences (CAS) .....	409	Department of Strategic Communication .....	190

Department of Visual and Performing Arts .....	147	<b>F</b>	
Diagnostic Medical Sonography (DMS) .....	419	Family Law .....	340
Disabilities .....	66	Film, Television and Media Arts (FTM) .....	437
Doctor of Nursing Practice (DNP) .....	358	Final Examination .....	86
Doctor of Physical Therapy (DPT) .....	318	Finance (FIN) .....	439
Drama (DR) .....	421	Finance (FIN) .....	551
Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) .....	274	Financial Aid .....	16
Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) .....	276	First-Year Seminar (FYS) .....	441
Dual-Degree BA/MBA (4+1) .....	278	Fitness, Leisure and Wellness (FLW) .....	441
Dual-Degree BA/MS or BS/MS in Interactive Media and Communications .....	299	Fraternity and Sorority Life .....	21
Dual-Degree BA/MS or BS/MS in Journalism .....	299	French (FR) .....	445
Dual-Degree BA/MS or BS/MS in Public Relations .....	299	Freshman Entry Bachelor of Science to Doctor of Physical Therapy .....	245
Dual-Degree BA/MS or BS/MS in Sports Journalism .....	300	<b>G</b>	
Dual-Degree Bachelor's/MS in Accounting (4+1) .....	291	Game Design & Development (GDD) .....	446
Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (4+3) ..	211	Geography (GP) .....	448
Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) .....	247	German (GR) .....	448
Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) .....	249	Gerontology (GT) .....	449
Dual-Degree BS in Health Science Studies/MHS Physician Assistant ...	251	Global Public Health (GPH) .....	450
Dual-Degree BS/MBA (4+1) .....	287	Global Supply Chain Certificate .....	174
Dual-Degree BS/MHS in Biomedical Sciences (4+1) .....	222	Grading System .....	31
Dual-Degree BS/MOT .....	240	Graduate Academic Policies .....	270
Dual-Degree BS/MS in Molecular and Cell Biology (4+1) .....	112	Graduate Certificate in Social Media .....	300
Dual-Degree BS/MS in Molecular and Cell Biology (4+1) .....	112	Graduate Certificate in User Experience Design .....	300
Dual-Degree JD/MBA .....	287	Graduate Degree Programs .....	32
Dual-Degree JD/MBA .....	337	Graduate MAT Degree in Secondary Education .....	301
Dual-Degree JD/MELP .....	337	Graduate MAT in Elementary Education .....	303
Dual-Degree JD/MSW .....	337	Graduate Studies .....	266
<b>E</b>		Grievance .....	87
Economics (EC) .....	424	<b>H</b>	
Economics (EC) .....	543	Harassment and Discrimination .....	87
Education (ED) .....	426	Health Law .....	342
Educational (ED) .....	546	Health Management (HM) .....	450
Educational Leadership (EDL) .....	543	Health Management (HM) .....	552
Engineering (ENR) .....	429	Health Science (HSC) .....	451
English (EN) .....	429	Health Science (HSC) .....	553
English (EN) .....	550	Hebrew (HBR) .....	454
Entrepreneurship (ENT) .....	436	History (HS) .....	455
Entrepreneurship (ENT) .....	550	History (HS) .....	554
Entry-Level Master's Physician Assistant .....	251	Honors Program .....	34
Essential Learning Outcomes .....	30	<b>I</b>	
Experiential Learning Certificates .....	31	Inclement Weather .....	88
		Independent Study Opportunities .....	225
		Individualized Bachelor's Degree Program .....	265
		Industrial Engineering (IER) .....	462

Instructional Design (IDN) .....	555	Master of Science in Special Education .....	306
Intellectual Property .....	343	Master of Science in Sports Journalism .....	298
Interactive Digital Design (IDD) .....	464	Master of Science in Teacher Leadership .....	307
Interactive Media (ICM) .....	556	Master of Social Work .....	320
Interdisciplinary Minors .....	153	Mathematics (MA) .....	476
International Business (IB) .....	464	Mathematics (MA) .....	586
International Business (IB) .....	557	MBA-Finance Track .....	288
International Law and Policy .....	344	MBA-SCM Track (Supply Chain Management) .....	288
Irish Studies (IRST) .....	466	MBA-HCM Track (Health Care Management) .....	289
Italian (IT) .....	466	Mechanical Engineering (MER) .....	480
<b>J</b>		Media Studies (MSS) .....	483
Japanese (JP) .....	467	Minor in Accounting .....	166
Journalism (JRN) .....	467	Minor in Advertising and Integrated Communications .....	192
Journalism (JRN) .....	558	Minor in Anthropology .....	145
Juris Doctor .....	334	Minor in Applied Statistics and Data Science .....	128
<b>L</b>		Minor in Asian Studies .....	153
Laptop Program .....	21	Minor in Biology .....	110
Law (LAWS) .....	560	Minor in Biomedical Sciences .....	226
Law (LW) .....	469	Minor in Business .....	178
Learning Commons .....	21	Minor in Business Analytics .....	169
Leaves of Absence .....	88	Minor in Chemistry .....	117
Legal Studies (LE) .....	469	Minor in Computer Information Systems .....	169
LLM in Health Law .....	349	Minor in Computer Science .....	203
<b>M</b>		Minor in Criminal Justice .....	145
Majors .....	34	Minor in Dispute Resolution .....	125
Management (MG) .....	472	Minor in Economics .....	118
Management (MG) .....	583	Minor in English .....	121
Marketing (MK) .....	474	Minor in Entrepreneurship and Small Business Management .....	171
Marketing (MK) .....	584	Minor in Film and Television .....	184
Master of Business Administration .....	283	Minor in Finance .....	172
Master of Business Administration (MBA) .....	585	Minor in Fine Arts .....	151
Master of Science in Accounting .....	289	Minor in French .....	130
Master of Science in Business Analytics .....	292	Minor in Game Design and Development .....	152
Master of Science in Cybersecurity .....	310	Minor in Gerontology .....	146
Master of Science in Instructional Design .....	304	Minor in Global Public Health .....	154
Master of Science in Interactive Media and Communications .....	294	Minor in History .....	122
Master of Science in Journalism .....	295	Minor in History and Philosophy of Science .....	154
Master of Science in Molecular and Cell Biology .....	113	Minor in International Business .....	175
Master of Science in Molecular and Cell Biology .....	113	Minor in International Studies .....	155
Master of Science in Nursing .....	368	Minor in Irish Studies .....	155
Master of Science in Organizational Leadership .....	293	Minor in Italian .....	130
Master of Science in Public Relations .....	296	Minor in Journalism .....	188
Master of Science in Public Relations - Online/Professional Track .....	297		



Minor in Law in Society .....	126	Physician Assistant Program .....	328
Minor in Management .....	176	Physician Assistant (PY) .....	496
Minor in Marketing .....	178	Physician Assistant (PY) .....	604
Minor in Mathematics .....	129	Physics (PHY) .....	497
Minor in Media Studies .....	189	Political Science (PO) .....	498
Minor in Microbiology and Immunology .....	226	Post-Bachelor's DNP: Adult-Gerontology Nurse Practitioner .....	360
Minor in Middle Eastern Studies .....	156	Post-Bachelor's DNP: Family Nurse Practitioner .....	362
Minor in Music .....	152	Post-Bachelor's DNP: Nurse Anesthesia .....	363
Minor in Philosophy .....	135	Post-Master's DNP: Care of Populations .....	365
Minor in Political Science .....	135	Post-Master's DNP: Nursing Leadership .....	366
Minor in Psychology .....	140	Pre-Dental Studies .....	36
Minor in Public Relations .....	192	Pre-Law .....	37
Minor in Sociology .....	146	Pre-Law .....	37
Minor in Spanish .....	131	Pre-Law .....	37
Minor in Sports Studies .....	156	Pre-Medical Studies .....	38
Minor in Theater .....	153	Pregnant and Parenting Students .....	89
Minor in Women's and Gender Studies .....	157	Procedure to Appeal a Final Grade .....	90
Minor/Certificate in Legal Studies .....	126	Psychology (PS) .....	503
Minors .....	35	Psychology (PS) .....	608
MSN Operational Leadership .....	369	Public Safety .....	22
Music (MU) .....	484	<b>Q</b>	
<b>N</b>		QU in DC .....	136
Netter School of Medicine .....	255	QU Seminars (QU) .....	508
Nursing (NUR) .....	486	Quinnipiac University Online .....	373
Nursing (NUR) .....	587	Quinnipiac University Policies .....	49
<b>O</b>		Quinnipiac's Mission .....	13
Occupational Therapy Online Certificate of Advanced Graduate Studies .....	323	<b>R</b>	
Occupational Therapy (OT) .....	489	Radiologic Sciences (RS) .....	417
Occupational Therapy (OT) .....	593	Radiologic Sciences (RS) .....	417
Online Course Design Certificate .....	308	Radiologist Assistant Program .....	331
Online Health Science Studies—BS Completion Track .....	227	Radiologist Assistant (RA) .....	608
Online Post-Professional Occupational Therapy Doctorate (OTD) .....	324	Refund Policy .....	356
Organizational Leadership (OL) .....	596	Religious Life .....	22
<b>P</b>		Repeat of Courses with Grade of F, D or C- .....	91
Part-Time Juris Doctor .....	335	Requirements for Graduation .....	39
Part-time Undergraduate Studies .....	263	Reserve Officer Training Corps (ROTC) .....	16
Pathologists' Assistant Program .....	326	Residential Life .....	23
Pathology (PA) .....	597	RN to BSN Completion Program (online) .....	261
Performing Arts Workshop .....	153	RN to MSN Program (online) .....	370
Perfusion (PR) .....	599	Rocky Top Student Center .....	23
Personnel .....	378	<b>S</b>	
Philosophy (PL) .....	492	School of Business .....	158
Physical Therapy (PT) .....	600	School of Business .....	282

School of Communications .....	180	Tuition and Fees .....	15
School of Communications .....	294	Tutorial Study .....	102
School of Education .....	194	<b>U</b>	
School of Education .....	194	University Curriculum .....	41
School of Engineering .....	195	Use of Graduate Course Credits by Undergraduate Students .....	102
School of Engineering .....	310	<b>V</b>	
School of Health Sciences .....	205	Variant Procedure .....	103
School of Health Sciences .....	311	<b>W</b>	
School of Law .....	333	Withdrawal from a Course .....	103
School of Medicine .....	358	Withdrawal from the University .....	103
School of Nursing .....	256	Women's and Gender Studies (WS) .....	524
School of Nursing .....	358	Workplace Law .....	347
Science (SCI) .....	511		
Service Learning Courses .....	40		
Sixth-Year Diploma in Educational Leadership .....	308		
Social Work (SW) .....	610		
Sociology (SO) .....	511		
Sociology (SO) .....	615		
Software Engineering (SER) .....	515		
Spanish (SP) .....	517		
Spanish (SP) .....	615		
Special Education Certificate of Completion .....	310		
Special Education (SPED) .....	518		
Special Education (SPED) .....	615		
Sports Studies (SPS) .....	520		
Statements on Nondiscrimination and Compliance .....	8		
Strategic Communication (STC) .....	522		
Strategic Communication (STC) .....	617		
Strategy (STR) .....	619		
Student Affairs .....	24		
Student Health Services .....	24		
Student Records .....	91		
Student Resources and Services .....	17		
Study Abroad .....	40		
Summer Program Abroad .....	350		
<b>T</b>			
Tax Law .....	346		
Technology Assistance .....	25		
Title IX .....	92		
To Communicate with University Offices .....	377		
Transfer Credit from Other Institutions .....	102		
Transfer of Credit Policy .....	101		
Transitional Services for Underrepresented Students .....	25		